



HAYDON
SCHOOL

HAYDON SCHOOL

**KEY STAGE 4
OPTIONS BOOKLET**

2019



Achieving individual excellence in a caring community

Excellence Respect Community Perseverance Kindness

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Welcome to Key Stage 4

Entering Year 9 will mark a major change in your education as you are now able to make a choice regarding some of the subjects you will take. This is an exciting opportunity and you should take time to consider all the options fully.

Compulsory Subjects

The compulsory subjects you will follow through to the end of your GCSE's are courses in Mathematics, English Literature and English Language and Religious Education. Along with these core subjects you will also have to continue to study Science either as a double or a triple option. You will also continue to take part in a core PE offer although this will not lead to a qualification.

Optional Subjects.

You will have the choice of selecting up to four other subjects, depending on your science choice. It is important that you carefully read the information about the option subjects, especially those that you have not had the opportunity to study before.

English Baccalaureate (EBacc)

Whilst the government would like every child to study for the EBacc at Haydon we want to give all students the widest curriculum possible to suite their individual needs, as a result studying EBacc subjects is not compulsory. However it is worth noting, when making your GCSE choices, that these subjects are the ones most regularly asked for by college and university courses. You do not need to have studied all of these to go to university, but having your GCSE mix steered towards the EBacc subjects will help keep your options open. The EBacc subjects are:

- English
- Mathematics
- The sciences (including computer science)
- History or Geography
- Modern or ancient foreign languages.

Advice

You need to take the options process very seriously. Please read this booklet carefully, even if you think you know what subjects you want to do, make sure that you make time to talk to the appropriate staff during the Options Evening and if possible talk to students in Years 9, 10 and 11 who are currently studying the subject.

All subjects are equally valid, make sure that you chose the subjects where you think you can achieve greatest success, in terms of your results and enjoyment. The best advice is to select subjects that you think you will enjoy and will be successful in; not the subjects your friends are doing.

Sixth Form Routes at Haydon School

The passport to most courses on offer after you are 16 will be six GCSE passes at level 4 to 9 in five or more subjects. It is important that you make the right choice for you. English and Mathematics at level 4 will be necessary to study **Advanced Level** courses.

NOTE: WE TRY TO MEET EVERY STUDENT'S OPTION CHOICES BUT IN SOME CASES THIS IS NOT POSSIBLE. SOMETIMES STUDENT'S CHOICES DO NOT FIT IN WITH THE POOLS SET UP. ALSO, SOMETIMES COURSES ARE CANCELLED DUE TO INSUFFICIENT STUDENTS TAKING THAT OPTION. IN BOTH THESE SITUATIONS STUDENTS WILL BE CONTACTED AND ASKED TO MAKE AN ALTERNATIVE CHOICE. STUDENTS WILL NEED TO HAVE INDICATED A RESERVE SUBJECT ON THEIR OPTION CHOICE FORM, SHOULD SUCH A SITUATION ARISE.

CORE

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Syllabus:

AQA GCSE English Language

AQA GCSE English Literature

Course Description

All students follow the English Language and English Literature course, leading to two GCSE certificates. Students are taught in mixed ability groups of approximately 25 and the students have already started to study the new texts. There are no controlled assessments or coursework and all examinations are 100% of the GCSE qualification. There are no tiered entries so all students study and complete the same examination. It is vital that students retain the work that they produce and complete in every tier group as they will need this for revision.

How Students Are Assessed

English Language

There will be two examinations of 1 hour 45 minutes, both worth 50%, the contents of which are listed below.

- Students must respond to 19th, 20th and 21st century texts in every exam series
- Students must compare at least two previously unseen texts
- Spoken language (currently called speaking and listening) will still be assessed but will not count towards exam results
- 20% assessment weighting will be for spelling, sentence structure, punctuation and grammar.

English Literature

There will be two examinations, one being 1 hour 45 minutes, worth 40% and the other 2 hours 15 minutes, worth 60%, the contents of which are listed below.

- Students must study a 19th century novel, (A Christmas Carol) a whole Shakespeare play (Macbeth) and a selection of poetry, including representative Romantic poetry
- Students must compare at two unseen poems
- The modern prose or drama is An Inspector Calls
- Exams will be closed book

For further information please contact:

Ms M Giddens – Head of English - mgiddens2.312@lgflmail.org

Ms D Jarrett – – KS4 Leader - djarrett.312@lgflmail.org

CORE

MATHEMATICS

Syllabus:

AQA GCSE (9-1) in Mathematics (8300)

Course Description

In adult life it is very important to be numerate and to have good problem solving skills. Many employers, particularly in the commercial, scientific and technological fields, will look very carefully at the mathematical qualifications of potential employees. The level demanded varies but a high grade in GCSE Mathematics is virtually essential for entry into such careers as accountancy, architecture, banking and teaching. It is also worth bearing in mind that many universities and colleges are now making entry to their courses dependent on a high grade in GCSE Mathematics.

The course builds on and extends the work covered in Years 7 – 8 and includes, for example, work on application of number, statistics, graphical work, trigonometry and algebra. In addition, the department encourages use of interactive GCSE computer software. The syllabus is differentiated to allow for all levels of ability. A decision is made prior to the exam as to which tier students will be entered for.

We are currently going through a time of substantial change at GCSE, as the government is in the process of completely overhauling GCSE Mathematics, with the aim of making the qualification more rigorous and robust. The two main objectives of the new GCSE are: for all students to leave school with the numeracy skills necessary for employment; and to stretch all students to their full potential. The style of exam questions has also changed radically, and will now test students on their overall approach to problem solving in a numerate context.

The following format applies for examination entry:

The most notable change to GCSE will be the grading system. The current letter grades are being replaced by a number between one and nine, with one representing a pass, and nine being awarded to the most able mathematicians.

Foundation Tier grades	-	1 2 3 4 or 5
Higher Tier grades	-	4 5 6 7 8 or 9

How Students Will Be Assessed

All external assessment is at the end of the course.

There will be three papers for each tier, one non-calculator and two with calculators. The students will be given 1 hour and 30 minutes to complete each paper.

The exams are the only form of external assessment. There is no coursework and there are no controlled assessments in Mathematics but the examination questions will test students' ability to apply their Maths skills to practical situations.

As a department we set tests each half-term and individual teachers will be setting end of topic tests. Students will be expected to complete all of their homework. Altogether this will give a comprehensive assessment and feedback package so that each student should know what level they are working at and what they need to do to improve.

Support from parents to ensure that students meet their deadlines for homework is essential.

The course encourages students to have a positive attitude towards Mathematics. Students will be expected to deliver a high level of commitment and will receive in return plenty of support from Mathematics teachers.

For further information please contact:

Miss L Emerson – Head of Mathematics – lemerson2@lgflmail.org

Ms D Patel – KS4 Coordinator – dpatel93.312@lgflmail.org

CORE

RELIGIOUS STUDIES

Syllabus:

AQA RELIGIOUS STUDIES (SPECIFICATION A – CHRISTIANITY AND ISLAM)

Course Description

The Religious Studies course is studied over three years and has two main components. Firstly students will study the core beliefs and practices of the two largest religions both in the world and the UK (Christianity and Islam). The second component is thematic studies, where students will explore contemporary issues such as medical ethics, social justice, crime and punishment, and peace and conflict. They will explore controversial issues and be encouraged to express their own viewpoint as well as showing understanding of a religious point of view.

In the GCSE course students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

The final examination consists of two written papers and are taken at the end of Year 11. The examination makes up 100% of the assessment. There is no coursework.

The course is structured as follow:

YR9 (1 lesson per week)

- CHRISTIAN BELIEFS (God, Jesus, Creation, life after death)
- RELIGION AND SOCIAL JUSTICE (Human Rights, Prejudice, Religious freedom, wealth and poverty)
- CHRISTIAN PRACTICES (Worship, prayer, sacraments, community work)

YR10 (3 lessons per fortnight)

- RELIGION AND LIFE (origins of life, animal rights, Euthanasia, Abortion)
- ISLAMIC BELIEFS (Allah, Qur'an, Sunni & Shia, Angels, Life after Death)
- RELIGION, PEACE AND CONFLICT (terrorism, war, nuclear weapons, pacifism, just war theory)
- ISLAMIC PRACTICES (Five Pillars, 10 Obligatory Acts, Festivals, Jihad)

YR11 (1 lesson per week)

- RELIGION, CRIME AND PUNISHMENT (Reasons for crime, aims of punishment, Capital punishment, forgiveness)
- REVISION AND PREPERATION FOR GCSE EXAMS

For further information please contact:

Ms L Georghiades – Head of Religion, Ethics and Philosophy- lgeorghiades.312@lqflmail.org

CORE

SCIENCE CHOICES

Syllabus:

GCSE Biology, GCSE Chemistry and GCSE Physics separate Sciences – New AQA specification codes 8461, 8462, 8463

GCSE Combined Science: Trilogy (Double Award) – New AQA specification code 8464

The Science Faculty is pleased to be able to offer a Science curriculum which we believe will suit every student at Haydon.

Route 1 - Biology, Chemistry, Physics (three GCSEs) AQA

Route 2 - Combined Science: Trilogy (two GCSEs) AQA

ROUTE 1 - Course Description

Students expecting to study Science at A level are advised to choose Route 1. All lessons will be taught as part of the normal school day. There will be 15 lessons per fortnight.

Biology – is the study of living things. Career choices open to people with biological qualifications include Health, Horticulture, Animal Husbandry, Pharmaceuticals and Environment.

Chemistry – is the branch of Science concerned with what makes up the world around us and the way they react with each other. Career choices open to people with chemical qualifications include Research and Development, Environmental Officers, Food Science, Geology, Pharmaceuticals and branches of Engineering.

Physics – is the branch of Science concerned with the properties of matter and energy, and the relationships between them. Career choices open to people with Physics qualifications include Engineering, Astronomy, Consumer Goods Research and Development.

Assessment for each of the Biology, Chemistry and Physics GCSE is 100% written exams taken at the end of Year 11. There will be two papers with foundation and higher tiers available. Both papers are equally weighted and last 1 hour 45 minutes each. There will be ten compulsory practicals per science subject which students will need to complete as they will be examined on them.

The written exams consist of two tiers: Foundation Tier and Higher Tier, both papers sat will either be both Foundation or both Higher for each of the GCSEs. Foundation Tier assesses grades 1 to 5 and Higher Tier allows students to access grades 4 – 9. For a science subject to be taken at A Level, a minimum relevant GCSE grades 5 is required with a recommendation of grade 6 or above.

ROUTE 2 - Course Description

Route 2 is recommended for the majority of students since it provides a balanced Science curriculum. Combined Science covers all three Sciences. There is less content compared to the separate Sciences option to reflect the fact that Combined Science is two GCSEs. All lessons will be taught as part of the normal school day. There will be 10 lessons per fortnight.

This GCSE Combined Science course is aimed at all ability levels and is of significant benefit to all students wanting to keep their options open in terms of taking a Science subject at A level. It will also be of direct relevance to many ancillary careers in Science e.g. Veterinary Nurse, Sports Science, Nursing, Teaching and many more career options.

Assessment for Combined Science is 100% written exams taken at the end of Year 11 and covering all three Sciences. There are six papers: two Biology, two Chemistry and two Physics papers with foundation and higher tiers available. Papers are equally weighted and last 1 hour 15 minutes each. There will be 21 compulsory practicals which students will need to complete as they will be examined on them.

The written exams consist of two tiers: Foundation Tier and Higher Tier. All six papers sat will either be all Foundation or all Higher for the Combined Science GCSE. Foundation Tier assesses grades 1 to 5 and Higher Tier allows students to access grades 4 – 9. For a science subject to be taken at A Level, minimum relevant GCSE grades 5,5 are required, with a recommendation or grades 6, 6 or above

For further information please contact:

Mrs A Houston – Head of Science – ahouston.312@lgflmail.org

Miss C Cook – Biology – ccook30.312@lgflmail.org

Mr N Francis – Chemistry - nfrancis.312@lgflmail.org

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Mrs C Brooks – Combined Science – cbrooks40.312@lgflmail.org

GCSE OPTION CHOICE

ART

Syllabus:

Edexcel 1FA0

Course Description

The GCSE course provides opportunities for students to gain experience in the fields of drawing, painting, sculpture and alternative media. Students will undertake 'supporting studies' in a range of media in response to a set theme. This work will investigate the theme, show a progression of ideas and facilitate the production of a final piece. Students will be encouraged to make perceptive and informed connections between personal work and the work of other artists. During the course they will be asked to produce three coursework projects and one examination project. Sketch books will be an essential part of each project.

Students will be expected to spend approximately **2½** hours a week on homework. This will relate to the set theme and will extend and enrich their supporting studies.

How Students Will Be Assessed

The examination in Art has two parts: coursework (worth 60% of the mark) and the timed test piece accompanied by supporting studies (40% of the mark).

Students and their teachers will make formal assessment of their coursework on a half termly basis. This offers them the opportunity to improve project grades over the duration of the course before submission for the final examination.

At the end of Year 11 students will be set a final project from the Examination Board. They will have approximately 10 weeks to produce the supporting studies which will facilitate the production of the final piece during the 10 hour timed test.

Students are assessed on 4 assessment objectives: AO1 Develop, AO2 Refine, AO3 Record and AO4 Present. Students are awarded a maximum of 18 marks per assessment objective and are scored out of 72 marks. Students are then graded 9-1, 9 being the highest grade, according to their achievement.

All assessment will be graded internally, taking careful account of all previous grades, and then moderated to the final grade by a visiting examiner appointed by the Examination Board.

The examination board website for syllabus information is: www.edexcel.org.uk

For further information please contact:

Ms S Grealish - Head of Art - sgrealish.312@lgflmail.org

GCSE OPTION CHOICE

BUSINESS STUDIES

Syllabus:

Edexcel (1BS0)

Course Description - Qualification aims and objectives

Enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements, investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally examined papers. Students must complete all assessment in May/June in any single year.

During the three years students will study the following topics:

Theme 1: Investigating Small Business (50% of the GCSE qualification)

Topic 1.1 Enterprise and entrepreneurship

Topic 1.2 Spotting a business opportunity

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the business effective

Topic 1.5 Understanding external influences on business

Theme 2: Building a business (50% of the GCSE qualification)

Topic 2.1 Growing the business

Topic 2.2 Making marketing decisions

Topic 2.3 Making operational decisions

Topic 2.4 Making financial decisions

Topic 2.5 Making human resource decisions

How Students Will Be Assessed

Theme 1 and 2 are assessed through an external exam at the end of Year 11.

Each paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks

Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Ways in which parents can help: encourage students to take an interest in current issues through newspapers and other media sources.

For further information please contact:

Miss A Dunne – Head of Business Studies - adunne6.312@lgflmail.org

GCSE OPTION CHOICE

CLASSICAL CIVILISATION

BOARD AND SYLLABUS:

OCR Classical Civilisation J199

Course Description

This subject involves the study of the religion and society of the ancient Greeks and Romans. During the course students will be looking at topics such as ancient gods and their powers, mythology, Heracles, temples, festivals and more. They will also be reading some of Homer's exciting and adventurous 'Odyssey', which includes one-eyed giants, sea monsters, powerful gods and enchantresses and learn about the everyday life in the Mycenaean Age, which is the age of the Trojan War, famous hero Achilles and beautiful Helen. Students will find this subject enjoyable if they like finding out about the past and are interested in how people used to live over 2000 years ago and how they have influenced our own lives. Anyone interested in history, archaeology, literature, politics and drama would find this subject particularly fascinating. It also goes well with many other subjects.

Examination

There will be two written examination papers accounting for 100% of the total mark. Each paper will be 1 hour 30 minutes long. Paper 1: Myth and religion (50% of the total marks), Paper 2: The Homeric world (50% of the total marks). The question papers will consist of both short answer and extended response questions.

Homework

Homework will be set each week and may take a variety of forms including essay writing, research and project work.

Why study Classical Civilisation

Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. You do not need to know any languages, all the texts are in translation, and it does not matter if you have not studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures.

What skills will I develop in Classical Civilisation?

- You will be encouraged to enquire actively into the classical world so that you develop as an effective and independent learner and a critical and reflective thinker;
- You will develop and apply analytical and evaluative skills;
- Through a variety of tasks you will develop your reading, writing and speaking skills.

For further information please contact:

Mr I Tsakiridis – Head of Classics - itsakiridis.312@lgflmail.org

GCSE OPTION CHOICE

COMPUTER SCIENCE

Syllabus:

OCR J276

Would you like to be able to write your own apps and computer programs? You will no doubt be familiar with the use of computers and other related technology. This course will give you a real, in-depth understanding of how computer technology works and an insight on what happens 'behind the scenes', including computer programming.. It will also develop critical thinking, analysis and problem solving skills that you will be able to transfer to other fields.

Course Description

During the course you will complete two units:

Component 1: Computer Systems – written exam (40%)

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Component 2: Computational thinking, algorithms and programming – written exam (40%)

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Component 3: Project – controlled assessment (20%)

You will be provided with a project brief that describes a problem that you will need to solve by developing a computer program using Python. Your program will need to include:

- data input and storage
- processing data
- producing output based on processed data.

The controlled assessment task has replaced what was traditionally referred to as coursework. All of the controlled assessment tasks must be completed in a supervised environment. The maximum time allowed for completing the controlled assessment is 20 hours.

The component 3 controlled assessment will take place at the start of Year 11. The examinations for components 1 and 2 will take place at the end of Year 11.

For further information please contact:

Mr S Burnaby – Head of ICT/Computing - sburnaby.312@lgflmail.org

GCSE OPTION CHOICE

DESIGN AND TECHNOLOGY

Specification:

AQA (8552)

In Design and Technology students will combine theoretical content and practical application with creative thinking to design and make products that meet human needs. They will learn to use current technologies, consider the impact of future technological developments and will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The use of mathematical skills is a key requirement, and is tested in the examination (15% of the written paper). Also an understanding of underlying scientific principles is also expected.

Our GCSE allows students to study core knowledge of technical, designing and making principles, including a knowledge of all material areas, a broad range of design processes, materials techniques and equipment. When choosing their options they will also select a specialist subject that they will study in greater depth, and can choose either:

- Resistant Materials
- Graphic Products
- Textiles

Resistant Materials

The course is concerned with the understanding of how resistant materials are linked to the design industry as a whole as well as a specialist area, through the designing, making and evaluating of products from a range materials. This involves being aware of the part resistant materials play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item, including computer generated imagery. This includes a huge variety of 3D products and possible design themes including Storage, Educational Toys, Lighting, Sports, The Environment, Gardens, etc.

This course provides a route to courses in Higher Education providing skills that could lead to a career in product design, architecture, engineering, industrial design, and many more. The design element also opens the door to a variety of related courses.

Graphic Products

The course is concerned with the understanding of how graphic communication is linked to the design industry as a whole as well as a specialist area through the designing, making and evaluating of products from a range materials. This involves being aware of the part graphic products play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item, including computer generated imagery. This includes a huge range of products such as books and magazines, packaging, display stands, posters, and computer game and CD covers.

This course provides a route to courses in Higher Education providing skills that could lead to a career in graphic design, game design, illustration, advertising & marketing, and many more. The design element also opens the door to a variety of related courses.

Textiles

The course is concerned with the understanding of textiles as a material and with the designing, making and evaluating of products from a range materials. This involves being aware of the part textile products play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item.

This course provides a route to courses in Higher Education with emphasis on both the fashion industry, and business and managerial posts in industry. The design element also opens the door to a variety of related courses.

How Students Will Be Assessed:

The GCSE assessment will consist of one major Design and Make project in Year 11, which will account for 50% of the marks. This will be carried out during 30 to 35 hours of supervised time during Year 11. A final two-hour written examination will take place at the end of Year 11, this will account for the other 50% of the GCSE grade.

Students should note that there will be a significant amount of coursework in Year 11 in which they must be prepared to fully participate. There is an expectation that students attend extra-curricular twilight sessions in Years 10 and 11, to develop further their knowledge and understanding of the skills involved and to complete their coursework successfully.

For further information please contact:

Ms E Twiddy – Resistant Materials and Graphics - etwiddy.312@lgflmail.org

Ms B Brock – Textiles – bbrock5.312@lgflmail.org

GCSE OPTION CHOICE

FOOD PREPARATION AND NUTRITION

Specification:

WJEC

Course Description

This course equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course covers 6 topic areas:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Topics that will be covered include major commodity groups, macronutrients and micronutrients, energy requirements of individuals, planning balanced diets, calculating energy and nutritional values, effect of cooking on food, food spoilage, food provenance, food manufacturing, factors affecting food choice, preparation and cooking techniques, and developing recipes and meals.

How Students Will Be Assessed

A final written examination takes place at the end of Year 11 – this is called ‘Component 1: Principles of Food Preparation and Nutrition’. This examination lasts 1 hour 45 minutes and constitutes 50% of the overall exam grade. It assesses the six key topic areas and is marked out of 100.

The remaining 50% of the grade is assessed through coursework – this is called ‘Component 2: Food Preparation and Nutrition in Action’. This component involves 2 assessments. Assessment 1 constitutes 15% of the final exam grade and Assessment 2 is worth 35% of the final exam grade.

- Assessment 1: The Food Investigation Assessment – A scientific food investigation which will assess students’ knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food (8 hours)
- Assessment 2: The Food Preparation Assessment – Prepare, cook and present a menu which assesses students’ knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food (12 hours).

These assessments will be based on a choice of tasks released annually by WJEC.

The course will involve a large amount of practical food preparation work on a weekly basis, for which ingredients must be purchased. This is essential for acquiring the practical food preparation skills required for the course.

However, it must also be emphasised that this is not simply a ‘cooking’ course. Students will not only be assessed on their practical work, there is also a **strong emphasis** on theoretical knowledge. It is not an easy option.

For further information please contact:

Mr N Taylor – Food Technology – ntaylor4.312@lgflmail.org

GCSE OPTION CHOICE

DRAMA

This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. Students learn to collaborate with others, think analytically and evaluate effectively. The subject content for GCSE Drama is divided into three components:

- 1) Understanding drama
- 2) Devising Drama
- 3) Texts in practice

Component 1: Understanding Drama

What's assessed?

- The students will be assessed on their knowledge and understanding of Drama
- They will study a set text
- They will also study the work of a live theatre maker

How it's assessed?

- A written exam (1 hour 45 minutes)
- Open book
- 80 marks
- 40% of the overall grade

Component 2: Devising Drama (practical)

What's assessed?

- The process of devising a piece of drama
- The devised performance
- The analysis and evaluation of the performance

How it's assessed?

- Devising log
- Devised performance
- 80 marks in total
- 40% of the overall grade

Component 3: Scripted Drama

What's assessed?

- The performance of two extracts from a play

How it's assessed?

- A performance of the extracts
- 50 marks
- 20% of the overall grade

For further information please contact:

Mr T Daley – Head of Faculty - tdaley.312@lgflmail.org

Mrs M Pennell - Head of Drama - mpennell.312@lgflmail.org

GCSE OPTION CHOICE

GEOGRAPHY

Syllabus:

Edexcel A – Geographical Themes and Challenges

Course Description

This course offers students the opportunity to study geographical themes within the context of physical and human geography, and also skills-based components. There will be opportunities to study a breadth of topics, while enabling students to spend time developing their own values and opinions.

Classroom activities will be based around a wide range of resources including PowerPoint presentations, video clips, decision making scenarios and current case study examples. Contact with textbooks will be kept to a minimum! We make extensive use of the interactive whiteboard for learning resources and student presentations and use of GIS (Geographical Information Systems) software.

Unit 1 – The Physical Environment – Studying 4 topics:

Coastal landscapes and processes, river landscapes and processes, weather hazards and climate change and ecosystems, biodiversity and management.

Unit 2 – The Human Environment – Studying 3 topics:

Changing cities, global development and resource management.

Unit 3 – Geographical Investigations: Fieldwork and UK Challenges – Studying 2 topics:

Geographical fieldwork techniques and UK challenges. As part of this unit there will be a residential field visit to collect data, to be examined.

How Students Will Be Assessed

Exams

There will be three examinations taken at the end of Year 11.

Unit 1 – The Physical Environment – 1 Hour 30 minutes – 37.5%

Unit 2 – The Human Environment – 1 Hour 30 minutes – 37.5%

Unit 3 - Geographical Investigations: Fieldwork and UK Challenges – 1 Hour 30 minutes – 25%

Please note: there is no coursework or controlled assessment in this GCSE course. It is assessed solely by examinations.

For further information please contact:

Mrs R Waters – Head of Geography – rwaters7.312@lgflmail.org

GCSE OPTION CHOICE

HISTORY

Syllabus:

AQA GCSE History

Course Description: You will study a fascinating mix of history from the medieval to the modern world, considering everything from medical marvels and powerful people, to turning points in global conflicts that still affect us today.

Paper 1

Part One: Germany, 1890–1945: Democracy and Dictatorship

This in-depth study of Germany covers the rise of nationalism and the impact of WW1 on the German people. Students will also investigate the consequences of the Treaty of Versailles and the Golden Years of the Weimar Republic. Analysis will go on to focus on the Wall Street Crash and the subsequent appeal of the Nazi Party. In the final section of the course students will be asked to consider life under the Nazi Party in Germany from 1933 to 1945 and will look at similarities and differences between boys and girls, the persecution of the Jewish population, and opposition within Germany to the Nazi Party.

Part Two: Conflict and tension in Asia, 1950–1975

The second part of Paper One focuses on the reasons for US involvement in South East Asia since the end of World War Two. We look at the causes and events of the Korean War and America's first attempts to defeat Communism as well as the campaign in Vietnam. We study the conflict in detail including the tactics of the Americans and the Vietcong, and the eventual defeat of the US. We will also look at the impact of both wars on Asia and America including a focus on the growth of protest towards the war.

Paper 2

Part One: Britain: Health and the people: c1000 to the present day

The first part of the paper looks at the progress of medicine over the last 1000 years and the impact of medical changes on the health of individuals. There is also a focus on key individuals who have impacted and developed medicine over the time period. The content covers from medieval medicine and superstition right up to current scientific developments.

Part Two: Medieval England - the Norman Conquest

The final unit on paper two looks in depth at the Normans' conquest of England in the 11th Century, and the establishment of their rule. You will start by investigating what Viking raiders like Forkbeard and Rollo have to do with our country's past. You will then delve into analysing battle tactics and discovering how a Norman man beat Viking and English noblemen to become King of England in 1066. The focus of your depth study will then be on how the Normans established their rule. You will analyse the economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Why take history at GCSE? History is regarded as a strong academic subject and will be useful if you are interested in careers such as Journalism, Law, TV Research, Management and Tourism. History is one of the most desirable courses that most employers and top universities are looking for no matter what job or career you have in mind due to the transferable skills that you will develop on this course.

How You Will Be Assessed?

There is no coursework for this GCSE. You will be assessed in two exams.

Paper 1: 1 hour and 45 minute examination (50% of total grade)

Paper 2: 1 hour and 45 minute examination (50% of total grade)

For further information please contact:

Mr R Coombes – Head of History – rcoombes.312@lgflmail.org

GCSE OPTION CHOICE

GCSE LANGUAGE CHOICE

Syllabus:

Edexcel for French, Italian and Spanish

FRENCH, SPANISH, ITALIAN

All languages are of equal status as far as careers are concerned. The ability to offer one or more languages will greatly enhance your attractiveness as a potential employee in all employment fields. Many universities require a good GCSE in a language for entry to their degree courses. If students intend to study foreign languages at degree level, remember they will normally need knowledge of more than one. Students can choose more than one language, however they should have studied the language before.

Course Description

There are four skills which are developed during the course, namely the ability to:

- Listen to the language spoken by native speakers and convey information
- Speak and interact in the Target Language
- Read 'authentic' texts in the language with understanding
- Write in the language to communicate facts, ideas and opinions to a reader

To develop these skills students will use a variety of materials and stimuli such as newspaper and magazine articles and recordings. Staff will speak to students in the foreign language whenever possible and will expect them to use the foreign language at every opportunity, too. They will continue to develop the linguistic abilities they have acquired at KS3.

How Students Will Be Assessed:

All 4 skills will be assessed in class throughout the course. Examinations will take place at the end of Year 11.

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

The scheme of assessment consists of two tiers: Foundation Tier which assesses grades 1-5 and Higher Tier which allows students to access grades 4-9. Students cannot be entered for mixed Tiers. Most of the testing takes place in the foreign language to comply with the National Curriculum requirements.

The five themes will be:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where the target language is spoken.

For further information please contact:

Mrs C Whitehead - (Deputy Headteacher) - cwhitehead.312@lgflmail.org

Mrs K Daley - (Head of MFL Faculty) - kdaley.312@lgflmail.org

GCSE OPTION CHOICE

LATIN

BOARD AND SYLLABUS:

Eduqas (WJEC) C990PB

Course Description

The WJEC Eduqas GCSE in Latin aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature.

Examination

There will be three written examination papers accounting for 100% of the total mark. Paper 1: Latin Language (50% of the total marks), Paper 2: Latin Literature (30% of the total marks), and Paper 3: Roman Civilisation (20% of the total marks). The question papers will consist of translation, short answer, multiple choice, and extended response questions.

Homework

Homework will be set each week and may take a variety of forms including vocabulary tasks, research and project work, grammar tasks etc

Why study Latin

Latin is one of the best languages to improve a plethora of skills, it makes you better at learning other languages and it improves your problem solving skills. Latin is structured very well so it improves your comprehension. Latin is so useful that it is compulsory in all high-level schools, such as Eton college.

What skills will I develop in Classical Civilisation?

1. Students of Latin see immediate benefits to their spoken and written English. More than 65% of English words come from Latin (and more than 90% of those over two syllables).
2. Latin students gain an expanded vocabulary and an understanding of word formation that can help even with unfamiliar words. These skills are particularly useful for students planning to enter fields with large technical vocabularies. Those of **medicine and law**, for example, are primarily based on Latin.
3. The study of Latin also provides training in logical thinking, boosting cognitive processes essential for math, science, and engineering. Latin has been said to cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning. Not surprisingly, the results in USA prove that Latin boosts SATs (Scholastic Assessment Tests) and GRE (Graduate Record Examinations for students applying for postgraduate courses) scores; out of 270 fields, Classics scored the highest mean Verbal GRE.
4. The study of an inflected language with a very different sentence structure than English is an excellent introduction to how languages work. Latin students have a huge advantage in learning other inflected languages, such as Russian or German. Conversely, speakers of Romance languages (Spanish, French, Italian, Portuguese, and Romanian) have an edge in studying Latin: Latin is the source of 75-80% of all words in these languages.

For further information please contact:

Mr I Tsakiridis – Head of Classical Civilisation and Latin & Teacher of History -
itsakiridis.312@lgflmail.org

GCSE OPTION CHOICE

MEDIA STUDIES

Syllabus:

Eduqas

Course Description

It is recognised that the mass media (television, radio, film, video games, newspapers, magazines, comics and popular music) play an increasingly important role in contemporary society. It is not possible for anyone living in the western world in the twentieth century to escape the effects of the mass media's output. This course is designed to encourage students to develop a critical understanding of the role of the mass media in society. An important feature of the syllabus is the opportunity it affords you to actively investigate media processes and techniques through practical work.

If a student has a critical interest in the media and wishes to begin to understand its role in society, they will be well suited to this subject.

How Students Will Be Assessed

Coursework (30%)

Students will submit several assignments which demonstrate an ability to analyse, research, plan, create and evaluate media products. This will include investigating magazines and the magazine industry and producing your own print product.

Students will be trained in using industry standard design software such as Adobe Indesign, Adobe Photoshop and Adobe Illustrator. Students will also be encouraged to hold photoshoots using professional studio equipment to generate original images for their productions. The coursework will encourage skills in creativity and software capability, as well as analytical skills in interpreting and discussing real media products.

Exams (70%)

Component 1: Exploring Media Language and Representation Written examination:

1 hour 30 minutes - 30% of qualification.

This component assesses media language and representation. It covers all of the following media forms: newspapers, radio news/current affairs programmes, advertising, video games, magazines and music videos. Learners will be assessed on three of these forms.

Component 2: Understanding Media Forms and Products Written examination:

1 hour 30 minutes - 40% of qualification. Four questions in total, including Section A: Television Genres - Crime Drama or Sitcom and section B: Film Marketing.

Further details:

The department has created its own website at www.haydonmedia.co.uk which contains further details of all courses as well as examples of students work and a full variety of resources to support students learning.

For further information please contact:

Mr T Daley – Head of Faculty - tdaley.312@lgflmail.org

Mrs S Baker-Perkins - second in Media - sbaker11.312@lgflmail.org

GCSE OPTION CHOICE

MUSIC

Syllabus:

AQA (9-1)

Course Description

This course seeks to develop students' knowledge, understanding and skills across the three main areas of musical experience: **Performing, Composing and Listening**. The course will mix practical performance and composition activities with study of the set works and their context in order to develop the listening and appraising skills required for the written exam.

Performance - 30%

Students will need to perform a solo piece and an ensemble piece. The combined performance time will need to be 4 minutes and both solo and ensemble elements will need to be at least 1 minute in length. At least grade 4 standard is desirable.

Composition - 30%

Students will need to compose 2 pieces: 1 from a set brief given by the exam board and the other a free composition chosen by the student. The combined time will need to be at least 3 minutes.

Exam - 40%

Students take an exam at the end of Year 11 with listening exercises and written questions using excerpts of familiar and unfamiliar music from areas of study. The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four areas of study can also provide a rich source of material for students to work with when developing performance and composition skills.

Areas of study:

1. Western classical tradition 1650-1910
2. Popular Music
3. Traditional music
4. Western classical tradition since 1910

For further information please contact:

Mr J-P Bowman – Music – jbowman10.312@lgflmail.org

GCSE OPTION CHOICE

SOCIOLOGY

Syllabus:

AQA Sociology

Course Description

Sociology is exciting, interesting and relevant to life. The course encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills. They also develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. The subject content is divided into sections that deal with particular kinds of social relations or with different aspects of the social structure of British society. By studying the course students will become familiar with a range of terms and concepts commonly used by sociologists.

Sociology is a popular choice at A Level, and this specification provides an excellent grounding in Sociology for those who wish to progress to the various advanced levels of study. Here are some examples of careers where studying Sociology may be useful: Journalist, Lawyer, Social Worker, Probation Officer, Teacher, Community Worker and more.

Course Content, includes:

- Power relationships and inequalities based on, e.g. social class, gender and ethnicity.
- The usefulness of official crime statistics, victim surveys and self-report studies.
- Explanations for why people commit crime.
- Reasons for the growth in family diversity.
- Changes in relationships and roles within the family.
- Patterns and trends in educational achievement according to, e.g. social class, gender and ethnicity.
- Effects of recent changes in the education system.
- The relevance of sociological theory.
- The usefulness of different research methods.

Unit Titles and Course Assessment Methods

- **Paper 1:** The sociology of families and the sociology of education.
- **Paper 2:** The sociology of crime and deviance and the sociology of social stratification. Both exam papers will also include relevant areas of sociological theory and methodology.

How Students Will Be Assessed

All assessment is through 100% external examination at the end of Year 11. Students will be internally assessed throughout the course through essays, practice papers, presentations and discussions.

Ways In Which Parents Can Help

To be successful on the course students need an understanding of current events. We encourage students to watch topical documentaries and to read quality newspapers. E.g. following current affairs and reading articles on The Guardian/The Telegraph etc.

Useful Resources

Text: 'AQA GCSE 9-1 Sociology Student Book' by Pauline Wilson, Simon Addison and Allan Kidd. Published by Collins; March 2017. ISBN - 9780008220143

Text: 'AQA GCSE (9-1) Sociology' by Rosie Owens and Ian Woodward. Published by Hodder; July 2017. ISBN - 9781510403116

For further information please contact:

Miss A Fernando - afernando8.312@lgflmail.org - Head of GCSE Sociology

Mrs M Hitchman - mhitchman.312@lgflmail.org - Teacher of Sociology

Ms A Appleby - aappleby1.312@lgflmail.org - Teacher of Sociology

GCSE OPTION CHOICE

GCSE PHYSICAL EDUCATION (SPORTS SCIENCE)

Syllabus:

OCR

Course Description:

The aims and objectives of this qualification are to enable students to: Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.

Understand how the anatomy and physiology can affect performance in physical activity and sport, as well as how physical training can also affect it.

Understand the contribution that physical activity and sport make to health, fitness and well-being. Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport and how sports psychology affects performance.

Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. Develop their ability to analyse and evaluate to improve performance in physical activity and sport.

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Analysing and Evaluating Performance (AEP)	Performance in physical education (03)* 80 marks non-exam assessment	40% of total GCSE

Overview of the OCR Qualification:

A full list of the approved individual and team sports can be found here:

<http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>

Who should take GCSE Physical Education:

Students should have a keen interest in how the body works, how to improve physical fitness and psychological and sociological elements of physical activity and health. A strong grasp of both mathematics and science would be a distinct advantage. Alongside this students should have regularly competed in sports teams or events, either representing the school or an outside club.

For further information please contact:

Mrs M Richards – Head of Physical Education – mrichards.312@lqflmail.org

BTEC OPTION CHOICE

BTEC FIRST CERTIFICATE CHILDREN'S PLAY, LEARNING AND DEVELOPMENT (CPLD)

Syllabus:

Edexcel

Course Description

The qualification will give students knowledge, understanding and competency needed when considering entering employment in the children's care sector, specifically working with children under the age of 8. Students will gain grounding in the essential skills and broad fundamentals crucial to this area of study, giving them the opportunity to build on these afterwards by progressing to a qualification at Level 3, or to enter into their first job within this sector at a junior level within childcare. Students will be assessed largely through portfolio evidence. However one unit will be externally assessed.

Year	Course Content
9	<p>In Year 9 students work towards achieving 2 units these include:</p> <p><u>Unit 8 Introduction to working in the early Years sector</u> You will investigate the role of workers in different types of early years settings and explore roles, responsibilities and careers in the early years sector.</p> <p><u>Unit 7: Making Healthy Food Choices for Children</u> Understand the importance of a balanced diet to meet the nutritional needs of children from birth up to eight years. Potential effects of diet on children's health and development alongside the benefits of a balanced diet including understanding how adults can support children's dietary needs. Food allergies, intolerances, medical, religious and ethical choices. Ways in which adults should encourage children to make healthier food choices</p>
10 + 11	<p>In Year 10 and 11- 3 units are derived with a work experience placement. Units include:</p> <p><u>Unit 1: Patterns of Child Development (externally assessed)</u> You will develop an understanding of the growth and development in children, as well as the characteristics of children's development from birth up to eight years. You will also develop an understanding of how adults in early years settings can support children's development.</p> <p><u>Unit 2: Promoting Children's Development through Play</u> You will develop an understanding of how different play structures and routines promote children's development in early years settings to promote children's development.</p> <p><u>Unit 3: The Principles of Early Years Practice</u> You will develop an understanding of the importance of inclusive practice in early years settings as well as exploring ways in which early years settings implement inclusive practice. You will also look at how children are empowered in early years settings focusing on the importance of the key person approach in supporting children's development.</p>

Tracking their own progress

Students will also have access to a tracking sheet which shows them their current progress.

For further information please contact:

Mrs M Hitchman - mhitchman.312@lgflmail.org - Teacher of CPLD

Ms A Appleby - aappleby1.312@lgflmail.org - Teacher of CPLD

APPLIED OPTION CHOICE

CAMBRIDGE NATIONALS IN CREATIVE IMEDIA

Syllabus:

OCR/J817

Course Description

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The qualifications will encourage independence, creativity and awareness of the digital media sector.

During the course you will complete 4 units. Please note the following are the units currently planned for delivery, but may change:

R081 - Pre-production skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

R082 - Creating Digital Graphics

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

R085 - Creating a Multipage Website

This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

R092 - Developing Digital Games

This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game.

How students will be assessed

Examination:

R081 - Pre Production Skills	external examination	1hr 15 mins	25%
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Centre assessed tasks (externally moderated)

R082 - Creating Digital Graphics - 10 hour OCR set task	-25%
R085 - Creating a Multipage Website 10 hour OCR set task	25%
R092 - Developing Digital Games 10 hour OCR set task	25%

For further information please contact:

Mr S Burnaby – Head of Computing - sburnaby.312@lgflmail.org

APPLIED OPTION CHOICE

VCERT Technical Award MUSIC TECHNOLOGY

Syllabus:

NCFE Level 2 Technical Award in Music Technology

Course Description

The **VCERT Level 2 Technical Award in Music Technology** is designed to introduce students to working in the music industry or prepare them for further study in Music Technology. It will apply musical knowledge and skills learnt in KS3 and introduce new ideas such as multi-track recording and using sequencers to compose music. VCERT Music Technology consists of **four coursework projects (50%) and two exams, one practical (35%) and one theory (15%)**, that will be completed in Years 10 and 11. Each Unit has 3 coursework tasks: 1 to demonstrate knowledge, 1 to demonstrate application and 1 to review the process.

Unit 1 - Using a Digital Audio Workstation (Internally & Externally Assessed)

This unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.

Unit 2 – Creating Music (Internally & Externally Assessed)

Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style using a DAW. Learners will engage in a review of technical and creative processes.

Unit 3 – Studio Recording (Internally & Externally Assessed)

Students will be introduced to key live recording concepts, microphone techniques and use of related equipment and software. Learners will plan and undertake a recording session for a given scenario. Learners will create a mixdown of their recording and review the final product.

Unit 4 – Sound Creation (Internally & Externally Assessed)

Learners will explore different types and methods of sound creation and their uses in different media. They will then have the opportunity to apply their knowledge to a given brief. They will create and review their own original sound creation project.

The Music Department is equipped with a state of the art recording studio, music software (Logic Pro X and Reason) and hardware (Music Technology Apple Mac Computer Suite, USB Audio Devices, MIDI Keyboards, a mixing desk, PA Sound System and a selection of microphones, monitors and cables).

Students will need to be creative thinkers and be able to manage their projects effectively. The VCERT Music Technology requires students to work effectively in a team as well as work independently and reflect on their personal learning process throughout the course. This course is ideal for students who wish to follow Music Technology as a career path, or enjoy music and would like to explore it in technological context.

For Further information please contact:

Mr J-P Bowman – Music – jbowman10.312@lgflmail.org

BTEC OPTION CHOICE

BTEC FIRST IN CONSTRUCTION AND THE BUILT ENVIRONMENT – EXTENDED CERTIFICATE

Syllabus:

Edexcel – Endorsed by BTEC

Course Description.

The BTEC First Diploma in Construction & the Built Environment Ext. Cert. is a practical work related qualification reflecting the knowledge, skills and understanding required in the construction industry. The course has a variety of practical and theory based specialist units to ensure that all learners develop skills and areas of essential construction knowledge. The qualification fits with the needs of employers and allows learners to either progress to Higher Education such as a Level 3 BTEC, or into a career path of their choice within the sector. This qualification is equivalent to three GCSE's at 8 to 4.

Student will study a total of 11 Units. (Units 1 & 11 will be externally assessed through exams).

Core Unit 1 – Construction Technology. (Theory Based)

This unit covers how buildings are constructed and allows learners the opportunity to understand the planning stages before site work commences, as well as exploring the technical aspects of how structures are constructed. Students will sit an exam for this unit.

Core Unit 2 – Construction & Design (Theory Based)

This unit examines the construction and design of our buildings. Learners will investigate the activity areas that the construction sector includes and the different types of work within these activity areas.

Core Unit 3 – Scientific & Mathematical Applications for Construction (Theory Based)

This unit provides an underpinning of scientific and mathematical knowledge required across all other units of the qualification.

Optional Units 6 & 16 – Exploring Carpentry & Joinery Principles & Techniques and Carpentry

Operations. (Practical & Theory Based)

This unit explores the practical applications of marking out and creating joinery. It introduces the learners to the hand tools most commonly used by carpenters & joiners incorporating all relevant health & safety aspects. Using the practical skills gained, students will produce two carpentry & joinery installations for final assessment.

Optional Unit 7 – Exploring Brickwork & Blockwork Principles & Techniques. (Practical & Theory Based)

This unit examines the practical applications of constructing brickwork and blockwork walls. It works towards a final test piece where the learner has to construct a cavity wall to set dimensions. The quality of the completed wall will then be assessed in terms of tolerances for the merit and distinction criteria. Using the practical skills gained, students will produce brick and block installations for final assessment.

Optional Units 9 & 19 – Exploring Plumbing Principles & Techniques and Plumbing Operations (Practical & Theory Based)

This unit is a combination of some theoretical plumbing knowledge on tools, materials and equipment that will be used for the practical element. This is followed by some health and safety knowledge and understanding in the safe use and operation of the plumbing tools, materials and equipment. Using the practical skills gained, students will produce two plumbing installations for final assessment.

Optional Units 10 & 20 - Exploring Electrical Principles and Techniques and Electrical Operations (Practical & Theory Based)

This unit examines the installation of electrical operations for power and lighting supplies for a domestic house. Students will undertake some initial theoretical work. This will cover the tools, materials and equipment required by the learners for electrical installation. They will also receive direction on the health and safety aspects of working with electricity in a workshop environment. Using the practical skills gained, students will produce 3 electrical installations for final assessment.

Optional Unit 11 – Sustainability in Construction (Theory Based)

This unit examines the impact of the construction industry on the environment and how this can be reduced. Students will sit an exam for this unit.

For further information please contact:

Mr N Taylor – ntaylor4.312@lgflmail.org

Mr S Knowles – sknowles.312@lgflmail.org

GCSE OPTION CHOICE

CURRICULUM ENRICHMENT OPPORTUNITIES

We are conscious of the fact that many of our students are capable of studying more GCSE subjects than the normal timetable will allow.

We offer the opportunity for students **to obtain a qualification in another language they may speak or study outside of school.**

If a student speaks a European or Community Language at home (e.g. Gujarati, Urdu, Punjabi, Russian, Mandarin, Greek) **we can where possible arrange** for accreditation (e.g. GCSE) in the language. Please note that we will not be able to provide any study support for this examination.

If you wish your child to be entered for an examination in another language that they may speak or study outside of school please contact the examinations department.

For further information please contact:

Mrs C Whitehead - cwhitehead.312@lgflmail.org