

PATHWAYS 2012



Name:

Pathways 2011

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Introduction to Pathways



This booklet is designed to help you and your parents/carers make important decisions about your future. You will choose a personalised **Pathway** that will help you get to where you want to be when you leave The Gilbert School.

To choose the right **Pathway** you must begin to think about post-16 opportunities. The first pages in this booklet are designed to help you map out your ideas so that you can make the best choices for your future.

The main section of the booklet tells you all about the different subjects and Pathways you can choose. It is important that you read about the different subjects. If you are not clear about anything, ask a teacher.

Each subject has a code at the top of the page. This is to help you piece together the right Pathway for you.

- C** **Compulsory** — All students have to take this subject.
- A** Available to **All** — Any student can choose this subject as part of their chosen pathway.
- V** **Vocational** — This is available to all students and is a Vocational qualification which is the same as 1 or 2 GCSEs. (In some cases more)
- S** **Support** — Students who need support with studies will find these subjects accessible.
- H** **Higher** — Students who are level 6 or higher can take these subjects.

There will be a Evening for Year 9 parents/carers on Wednesday 1st February at 7pm where the whole Pathways process will be explained. Parents will meet Subject Leaders and KS4 students to look at the courses on offer at KS4.

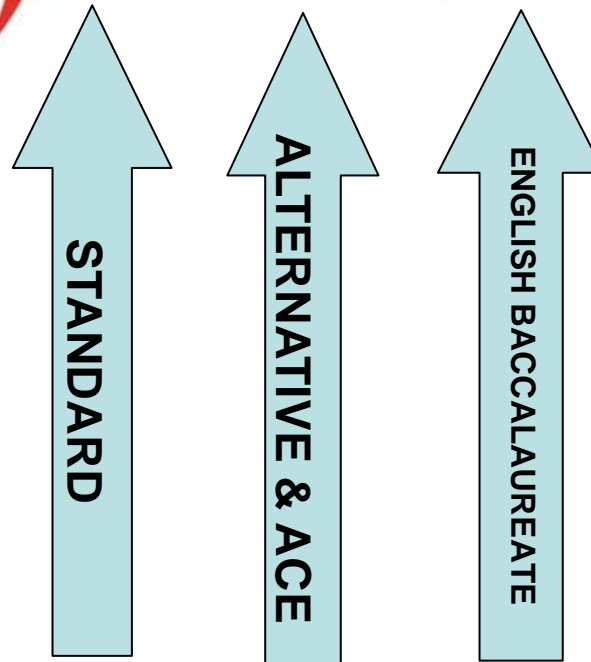
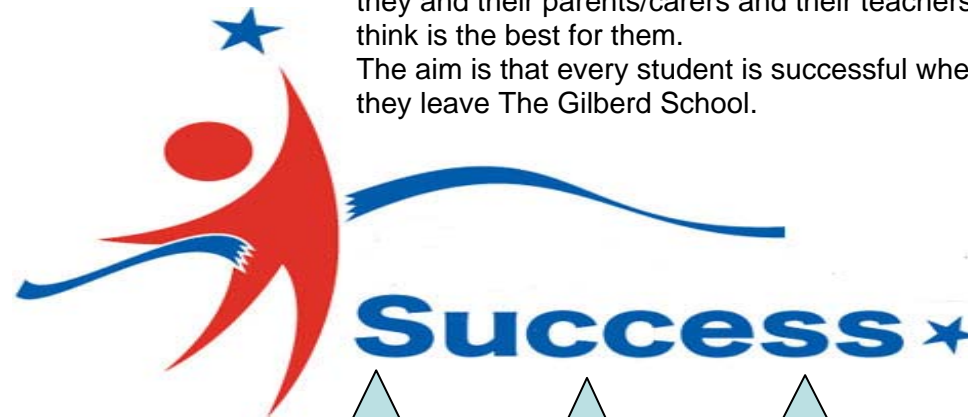
There will also be an Assembly for students on Wednesday 1st February and a Pathways Fayre on **the same day from 3.30pm - 4.30pm**, where students will get a chance to speak to the Subject Leaders and KS4 students about the different subject options.

What are the different Pathways?



There are **three** different Pathways at The Gilbert School. Students get to personalise the one that they and their parents/carers and their teachers think is the best for them.

The aim is that every student is successful when they leave The Gilbert School.





What are the different Pathways?



Standard: This Pathway includes English, Maths, Science, IT, RE and a mix of **GCSE** or **Vocational** subjects. Each student will get the opportunity to choose 3 GCSE subjects in their personalised Pathway. These may be subjects that a student enjoys or wishes to take on at A level later. It is advised that a student takes a healthy mix of subjects from the different Curriculum Areas (see page 9). Some students may wish to specialise early and take a number of subjects from the same area; for example Dance and Drama or DT and Graphics. They should talk this through with their tutor and parents/carers to ensure that this is the right thing and does not close future opportunities.

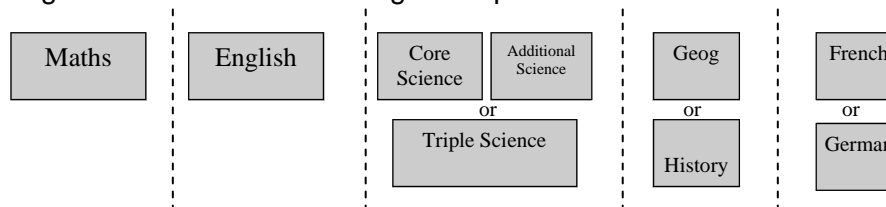
English Baccalaureate (EB):

The EB is set to be a new standard by which student and school achievement is judged. It will suggest to colleges and employers that able students have a good breadth of academic study at a high standard. The EB is not compulsory and the specified combination of subjects is not for everyone. However, many students may wish to think about completing the elements to achieve this standard at the end of Key Stage 4.

This is the ideal qualification for those students who wish to take the International Baccalaureate (IB) at the VIth Form College. *For more information about the IB contact Karen Burns at the 6th Form College on 01206 500700.*



To achieve the EB a student will need to gain a GCSE C grade or higher in each of the following 5 components:



Alternative Pathway



This Pathway has two main approaches to personalising a student's education:

Work Based Pathway:

This Pathway is for those students who have been identified as benefiting from a mix of Core subjects and Alternative courses at Colchester Institute or career relevant work placement. Students will study Maths, English and Science and **one** GCSE of their choice. This Pathway has led to a number of students gaining full-time apprenticeships or extra qualifications and can progress to a number of post 16 Institute courses. Students will be out of School on Thursdays and Fridays on their placement and then attending normal lessons for the rest of the week.



(For more information contact Mr Mitchell 01206 842211)

ACE/Foundation Learning Pathway: This Pathway is for those students who have been identified as benefiting from a mix of Core subjects and an 'Accredited Curriculum Enrichment' (ACE) programme of study. Students will study Maths, English and Science and **one** GCSE of their choice. The school-based alternative programmes of study results in the students achieving an OCNR Step Up Diploma, worth up to four Level 1 GCSEs. Areas studied include: *IT, Mountain Biking, Mountain Bike Maintenance, Kayaking, Team work, Orienteering, First Aid, Self Defence, Food Hygiene, Engineering, Care, Health & Safety in the workplace and Personal Finance.*



The aim of this course is to equip students for the work place and apprenticeship schemes by providing a variety of relevant qualifications and team working skills. Students will be working on their Foundation Learning Diploma on Thursdays and Fridays and then attending normal lessons for the rest of the week.

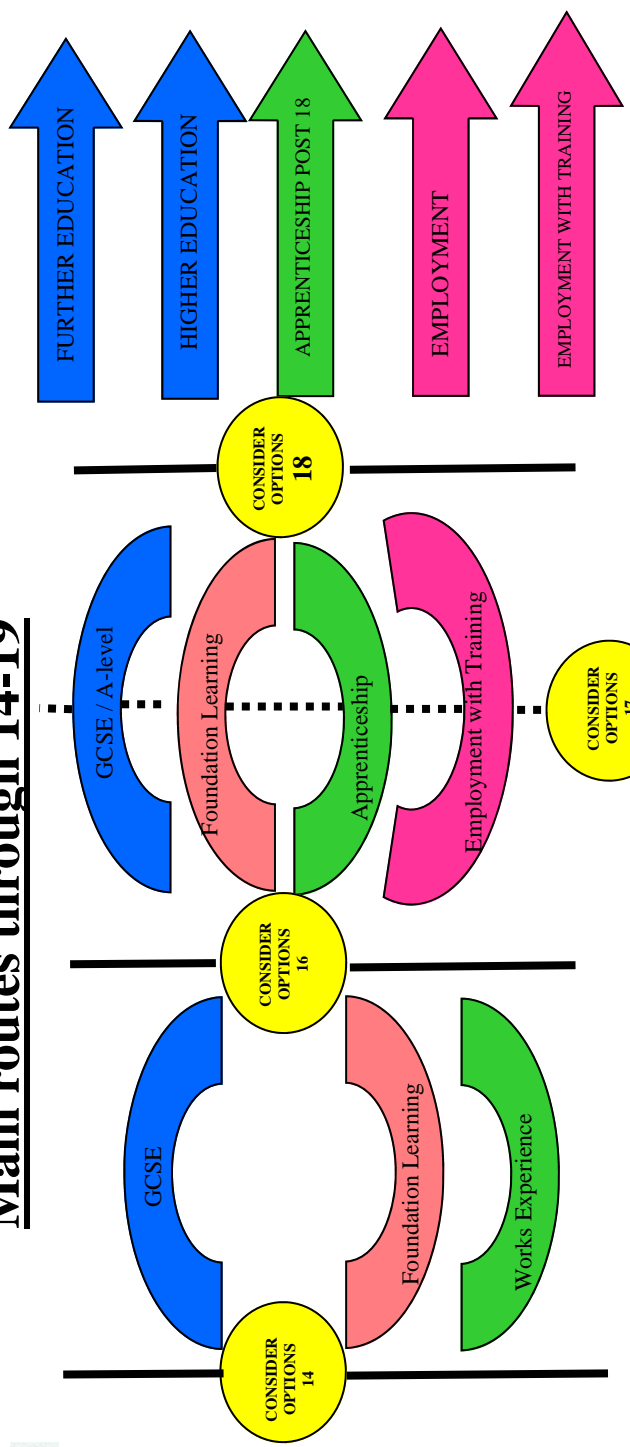


(For more information contact Mr Mitchell 01206 842211)



Check out our website at: www.foundation-learning.com

Main routes through 14-19



GCSE/ A Level

Apprenticeship

Foundation Learning

GCSE and A level qualification are regularly updated to ensure that they remain high quality, relevant and interesting.

Apprenticeships allow students to learn at work and gain qualifications.

This is for learners not ready for a full level 2 qualification and includes a mix of learning to suit the individual.

CONSIDER OPTIONS

Well before the decision points information and advice will be critical to guide young people to make the best choice for them in relation to their prior learning.
Some students may change paths at 17 because there are more one year courses after 16.

How to piece together your Chosen Pathway

You should choose **5** subjects from the available section. **3** will be your main preference and **2** others will be your back up subjects.



Compulsory Subjects:

All students will study the following subjects:-

English Mathematics Science
Information and Communication Technology
Religious Education

All students will also study:-

Physical Education (with possibility to gain GCSE)
Careers Guidance
Future Skills



Available Subjects to choose:

Students can choose a mix of the following subjects:

Modern Foreign Languages

French
German

Technology

Catering
Electronic Products
Resistant Materials
Textiles
Graphic Communication

Performing Arts

Art & Design
Dance
Drama
Music
Photography
Expressive Arts

Humanities

Geography
Modern World History
SHP History

Vocational Subjects:

Business
ICT
Health and Social Care

Other Subjects

Triple Science (Physics, Chemistry & Biology)
Physical Education
Media Studies
ACE /Work Experience



6th Form
College?

Write in this box what you want to do when you have left
The Gilbert School.

Colchester
Institute?

M
y

Employment?

Apprenticeship?

P
a
t
h
w
a
y

Write in each
box your
choices for
your own
personalised
Pathway.



3
2
1
Pathway choice:

Whilst we would like to be able to accommodate every student's first 3 choices, this may not be possible. Students, therefore, must be prepared to study any of their 5 preferences.

Please fill this box in with your 2 extra choices in case it is not possible to accommodate your first 3 choices.

1
2

Compulsory Subjects:
English - Maths - Science
Physical Education - ICT - RE
Careers - Future Skills

Points to be aware of



Exams

GCSE

Most subjects are studied to GCSE level.

Some subjects are “double awards” and students who take these subjects will receive 2 grades.

Subjects involve a mixture of exams and coursework. Please see each subject for details.

Please note: Subjects will only run if they attract viable numbers. It may not be possible to accept all the students who wish to opt for a given subject. In such cases a student’s interests, previous performance, career intentions and other choices will be taken into account. In order to form viable groups, some students may have to change population.

Further Information and Advice

Students should, of course, discuss any concerns they may have about their new courses with subject teachers and form tutors.

For parents/carers the following events have been organised:

Wednesday 1st February Pathways Information Evening 7pm

Wednesday 29th February Parents’ Evening to meet subject staff - X Population

Wednesday 7th March Parents’ Evening to meet subject staff - Y Population

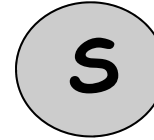
Before making a decision:

- read the course outlines in this booklet
- talk to your tutor in mentoring time
- discuss progress with subject teachers
- ask teachers about new subjects
- think about further education at 16+
- find out the entry requirements for the 6th Form College and the Institute
- consider future career aspirations
- utilise ICT Careers’ programs and web -sites
- disregard what friends are choosing
- balance subjects you need with subjects you enjoy.





Foundation Learning A.C.E



Introduction:

This course is for students who may find doing 9 GCSEs too much but as yet do not want to go on a work experience programme of study. The ACE course consists of a series of qualifications that are completed in short units. Students also collate qualifications in their personal portfolio.

Please visit our website at www.foundation-learning.com



What will be studied?

- Self Defence
- IT
- First Aid
- Basic Finance Enterprise
- Adventure Based Learning Units
 - Mountain Biking
 - Climbing
 - Orienteering
 - Kayaking
 - Expedition Organisation
- Work Experience
- Application/Interview Techniques
- A range of units chosen by the students which can be used to gain a foundation learning OCNR Diploma (equivalent to 4 GCSE passes).



This course is 2 full days a week and can lead to work experience later

Assessment:

As a school we are part of the Colchester Consortium and use the OCNR exam board. It is all coursework and portfolio and leads to a Foundation Learning Diploma worth four GCSE passes.

Art & Design

A

Introduction:

This course is aimed at students who have an enthusiasm and love for all aspects of art and creativity and are able to work independently.



What will it be like?

You will learn a range of new processes and techniques and be inspired by the work of other artists.

You will explore pencil and colour tone; observational drawing; experimental mediums. 3-Dimensional structures, painting, printing, textiles and ceramics.

You will need to be prepared to work independently to develop ideas that will lead to personal responses using a range of techniques and mediums.

If you love drawing and being creative then you will enjoy this course.

Homework forms an integral part of the coursework percentage so you must be prepared to put in the time, care and effort!

Assessment:

Unit 1: Personal Portfolio including controlled assessment.

Unit 2: Externally Set Assignment comprising of a 20 hour preparation period followed by a 10 hour exam.

Personal Portfolio / Controlled Assessment = 60%

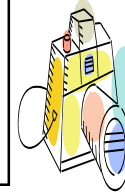
Exam = 40%

Art & Design Photography

A

Introduction:

This course is aimed at anyone who is creative and enjoys a technical challenge. It will combine the process of traditional and digital photography.



What will it be like?

This course will teach you how to develop forms of personal expression through the medium of Photography.

You will learn about composition; functions of the SLR manual film camera, taking a photograph, developing a film and printing using black and white chemicals, functions of the enlarger and darkroom, Health and Safety, studio photography and digital manipulations.

If you love art and creativity but don't feel confident in your drawing skills then this is the course for you! You will be expected to be dedicated and organised as this course demands independent film taking outside of school.

Students will be required to provide their own Single Lens Reflex (SLR) film camera with full manual settings.

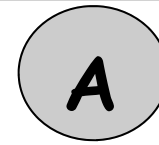
Assessment:

2 units of coursework: There will be a 20 hour preparation period followed by a 10 hour exam.

Coursework = 60%

Exam = 40%

Art & Design Graphic Communication



Introduction:

This course is aimed at students who like the more technical design and illustration aspects of Art and Technology. Graphic Communication is presentation of information through the use of visual means.



What will it be like?

Graphic Products aims to give students knowledge and understanding of both visual imagery and the production of 3 dimensional outcomes. Students must investigate specific areas of a design problem, select relevant sources of information and use them to research and develop possible solutions.

During the course

Over the two year course we will cover: Pictorial Techniques: Freehand Sketching; Orthographic Technical Drawing; Sectioned Views; Presentation Drawings; Signs & symbol Conventions; Computer Aided Design and Manufacture (CAD, CAM) both in 2 and 3D imentions; Business and Industrial Practices and Time Based Digital Graphic Techniques.

General advice:

Students require the following equipment: in addition to general stationary, a pack of quality coloured pencils, a fine liner for drawing, 300mm ruler, A3 folder for transporting work to and from home (this will be available from school) and a USB flash drive

Assessment:

Coursework = 60%

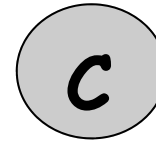
A portfolio of work undertaken throughout the course. Students will use this to demonstrate their understanding and ability to investigate and design graphical products.

End of course controlled assessment = 40%

Exam board set task, lasting 30 hours, requiring research and development of a final outcome. This starts in the January of Year 11.

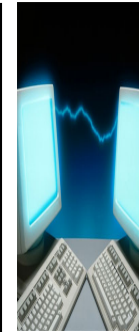
Award In Digital Applications -

AIDA COMPULSORY for Set 2 and 3
Equivalent to 1 GCSE



Introduction:

This course enables students to become active producers of digital content. Students are given a brief from the examination board. Students then use a range of ICT skills to solve a number of challenges. Previous briefs include designing marketing material for a youth centre, a charity dance marathon, raising awareness of E-Safety and promoting Olympic/Paralympic values and encouraging peers to take up challenges to improve their lifestyle.



What will it be like?

Unit 1— Using ICT

This is the only unit on the AIDA and it gives students experience of using a range of hardware and software to solve problems similar to those they may face when they leave school.

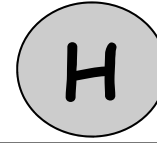
Students will discover how to:

- Produce an up-front plan to help manage a project.
- Select and capture information from various sources.
- Use database software to organise and search for relevant data.
- Use a spreadsheet to analyse primary data.
- Use Presentation, Graphics and Desk Top Publishing software to produce promotional materials.
- Use Web Design software to create an E-Portfolio on which to present their coursework.
- Test and evaluate their use of software.

Assessment:

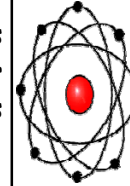
Coursework = 100% The assessment is on-line and students send their E-Portfolio to the examiner to assess 'on screen' unlike traditional courses where students have to produce endless printed 'screen shots' of what they have done. The qualification is split into two tiers, which allows for all students of all abilities to access the work. *Level 2 qualification grades are Pass/Credit/Merit/Distinction equivalent to: C/B/A/A**

Biology, Chemistry, Physics (Triple Science)



Introduction:

This course is worth THREE GCSEs. It will study all three sciences in detail and is only suitable for students who are working at either Level 6 or 7 in Year 9 Science. Students who wish to follow this course will need to choose it as one of their options.



What will it be like?

- In Biology students study diet, digestion, blood, cells, respiration, plants and photosynthesis, microbes, genetics and cloning, diseases, the kidneys, food webs and ecology.
- In Chemistry students study atomic structure, differences between elements and compounds, limestone and its uses, metals, alloys, oil- its extraction and distillation, biofuels, polymers, nanotechnology and the periodic table.
- In Physics students study renewable and non-renewable fuels, heat movement, energy conservation, electricity, radiation, electromagnetic spectrum, forces and astronomy.
- For all three sciences study will be in a variety of different ways, including practical investigations, written tasks and discussions about topical issues such as global warming, the oil crisis and IVF.

Assessment:

Year 10

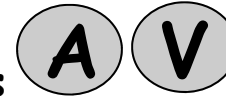
For each of the three science subjects there are two written module tests which make up 25% of the final GCSE grade.

Year 11

Two 45 minute written exams in each of Biology, Chemistry and Physics which make up 50% of the final GCSE grade.

Practical investigations in each of Biology, Chemistry, Physics over two years which all take place in lessons make up 25% of the final GCSE grade.

BTEC Business Studies & GCSE Business Studies & Economics



Introduction:

Business Studies offers young people the chance to develop knowledge, understanding and skills in relation to: the economic environment in which businesses operate, the contribution that organisations make to the creation of wealth and the satisfaction of human needs and wants, the nature and role of enterprising and managerial behaviour, take active roles in business and organisational settings, It develops essential communication, planning and evaluation skills and gives young people the knowledge and understanding to use these skills appropriately in the private, public and voluntary sectors either as consumers, workers, citizens or ultimately as business owners.



What will it be like?

BTEC Level 2 Extended Certificate in Business (For students working at L5 or below in English and Maths)

The 30-credit BTEC Level 2 Extended Certificate extends the specialist work-related focus and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units. The BTEC Level 2 Extended Certificate offers an engaging programme for those who are clear about the area of employment that they wish to enter. It comprises of 4 units of study completed over year 10 and 11 and is the equivalent of 2 GCSEs at Grade C or above.

Unit 1: Business Purposes

Unit 2: Business Organisations

Unit 12: Doing Business Online

Unit 17: Starting a Small Business

GCSE Business Studies & Economics (For students working at L6 or above in English and Maths)

GCSE Business Studies and Economics comprises of three units of study:

Unit 1: Introduction to Small Business (45 min exam)

Unit 2: Investigating Small Business (Controlled Coursework)

Unit 5: Introduction to Economic Understanding (1 hr 30 min exam)

Assessment:

BTEC Level 2 Extended Certificate in Business

100% Coursework and is equivalent to 2 GCSEs

GCSE Business and Economics

75% Examination / 25% Controlled Assessment and is worth 1 GCSE

Catering

A

Introduction:

This is a two year course which leads to a GCSE in Catering, combining both theory and practical work. Students can achieve GCSE A*-G grades.

The course concentrates on food preparation and service in the Catering industry. It is ideal for those who want to develop their knowledge and extend their skills in a vocational context.



It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It also offers valuable preparation for those entering the world of work. It uses a range of assessment techniques to enable students to respond through practical and investigative work. Students will establish links with local establishments, industry and further education colleges.

What will it be like?

The main areas of study are:

The catering industry - food and drink Food preparation, cooking and presentation

Health, safety and hygiene Nutrition and menu planning

Costing and portion control Specialist equipment

Communication and record keeping Environmental considerations

Job roles, employment opportunities and relevant training

Students will be expected to bring in ingredients and cook at least ONCE a week. Therefore, organisation is vital.

Assessment:

Unit 1: Is assessed through TWO practical tasks (controlled assessments)

These are selected from SIX that are set by the examination board. This will be assessed throughout Year 10 and Year 11.

Task 1 is worth 20% of the GCSE (a total of 4 pages of A4)

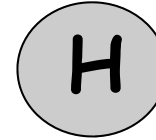
Task 2 is worth 40% of the GCSE (a total of 10 pages of A4)

Unit 2: Written examination

This consists of ONE written paper of 1 1/4 hours set and marked by the WJEC examination board. Students can attain an A*—G grade.

Certificate In Digital Application for IT Users (CIDA)

SINGLE OPTION -(Equivalent to 2 GCSE's)



Introduction:

This course is creative and allows learners to enhance their digital skills by independently completing set tasks on a given project brief. The qualification is designed to equip learners with the skills they need to live, learn and earn in the 21st century. Students are expected to be independent learners and be competent at ICT.



What will it be like?

Unit 1 - Using ICT—This is the mandatory unit which the students will complete by the end of Year 10. It gives students experience of using a range of hardware and software to solve problems similar to those they may face when they leave school. Further detail can be seen in the description of the AIDA qualification. This unit is worth 1 GCSE equivalent by itself.

- Produce an up-front plan to help manage a project.
- Select and capture information from various sources.
- Use database and spreadsheet software to organise and search for data and calculate
- Use Presentation, Graphics and DTP software to produce various publications.
- Use Web Design software to create an E-Portfolio on which to present their coursework.
- Test and evaluate their use of software.

Unit 3 - Graphics—This Graphics unit allows students to design and produce effective graphic products that communicate successfully on screen and in print. This unit together with unit 1 are worth 2 GCSEs equivalent.

- Students will discover how to:
- Produce a plan to help manage a project.
- Produce a detailed proposal outlining initial ideas.
- Create images using bitmap and vector tools for a given task.
- Use Web Design software to create an E-portfolio on which to present their coursework.
- Test and evaluate their use of software..

Assessment:

Coursework = 100% Student's work is assessed on-line using their e-portfolio evidence. Successful completion of the course will result in students being awarded two GCSE equivalent grades. *Level 2 qualification grades are Pass/Credit/Merit/Distinction equivalent to: C/B/A/A**

Dance

A

Introduction:

The aim of this course is to develop students' understanding of Dance as an art form. Students will have the opportunity to choreograph and perform their own dances and explore the works and dance styles of professional artists both practically and theoretically.



What will the course involve?

- A chance to improve your technical skills as a dancer.
- A chance to develop an understanding of how dance is created, both on stage and screen.
- A chance to create, choreograph your own dances.
- A chance to share your skills with others, leading clubs for younger year groups.
- A chance to learn about the history of dance and other theoretical issues.
- A chance to perform both at school events and in the local community.

GCSE Dance is both a practical and theoretical course. Students will experience a number of different dance styles and techniques, learn a new language, develop personal skills in leadership and co-operation and have the opportunity to create their own work.

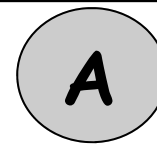
GCSE Dance is an exciting subject. It is hard work but the elements of fun and enjoyment are present throughout. If you enjoy the course, you may wish to continue your studies at AS/A Level, or pursue other performing arts courses, or you may wish simply to pursue your interest in dance as a leisure activity. The experience that you will have gained from choosing GCSE Dance will equip you to enjoy dance as a participant or a spectator, for the rest of your life.

Assessment:

Students complete units 2 and 3 in Year 10 and units 1 and 4 at the end of Year 11.

UNIT 1: CRITICAL APPRECIATION OF DANCE (20%)	Written examination
UNIT 2: SET DANCE (20%)	Practical Assessment
UNIT 3: PERFORMANCE IN DUO/GROUP (20%)	Practical Assessment
UNIT 4: SOLO CHOREOGRAPHY (15%)	Practical Assessment
GROUP CHOREOGRAPHY (25%)	

Drama



Introduction:

The aim of the GCSE Drama course is to provide individuals with a broad range of experiences as a theatre student. Whilst the subject is largely practical in nature, there is also an important emphasis on students having a sound theoretical understanding behind the practical work explored.



What will it be like?

Why Drama?

Confidence	Communication	Team Work
Evaluating	Employers like Drama	FUN!
Responding	Developing	Performing

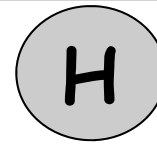
Drama is an exciting GCSE where a range of styles, genres and playwrights are explored in both a practical and theoretical nature. Throughout the two years, students will be given the opportunity to develop their skills, exploring the key techniques as a theatre student and using these to enhance their performance skills. Although the subject is largely practical in nature, it is important that students have a sound theoretical understanding behind the practical work that they produce.

Taking Drama at GCSE will hopefully fuel your passion and enjoyment for the subject, whilst helping you develop your confidence, performance and appreciation skills as a Drama Student!

Assessment:

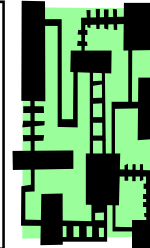
Unit One- Page to Stage	30%	Consist of a Working Record and Performance/Presentation (Completed in Year 10)
Unit Two- Drama in the Making	30%	Consist of a Working Record and Performance/Presentation (Completed in Year 11)
Unit Three—Concept to Creation	40%	Consist of a Working Record and Performance/Presentation (completed in Year 11) 30% of the mark is on the end performance.

Electronic Products



Introduction:

This course is aimed at students who like the more technical aspects of Technology. It aims to give students a sound grounding in the basics of analogue and digital electronics. Many students taking this course go into electrical or electronic engineering careers.



What will it be like?

This is an accelerated course designed for students who are especially competent at Maths and Science (usually middle to higher sets). It aims to give students a sound grounding in the basics of analogue and digital electronics.

During the course we will cover theoretical electronics with practical hands-on experimentation. Students will learn the theory and practice of basic and micro electronics and how they are used in the design and manufacture of electronic products.

They will study how individual components such as resistors and capacitors work in a circuit and use formulae to calculate values and timings. They will learn about and apply: monostable & astable circuits, decade counters, the binary counting system, logic gates & truth tables, bistable circuits, LED displays, and combinational logic systems used in modern digital control systems.

Assessment:

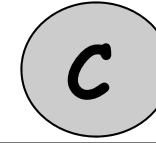
Coursework = 60%

Starting in June in Year 10—students will be required to investigate, design and make a prototype electronic product.

End of course examination = 40%

To test students' understanding of electronic principles and how components are used in circuits to solve problems.

English Language & English Literature



Introduction:

The work in English will be a mixture of controlled assessment and exam preparation.



What will it be like?

During Year 10 students will aim to complete 4/5 pieces of controlled assessment ranging from a short story and media focus to studying a novel, a Shakespeare play and a spoken language unit. There are also 3 speaking and listening activities.

During Year 11 pupils will study poetry a novel and a modern play for the exam.

They will also develop their writing skills and ability to analyse non-fiction texts.

Assessment:

Controlled Assessment - 5 Written assignments (Language 40%)
(Literature 25%)
- 3 Speaking assignments (20% Language)

Exam

Unit 1 Language - Questions on unseen texts
- Writing skills (40%)

Unit 1 Literature - Exploring modern text:- Modern prose or drama (40%)
- Poetry question—Exploring cultures
- Unseen poetry question (35%)

Expressive Arts

A

Introduction:

Expressive Arts looks at 5 different art forms, exploring how these can be combined into one performance (Communication). It is designed to give the students the opportunity to really experiment with the Arts. Whilst the course is heavily practical based, a willingness to perform is essential. There is also an important emphasis on students having a sound theoretical understanding behind the practical work explored. Expressive Arts goes superbly with GCSE Dance, Music and Art.



What will it be like?

Why Expressive Arts?

Confidence	Communication	Team Work	
Responding		Developing	Performing
Evaluating	Employers like	creative subjects	FUN!

Expressive Arts is a truly unique subject where you get to explore a variety of Art forms and really make each performance your own. During the two year course the students will really get a chance to develop their practical skills.

Expressive Arts does not replace any of the other arts subjects. It is intended to compliment the other Arts subjects as Expressive Arts is about integrating the Art forms into a performance, as opposed to looking at them separately.

Assessment:

Unit 1 and 2—The log book constitutes 75% of the marks with the performance exam making up the further 25%.

Teacher assessed over the two years.

Both components are split into 4 sections:

Planning Communication (Performance) Development Evaluation

The students must look at least two different Art forms to combine in the communication.

Unit 3.

Planning 25% Development 25% Communication (Performance) 50%

This is assessed externally by a visiting examiner, who will moderate all teacher marks for components one and two on the same day.

French & German

A

Introduction:

Students may study French or German, or both languages, but must have studied their chosen language(s) in KS3. This course is suited to those who wish to use languages in the future for either business or recreational purposes.



What will it be like?

The course will allow students to develop their skills in Listening, Speaking, Reading and Writing. The written part of the course will be coursework.

The topics studied will include:

- Media and Culture.
- Sport and Leisure.
- Travel and Tourism.
- Business, Work and Employment.
- Dealing with problems abroad.
- Personal Information.
- Life Style.
- Basic Language of the Internet.
- School and College.

Assessment:

There are two tiers of entry—Higher and Foundation.

The four skills of Listening, Speaking, Reading and Writing are assessed and weighted as follows:

Listening 20%

Speaking 30%

Reading 20%

Writing 30%

Writing is assessed through coursework in Year 11.

Future Skills

C

A

Introduction:

Future Skills is made up of 5 units that students study during the year. These are Citizenship, PSHE, Enterprise, Adventure Based Learning and Life Skills.

What will it be like?

In Year 10 students will receive 1 hour tuition a week. This is not a GCSE course.

In Year 10 students will cover a variety of topics which include:

- Crime.
- Police.
- Courts law and justice.
- Money Management.
- Self Defence.
- Work Experience.
- CV.
- Relationships.
- Organisation.

Assessment:

None.

Geography

A

Introduction:

This course provides candidates with a clear overview of the world in the first part of the 21st Century as well as providing a sound foundation for those who wish to study the subject at a higher level. The course allows the opportunity to develop communication, problem solving and interpersonal skills and is taught through enquiry based learning.



What will it be like?

The course is taught through a number of topics. These include:

- Physical topics - The Restless Earth, Eco-systems and Coasts.
- Human Topics - Population & Tourism.

The main focus is an understanding of the physical processes that produce our landscapes and which change over time. This includes the interaction between people and the environment as well the need for sustainability when managing our environments.

Students will learn to appreciate the differences and similarities between people, places and cultures from around the world.

Each topic is also taught through a number of case studies which help students to focus on and visualise events and gives them vital information needed for their final examinations.

Assessment:

1. A local fieldwork investigation which involves one day of fieldwork followed by 6 hours to write it up. This accounts for 25% of your final grade.
2. Unit 1 Physical Geography. Four topics are covered during Year10 and students sit the exam at the end of Year 10. The exam may be retaken during Year 11.
3. Unit 2 Human Geography. Four topics are covered during Year 11 and students sit the exam at the end of Year 11

Both Unit 1 & 2 Exams are 90 minutes long and account for 37.5% of their final grade.

Health & Social Care

A

V

Introduction:

This subject is about issues facing the general population with a holistic perspective. Students investigate a range of factors that affect health and well-being: physically, emotionally, intellectually and socially.

Students address a range of topics in both health and social care contexts and look at the concept of personal development and relationships.



What will it be like?

Unit 1 Understanding Personal Development and Relationships—Year 10

- Stages and patterns of human growth and development.
- Factors that affect development.
- The development of self-concept and personal relationships.

Unit 2 Exploring Health, Social Care and Early Years Provision—Year 11

- Range of needs throughout the major client groups.
- Services offered to people in both health and social care.
- The major job roles in each job sector.
- Policies and services and the underpinning care values.

Who would want to do this subject?

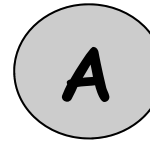
Anyone who wants to work in Health, Social or Child care or any public service job where a knowledge of working with others is important.

Assessment:

- Unit 1 **Assessment** External Exam. Taken in June of Year 10.
- Unit 2 **Assessment** Coursework - A report into a local health, social care or early years service.

• Opportunity to re-sit the Unit 1 exam in the January of Year 11.

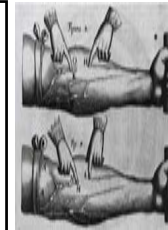
History: American West & Medicine



Introduction:

Schools History Project

This is will give you the chance to study in depth and across vast time spans. You will develop valuable skills of communication, research and analysis.



What will it be like?

The course will be taught through a number of topics:

Medicine through Time - from prehistory to modern times

and the transformation - factors affecting change -technology
of surgery

-religion

-warfare

-communication

- role of key individuals -Hippocrates

-Galen

-Pasteur.

The American West - the impact of white settlers on native tribes

- the study of the lifestyle of the tribes.

Representation of History—Vietnam War.

Assessment:

There is only one tier of entry - grades A* - G.

There are 4 external examinations worth 25% each: -

2 to be taken in Year 10.

2 to be taken in Year 11.

History: Modern World

A

Introduction: MODERN WORLD HISTORY

This is aimed at those who not only enjoy History but also have an interest in current affairs.

The course will help increase your understanding of events happening now. You will develop valuable skills of communication, research and analysis.



What will it be like?

The course will be taught through a number of topics:

International relations 1919- 91

- Rise of the dictators
- Causes of WW2
- Hitler's foreign policy
- Failure of appeasement
- The Cold War

Germany 1919-45

- Failure of Weimar republic
- Rise of Nazis
- Nazi regime

USA a divided union 1945-70

Representation of History - Jack the Ripper

Assessment:

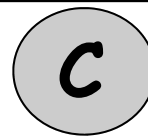
There is only one tier of entry -grades A* - G.

There are 4 external examinations worth 25%.

2 to be taken Year 10 and 2 to be taken in Year 11.

IGCSE- INFORMATION AND COMMUNICATION TECHNOLOGY—COMPULSORY UNIT FOR SET 1

(Equivalent to 1 GCSE)



Introduction: Students will develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. The skills learnt will be useful in learners work across the curriculum, and will prepare them for future education and employment at an international level. The IGCSE is internationally recognised by schools, universities and employers as equivalent to the UK GCSEs.



What will it be like? For the theory there are eight interrelated sections; 1. Types and components of computer systems, 2. Input and output devices, 3. Storage devices and media, 4. Computer networks, 5. Data types, 6. The effects of using ICT, 7. The ways in which ICT is used, 8. Systems analysis and design.

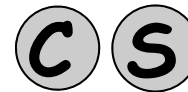
Students will become familiar not only with the types of software available and the range of ICT knowledge and skills but also with their uses in practical contexts.

- **Paper 1:** 100 marks weighted at 40% of total
2 hours—Written paper exam testing sections 1-8 of the curriculum content and assessing the student's skills in Assessment objective AO2. All questions compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses
- **Paper 2:** 80 marks weighted at 30% of total. This will be a 2½ hours practical controlled test assessing knowledge and understanding of sections 9-16 of curriculum content.
- **Paper 3:** 80 marks weighted at 30% of total. This will be a further 2½ hours practical controlled test assessing knowledge and understanding of sections 9-16 of curriculum content.

Assessment:

The IGCSE mode of assessment is 40% written exam and 60% practical controlled condition tests. Students will sit one written exam and two practical controlled condition tests.

OCR Level 2 National Short



Course Award in ICT (Equivalent to 1/2 GCSE)

Compulsory unit for sets 4, 5 and work related groups

Introduction: Students will study two units over years 10 and 11. Unit 1 is a compulsory unit and is based on a project brief that is set by the examination board. This unit requires 40 guided learning hours. Students will also complete Unit 20. This will be based on a brief set by the teacher and will require 20 guided learning hours. Both units will be completed under controlled conditions within the classroom.



What will it be like?

Unit 1: ICT skills for business

- Students will be provided with a business problem called a scenario. This will be set by the examination board. Students will need to solve the problem by producing various business documents like a letter, memo, presentation and so on.
- Students will also have to demonstrate their understanding and use of using ICT safely in a business environment. They will also guide others on how to use email correctly.
- Students will also create and use a spreadsheet to keep a budget.
- Students will edit, amend, delete, sort and search an existing database.

Unit 20: Creating animation for the WWW using ICT

- Students will review existing web based animations for their good and bad points.
- Students will produce a storyboard for an identified purpose and audience.
- Students will create an animation of at least 15 seconds using Adobe Flash.
- Students will produce a test plan and then test their animation.

Assessment:

Coursework 100%

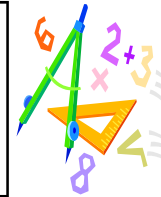
Unit 1 requires 40 guided learning hours and Unit 20 requires 20 guided learning hours. OCR level 2 National short course Award grades are: Pass / Merit / Distinction and these are equivalent to C/B/A.

Mathematics

C

Introduction:

The work in Mathematics will develop students' life skills through the study of number, algebra, shape and space, data handling and problem solving.



What will it be like?

Students will study all main branches of Mathematics in both Year 10 and Year 11.

They will develop:

- Communication skills and team skills, through both individual and group work.
- Thinking and problem solving skills through investigations and puzzles.
- Planning, analysis and interpretation skills through data handling projects (statistics).

In June of Year 10 some students from sets 1 and 2 will sit *GCSE* Statistics.

In Year 11 it is hoped that students, mostly from sets 3 and 4, will be invited to sit *GCSE* Maths early in November. They then have the chance to re-sit and improve their Maths grade or to sit *GCSE* statistics in June of Year 11 students who do not do early entry will sit their Maths *GCSE* in May/June.

Assessment:

Mathematics GCSE: 2 final written examinations.
1st paper:- Non calculator 50%
2nd paper:- Calculator allowed 50%

Statistics GCSE: 1 coursework project 25%
1 written exam 75%

Functional Skills: 1 written exam.

Media Studies

A

Introduction:

Media Studies (Double Award) is an exciting, modern and varied GCSE. It allows students to both study aspects of the media as well as create media pieces themselves.



What will it be like?

Over the duration of the course, students will examine a range of media including: radio, television, print media (such as newspapers and print advertising), film and music. They will establish a comprehensive understanding of how each of these elements influence the masses, how the media is structured and how each medium is produced. This will involve both analysis and production.

Students will take a 'hands-on' approach; they will be using production equipment such as video cameras, editing suites, publishing software, digital photography and New Media resources. Alongside this, they will examine media text, such as film and newspapers, and analyse the techniques used to produce this media.

Further to this already comprehensive experience, students will visit the real media world during the course with a trip to either BBC Television Centre, South Bank studios, the BFI or local radio stations.

Assessment:

The course is now a double award. The course is split into four sections over two years—Investigating the Media, Understanding the Media, Exploring Media Industries and Responding to a Media Brief.

The course as a whole is assessed through two Controlled Tests and four Controlled Assessments, one of which will be a research, planning and presentation project.

Each written exam is worth 20% of the final mark and each Controlled Assessment section is worth 30% of the final mark. It is worth noting that the first Controlled Assessment section consists of three assignments.

Music

A

Introduction:

The work in music will develop your listening, composing and performing skills through a variety of practical activities.



What will it be like?

During the next 5 terms you will be studying a wide range of music including:

- Area of Study 1 - Western classical music
- Area of Study 2 - Music in the 20th century
- Area of Study 3 - Popular music
- Area of Study 4 - World music

You will listen to music from these areas and compose two pieces based on different styles. The two compositions make up your coursework and you will work on these during your music lessons, gradually improving and refining them. As part of your regular homework, you will be expected to make use of the equipment in the department to continue this process. Your compositions will be sequenced using Cubasis and recorded onto CD for assessment.

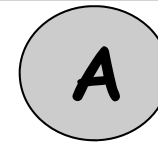
You will also take part in a variety of class performances to give you experience of playing a wide range of styles. During the course, you will need to perform and record 1 solo piece and 1 ensemble (group) piece which you will have prepared with your instrumental teachers. Students who opt for GCSE music receive a free 15 minute instrumental lesson per week.

Assessment:

There are three components:

Paper 1:	Performing - One solo, one ensemble	30%
Paper 2:	Composing - Two compositions	30%
Paper 3:	Listening and Appraising (Paper 1 $\frac{1}{2}$ hours)	40%

Physical Education: Core PE



Introduction:

During your 2 hours per week of core PE, we aim to help you extend your understanding, skills and knowledge along the same pathway that you started on in Year 9.



The emphasis is on preparation for an active, healthy lifestyle beyond school and on maximising achievement whilst you're still here.

What will it be like?

In core PE, you will have the opportunity to study for your *GCSE PE*. This is a very practical course and we would expect those that took the competition and performance route in Year 9 to progress towards the full course *GCSE*, whilst the leadership and improvement group generally study for the short course and the *Gilberd Sports Leaders Award*. Those students who opted for the fitness and health pathway in Year 9 will continue to try new activities and have increased say in which activities they take part in.

As you move into Year 10, you can opt into a different pathway; so if for example you were in leadership and improvement in Year 9, you could swap to Full Course *GCSE PE* in Year 10 without a problem.

Students who take PE as an option and complete the *BTEC Certificate in Sport* will find themselves well placed to pass the *GCSE* as well and so gain up to 3 *GCSEs* from one option choice!

Your option pathways for core PE in Year 10 will be sorted out in the summer term of Year 9 so you do not need to worry about it now. Your only immediate concern is whether to take PE as an option (see *BTEC Sport*).

Assessment:

GCSE PE

Practical assessment of 4 activities (2 for short course)	48%
Analysis of performance:	12%
Theory exam:	40%

Physical Education: BTEC Sport

A

Introduction:

In both *GCSE* PE and BTEC Sport you will cover a wide range of practical and theoretical aspects of this subject. If you have a genuine interest in sport and PE or if you are looking towards a career in the sport and leisure industry, these courses will suit you. Once you choose PE as an option, we will help you choose which blend of BTEC Certificate in Sport, BTEC Extended Certificate in Sport, *GCSE* PE full course or *GCSE* PE short course suits you best.



What will it be like?

Everyone who takes PE as an option will start by studying for the BTEC Certificate in Sport. The course is equivalent to one *GCSE* and is a mix of theory and practical lessons. Assessment is based on completion of 2 portfolios of work; these cover fitness testing and training and practical sport. Because the assessment is portfolio not performance based, you do not need to be great at PE to do well, so it does not matter which pathway you chose in Year 9!

Depending on how you find the BTEC Sport Certificate, you may decide to complete some extra units to gain the Extended certificate, which is worth 2 *GCSEs*. Alternatively, you may wish to use your option time to work towards the *GCSE* in PE and strengthen your learning from core PE.

Assessment:

BTEC Certificate in Sport

100% Coursework and is worth 1 *GCSE*

BTEC Extended Certificate in Sport

100% Coursework and is worth 2 *GCSEs*

GCSE PE, Full and Short Course

See "Core PE"

Religious Studies

A

Introduction:

Year 10 will be continuing their studies as this will be their final year of GCSE study in RE. We aim for all students to have a GCSE by the end of Year 10.

The students will be looking at elements of Islam in this their final year.



What will it be like?

In year 10 we will be studying Islam:

- Core beliefs.
- 5 Pillars of Islam.
- Sunni/Shi'ah Islam.
- Places of Worship.
- How Muslims Worship.
- Family.
- Community.
- Sacred writings.

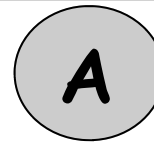
Assessment:

No coursework!

100% Examination

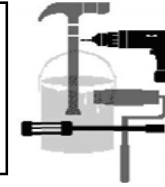
2 modular exams taken in the summer term.

Resistant Materials



Introduction:

This course is aimed at students who like practical problem solving and making working products out of wood, metal and hard plastics.



What will it be like?

During the course we will cover knowledge and practical applied skills in: shaping and joining materials by hand and machine, the use of structures and mechanisms, Computer-Aided Design (CAD) and Manufacture (CAM), industrial production methods and an awareness of how design influences society and the environment we live in.

Projects covered in year 10 include: a quartz clock, jewellery and a mechanical toy.

Students will be required to research and develop prototype products using drawing and a variety of presentation techniques.

Students require the following equipment: in addition to general stationery, a pack of quality coloured pencils, a fine liner for drawing, 300mm ruler, A3 folder for transporting work to and from home (this will be available from school).

General advice: ICT is a core element of the course and will be used for research, data presentation, and Computer-Aided Design and manufacture throughout the course and especially in Y11. It would be useful but not essential for students to have access to a computer at home. The department has student licences for software packages used throughout the course and available for use at home.

Assessment:

Coursework = 60%

Starting in June in Year 10 students will be expected to research, develop and manufacture a full-size working prototype light.

Examination = 40%

Students will be tested on their understanding of design and manufacture.

Science

C

Introduction:

The course will help students gain practical and thinking skills in a wide range of science topics; it will develop knowledge and understanding of a wide range of key science ideas. It is suitable for all abilities of student.



What will it be like?

- During Year 10 all students will study six topics or modules, this will give them a *GCSE* in Science by the end of Year 10. Each module has practical work, investigations, ICT activities and written tasks.
- The two Biology modules cover: Diet, cells, enzymes, drugs, IVF, genetics plants and photosynthesis.
- The two Chemistry topics cover: Uses of limestone, atoms, elements, distilling crude oil and uses of fuels.
- The two Physics topics cover: Energy types and their uses, advantages and disadvantages of renewable and non-renewable energy, heat transfer, radiation.

During Year 11, the majority of students will continue to study for a second *GCSE* in Science, called *Additional Science*. Biology, Chemistry and Physics topics will be studied which build on year 10 work including; acids and alkalis, static and current electricity, astronomy, forces, enzymes, biotechnology, genetic engineering, DNA.

Assessment:

Year 10

Six written module tests covering all the work and up to three practical Investigative activities make up the first *GCSE* grade; these all take place in lessons.

Year 11

Three 45 minute written examinations at the end of Year 11 and up to three practical Investigative activities make up the second *GCSE* grade, these all take place in lessons..

Textiles

A

Introduction:

Textiles is a creative subject that will allow you to explore a range of decorative techniques as well as develop your skills in designing and making. As part of your studies in fashion you will get the opportunity to visit the 'Clothes Show Live', to experience the latest creative trends shown on the catwalk



What will it be like?

Introduction and decorative techniques:

Students will start the term off with an introduction to Textiles and how to use the sewing machine. This will be followed by a short project on decorative techniques that will allow students to develop their sewing skills and explore decorative methods used in Textiles such as; machine embroidery, appliqué, or fabric printing. Students will also be given the opportunity to study smart materials used in Textiles.

Fashion design and garment construction:

During term two, students will start to look at fashion design. They will be required to design a range of garments and go through the process of making either a skirt or trousers based around a chosen theme.

Final Project:

Students will start their coursework for the GCSE in term three of Year 10. They will be given a choice of themes to work from to suit all interests and abilities. Students will follow a design process to help them come up with original ideas before producing their final practical piece.

Assessment:

Coursework = 60% There will be some elements of written work throughout the course

Written Exam: Looking at Textiles theory - 40%

NOTES

NOTES

"Success is a journey, not a destination."

Ben Sweetland

"Success doesn't come to you... you go to it"

Marva Collins

"Success often comes to those who have the aptitude to see way down the pathway."

Laing Burns, Jr.

"Choice, not circumstances, determines your success."

Anonymous



**The Gilberd School
2012**