

Dear Parents and Students,

The curriculum we are offering our next Year 10 is an exciting one which, we feel, provides more choice, relevance and motivation for Key Stage Four students. It has been constructed following much staff and governor discussion, extensive market research and advice from the local authority and Department for Children, Schools and Families. This booklet takes you through it step by step and it is supported by the following additional opportunities for information, advice and consultation:

- February 1st** Year 9 students had an introductory session on the curriculum in assembly
- Late February/
Early March:** Guidance and form tutors help to explain the structure and give extra information, and subject staff explain the "new" subjects not presently studied in Year 9 [ie. Business Studies, Child Development, Drama, Travel and Tourism]
- March 10th:** Spring Term Interim Assessments sent home
- March 11th:** 7.00 pm - Year 9 Parents' Information Evening and Subject Fayre
- March 12th - 19th:** Daytime discussions with tutors when parents and students can get progress updates on the core subjects and take advice on the subjects where there is choice.
- March 26th:** Return of the form from the back of this booklet.

If you have any queries at all then please don't hesitate to contact Mrs Guenigault, Mr Willis or myself.

February 2010

Mrs V Neale

CURRICULUM OUTLINE

- A.** All students will continue to study, for two years, English, Mathematics, Science, Religious Education and Guidance and Physical Education, producing up to 6½ possible GCSE subject entries.
- B.** In addition students will state preferences from three columns selecting one subject from each of columns 1 and 2 and two from column 3.

Where these four preferences are involved there are important questions to be considered by you:

1. what ability have you in the subject ?
2. do you enjoy the subject ?
3. will it be useful to you in the future?

- C.** Some of you may have an idea of the kinds of career in which you are interested and you should find out what are the requirements of those careers. If you are undecided you must make choices which leave as many avenues open as possible.
- D.** All subject teachers will be happy to explain their subjects, and the course and examination requirements, in greater detail to you if any doubt remains or if advice is needed.
- E.** **This booklet explains only those subjects where there is choice and they are outlined alphabetically**

Full details on all courses at GCSE will follow in a booklet produced at the start of year ten. This booklet will be supported by a beginning of year information evening for year ten parents in September.

THE FULL CURRICULUM

The full 10th / 11th Year curriculum is as follows:

English Mathematics Science Physical Education** Guidance****
Religious Education**

Column 1	Column 2	Column 3
	Design Skills at West Suffolk College*	
ICT (Digital Applications)* Travel and Tourism*		<i>2 from:</i> Art Business Studies Child Development Drama French Geography Graphic Products History Music Physical Education Sport and Leisure
Art Business Studies Food Technology Graphic Products ICT (Digital Applications)** Resistant Materials	Child Development French German*** Graphic Products Resistant Materials	

* These vocational courses take up six periods a week. ICT and Travel and Tourism cover columns 1 and 2. Design Skills at West Suffolk College covers column 2 and one subject from column 3. A second subject should be chosen from column 3.

** This ICT course can only be taken by students who have expressed a preference to take French or German in Column 2.

*** Those who wish to continue to study both German and French will do so by taking German as an additional subject, outside these columns, whilst taking French in Column 2.

**** Non examination subject

Nb. German may only be chosen by students studying the subject at present.

The Extended Curriculum:

The following subjects can be studied in extra curricular time up to GCSE level:

Astronomy

Dance

Japanese

Spanish

ART

The syllabus covers drawing, painting, mixed media, collage, printmaking, experimental textiles, sculpture, critical and historical studies and gallery visits. It will offer students the basic grounding necessary to apply for further education art courses, enter art related careers, and provide valuable creative outlets for a leisure time activity.

Students will work through a series of projects, each allowing them to develop various ideas around a given theme. They will be expected to acquire an understanding of artistic concepts, a range of technical skills, and to show ability to work on personal initiative both from direct observation and imagination.

Homework is an important element of the course, used to practise skills and research information needed for classwork. A degree of personal commitment and a responsible attitude are essential requirements.

Assessment of the course has two components:

- Component 1. **Personal Portfolio - preparatory supporting studies and three final outcomes = 60%**
- Component 2. **Supporting studies + terminal test = 40%**

BUSINESS STUDIES: GCSE

This subject aims to develop an understanding of the world of business. It encourages students to use an enquiring and critical approach, to make decisions and apply their knowledge to contemporary issues in a range of local, national and global contexts. The use of Information Technology will form an important part of the course.

The course comprises three units:

1. Introduction to Small Business
2. Investigating Small Business
3. Building a Business

Assessment:

Each unit has equal weighting for assessment and Units 1 and 3 are externally assessed, with Unit 2 being completed under controlled conditions and assessed internally.

BUSINESS STUDIES: BTEC First Certificate in Business

This course has been designed to develop knowledge and understanding in the business sector. It is a 180 hour guided learning hour qualification and is assessed by 100% coursework.

Students study a variety of business topics such as Marketing, Human Resources and Finance and then apply their knowledge to a variety of situations for assessment. The use of information technology is central to the course and the qualification is ideal for students to progress to a higher level of qualification in relevant subjects.

This qualification is equivalent to two GCSEs

CHILD DEVELOPMENT

Child Development will develop students' knowledge and skills through studying a range of different topics.

Topics to be studied:

- Family and parenting
- Preparation for pregnancy and birth
- Physical development
- Nutrition and health
- Intellectual, social and emotional development
- Community support

Students will learn how to:

- observe and interact with young children
- carry out individual, original research
- explore and investigate the needs of young children
- apply the skills learned in controlled assignments to the examination paper

The controlled assignments will include an individual task that requires a problem solving and investigative approach. Students will also complete three short tasks which are focused assessments requiring them to use their practical and investigative skills.

Assessment is by examination (40%) and by controlled assignments (60%)

DESIGN AND TECHNOLOGY: DESIGN SKILLS

This course is taught exclusively at West Suffolk College and occupies one day per week in Years 10 and 11. A class assistant from the school is with the group throughout the college day. In year ten, students study metalwork and welding. In year eleven, students study brickwork and carpentry. The course is entirely practical and leads to certification by the college and priority entry to a related course post 16. It is also a good basis for application to a foundation level modern apprenticeship at 16. In addition the group will follow an ICT course leading to an OCR National qualification for three lessons a week in school.

DESIGN AND TECHNOLOGY: FOOD TECHNOLOGY

Food Technology will prepare students to participate in tomorrow's rapidly changing society.

Students will:

- analyse food products;
- carry out practical tasks;
- design and make food products.

This course combines practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.

The controlled assignment will consist of a project where students will be expected to design and make a quality Food Technology product. This will be carried out in Year 11

Assessment is by examination (40%) and by controlled assignment (60%)

DESIGN AND TECHNOLOGY: GRAPHIC PRODUCTS

This course encourages students to be able to design and make products with creativity and originality, using a range of graphic and modelling materials.

Features of the course

1. One written examination paper lasting 2 hours, completed at the end of the course **(40% of final mark)**.
2. One controlled assessment task of approximately 45 hours **(60% of final mark)**.
3. One pre release preparation sheet for the examination allowing students to prepare for the design aspects of the paper.

Throughout the course students will study the following content that will assist in the production of the product for the controlled assessment, as well as developing students into informed consumers and designers:-

- The work of commercial designers
- Graphical techniques and processes
- Sketching and the enhancement of drawings
- Presentation and pictorial drawings
- Instrumental drawings; working drawings to British conventions; surface developments (nets); information drawings
- Cardboard engineering
- Social, cultural, moral, environmental, and economic issues of designing using graphical products
- Information and communication technology - the use of Computer Aided Design and Manufacture (CAD/CAM) processes to develop products
- Health and safety issues
- Processes and manufacturing including industrial processes

The controlled assessment task allows students to explore the practical, problem solving emphasis of the course within a number of board set project themes. Students will work through a process of design to provide structure in solving the given problem.

DESIGN AND TECHNOLOGY: RESISTANT MATERIALS

This course encourages students to be able to design and make products with creativity and originality, using a range of materials and techniques.

Features of the course

1. One written examination paper lasting 2 hours, completed at the end of the course **(40% of final mark)**.
2. One controlled assessment task of approximately 45 hours **(60% of final mark)**.
3. One pre release preparation sheet for the examination allowing students to prepare for the design aspects of the paper.

Throughout the course students will study the following content that will assist in the production of the product for the controlled assessment, as well as developing students into informed consumers and designers:-

- Design and market influences
- Sustainability of design
- Design techniques focusing on; creativity; evaluation of ideas; development of ideas; planning a products manufacture
- Selection of appropriate processes and techniques for the product in the controlled assessment task
- Health and safety issues
- Consumer rights, legislation, product maintenance and codes of practice
- Processes and manufacture of products
- Joining techniques
- Industrial practices
- Information and communication technology - the use of Computer Aided Design and Manufacture (CAD/CAM) processes to develop products
- Systems and control

The controlled assessment task allows students to explore the practical, problem solving emphasis of the course within a number of board set project themes. Students will work through a process of design to provide structure in solving the given problem.

DRAMA

In Drama emphasis is given to the exploration and development of practical skills and techniques. Initially this is through games and drama exercises. At this stage the students are also learning about one another and beginning to support each other.

As the course progresses, the students will devise and perform a variety of pieces, using a range of different stimuli, from photos and poems to music and scripts. They will pursue their improvisation techniques and will be encouraged to explore a wide variety of dramatic devices.

Team work is a crucial element of this course and students are encouraged to support, assist and respect each other in order to create a positive environment conducive to presentations and performances.

Students are required to attend at least one theatre trip and are encouraged to participate in school productions.

Assessment: **Coursework: 60%** - Two drama explorations each comprising of a practical day and six pages of written work.
 Exam: 40% - 20 minute group presentation assessed by an external examiner

FRENCH

The Key Stage 4 French course aims to build on the solid foundations laid at Key Stage 3. It seeks to consolidate and extend the language learnt by students in order to improve the level of sophistication. There continues to be an emphasis on the practical skills of communication, coupled with the formal study of linguistic structures or grammar, thereby allowing students to manipulate the language learnt with greater success.

The purchase of a bi-lingual dictionary is highly recommended.

Assessment is by final examination in the skills of listening (20%) and reading (20%) and through controlled assessment in speaking (30%) and writing (30%).

GEOGRAPHY

We will follow the WJEC Geography B "Avery Hill" GCSE syllabus which is designed to provide an issues-based investigative approach to Geography. Discussion, pupils' opinions, decision making based on maps, graphs and written sources, IT and fieldwork all form an important part of the course. Topics studied include Issues of Global Concern, Weather and Climate, Coasts and Rivers, Industry and the Environment, Ecosystems, Inequalities in Cities and Development, Trade and Aid. Geographical skills are taught throughout the course.

Assessment:

75% of the final grade is based on two exam papers. These include data response, case study questions and a problem solving exercise.

There are two controlled assessments, one based on fieldwork. These are worth **25%** in total.

GERMAN

The Key Stage 4 German course is designed for those students who have studied German in Year 9 who wish to build on the solid foundations laid at Key Stage 3. It seeks to consolidate and extend the language learnt by students in order to improve the level of sophistication of the language. There continues to be an emphasis on the practical skills of communication, coupled with the formal study of linguistic structures or grammar, thereby allowing students to manipulate the language learnt with greater success.

It is hoped that students will continue with both French and German to GCSE level, as the learning of one language complements the other.

The purchase of a bi-lingual dictionary is highly recommended.

Assessment is by final examination in the skills of listening (20%) and reading (20%) and through controlled assessment in speaking (30%) and writing (30%).

HISTORY

Tony Robinson (the actor who plays "Baldrick" in the comedy series "Black Adder" and presenter of "Time Team") writes "How do you know who you are unless you know where you've come from? How can you tell what's going to happen unless you know what's happened before? History isn't just about the past. It's about why we are who we are - and about what's next."

History at GCSE will continue to fire your imagination and curiosity about the past in Britain and in the wider world.

The main topic areas of study include:

A local study: The development of Ickworth House

A study in development: Medicine through time - includes prehistoric to present day medical developments in beliefs about the cures of diseases, improvements in anatomical knowledge and surgery and the growth of Public Health

An in-depth study: Germany 1919-1945 - includes the Weimar Republic, the rise of Hitler and the Nazis and the Holocaust.

Assessment:

- | | | |
|----|--|------------|
| 1. | Two written exams | 75% |
| 2. | One controlled assessment on Ickworth House | 25% |

INFORMATION & COMMUNICATION TECHNOLOGY

(Column 1: 3 lessons per week; Columns 1&2: 6 lessons per week)

The OCR National Level 2 is an innovative vocational qualification, designed to give students the skills to survive in the modern world of information and communication technology. Candidates will develop the ability to work with a variety of modern software applications and therefore be able to communicate effectively and use the internet in order to efficiently search for information. This qualification is centre assessed and externally moderated. In order to achieve this unit, candidates must produce a portfolio of evidence showing that they have met all of the assessment objectives.

Students will be expected to complete two full units and two half units during the course. Success will lead to the award of two GCSEs at grade 'C' or better.

The units are

Full Units	Half Units
Unit 1: ICT skills for business document design and production, research using the internet and communication using e-mail.	Unit 20 Creating animation for the WWW using ICT design, produce and test an animation that is fit for purpose.
Unit 2: Web page creation plan, design and implement a multimedia website using appropriate software.	Unit 21: Creating computer graphics develop knowledge of different types of computer graphics that can be used in web pages.

Possible outcomes

Unit 1 <i>plus</i> Unit 20	OCR National Level 2	1 GCSE equivalent
Unit 2 <i>plus</i> Unit 21	OCR National Level 2	1 GCSE equivalent

A number of other units are available and exceptional students may be able to complete another pair and achieve the equivalent of 3 GCSE passes at grade 'C' or higher.

MUSIC

GCSE Music builds on skills covered in Key Stage 3. As part of the course, students are required to develop these skills across a wide range of musical genres. Although GCSE Music is **not** a "soft" option, it should not be looked upon as a subject only for classically trained musicians. The course requires students to be self-motivated, but also to work well as part of a team.

Whilst it is not necessary for students to have a strong grasp of notation, basic notational skills will be required for the final listening exam. These skills will also benefit students during compositional work.

The course is split into 4 units. These 4 units draw on **Performing, Composing and Listening**:

- **Unit 1: Integrated Task** - one performance and one composition for your own instrument. (30%)
- **Unit 2: Practical Portfolio** - one ensemble performance and one composition linked to an Area of Study. (30%)
- **Unit 3: Creative Task** - one short composition based on an idea (stimulus) set by the exam board. (15%)
- **Unit 4: Listening Task** - one hour written exam in which you will listen to extracts of music and answer questions about them. (25%)

Areas of Study

1. **My Music** (spotlight on my instrument)
2. **Shared Music** (musical relationships and roles)
3. **Dance Music** - including disco, salsa, ballroom, bhangra and club dance.
4. **Descriptive Music** - including film and programmatic music.

PHYSICAL EDUCATION: GCSE

The course is divided into two units:

Unit 1 is theoretical and accounts for 40% of the final grade

Overview of Content:

Section 1.1: Healthy, active lifestyles

- Topic 1.1.1: Healthy, active lifestyles and how they could benefit you
- Topic 1.1.2: Influences on your healthy, active lifestyle
- Topic 1.1.3: Exercise and fitness as part of your healthy, active lifestyle
- Topic 1.1.4: Physical activity as part of your healthy, active lifestyle
- Topic 1.1.5: Your personal health and well being

Section 1.2: Your healthy, active body

- Topic 1.2.1: A healthy, active lifestyle and your cardiovascular system
- Topic 1.2.2: A healthy, active lifestyle and your respiratory system
- Topic 1.2.3: A healthy, active lifestyle and your muscular system
- Topic 1.2.4: A healthy, active lifestyle and your skeletal system
- Topic 1.2.5: Physical activity and your healthy mind and body

Overview of Assessment. Assessment of this unit is through an externally set written examination.

Unit 2 has two sections and accounts for 60% of the final grade:

Section 2.1: Practical Performance

Section 2.2: Analysis of Performance

Students must offer four performances in practical contexts in the role of either player/participant, official or leader. At least two of the performances must be in the role of player participant.

Overview of Assessment For both sections the unit is assessed through controlled tasks.

PHYSICAL EDUCATION: BTEC First Certificate in Sport

This Sport and Leisure qualification consists of three units:

- Health, Safety and Injury in Sport
- Practical Sport
- Preparation for Sport

Each unit carries an equal weighting.

The course has been developed to focus on:

- education and training for those interested in working in the public sector;
- providing opportunities for learners to gain a fully recognised vocationally specific qualification to enter employment in the sport sector or to progress to further qualifications such as the Level 3 Sport and Sport and Exercise Sciences;
- providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Where possible, work is given a practical focus and all work is submitted as course-work. There is no written examination. Students achieve a "pass", "merit" or "distinction" as a final outcome.

This qualification is equivalent to two GCSEs.

TRAVEL AND TOURISM

This is a BTEC vocational course, based on the Travel and Tourism industry. This is one of the fastest expanding areas of employment in the UK, and indeed across the world, and the course is designed as an introduction to the industry which can lead on to 'A' levels like Travel and Tourism as well as into the world of work. This course uses investigation and practical classroom activities to cover a range of units including Investigating Travel and Tourism Destinations, Marketing and Customer Service.

Assessment:

This course is a double option course.

Assessment is 100% coursework.

DIPLOMAS AND YOUNG APPRENTICESHIPS

Diplomas are new qualifications being offered for the first time from September 2010. They are available in a range of subjects each being based at a different school or college in West Suffolk. None of the Diplomas will be offered by County Upper. Students would spend an extended day each week on Diploma study at the particular establishment and the remainder of their time at County Upper studying the core and other options.

If you would like more details of the Diplomas on offer in West Suffolk, Mrs Rossi will be available at the Options Evening on 11 March.

Young Apprenticeships have been offered for a number of years at West Suffolk College and work in a similar way with students studying one day a week at the college and completing the core and other options at County Upper

If you would like details of Young Apprenticeships, see Mr Willis.

THE EXTENDED CURRICULUM

ASTRONOMY

Astronomy is available at GCSE as a one hour after school club once a week.

Astronomy is one of the oldest sciences and yet astronomers are continually visiting new worlds, discovering new elements to the solar system and exploring phenomena such as black holes, the Big Bang and life on Mars. It is topics such as these, which make the study of astronomy a stimulating experience for students.

Practical sessions and visits to observatories will be included in the course.

DANCE

The GCSE Dance course involves solo and group performance work, choreography and a written critical appreciation paper. 80% of the marks come from the practical components. It will be taught after school with the number of sessions depending on the standard of students each year and will be available to students in all year groups.

JAPANESE

Japanese is available as a club activity six times a week and all sessions are open to all comers at all levels, students being able to start the course at any time. Students wishing accreditation for their efforts may aim towards a GCSE, taking the examinations at this level when they feel they are ready (it is no longer necessary to take all four skills at one sitting). Students are also quite welcome to access the course for enjoyment only.

All students in year 10, whether learning Japanese or not, will be eligible to apply for a place on the October/November 2011 County Upper School Japan Exchange Programme trip to Japan.

SPANISH

Beginners' Spanish is available as an extra curricular club activity. Students continuing from year 9 and those wishing to begin in year 10 are all welcome. Students wishing accreditation for their efforts may aim towards a GCSE, taking the examinations at this level when they feel they are ready.

KEY STAGE 4 CURRICULUM STUDENT PREFERENCES

You should select ONE subject from column 1, ONE subject from column 2 and TWO from column 3. Please mark the selected subject by circling the preference.

Column 1	Column 2	Column 3
	Design Skills at West Suffolk College*	
ICT (Digital Applications)* Travel and Tourism*		2 from: Art Business Studies Child Development Drama French Geography Graphic Products History Music Physical Education Sport and Leisure
Art Business Studies Food Technology Graphic Products ICT (Digital Applications)** Resistant Materials	Child Development French German*** Graphic Products Resistant Materials	

For an explanation of the asterisks please see THE FULL CURRICULUM sheet at the front of this booklet

I wish to study German as an extra subject outside the 3 columns, along with French (please tick)

The Extended Curriculum

Please tick boxes for GCSE Classes you would like to follow:

- Astronomy
- Dance
- Japanese
- Spanish

NAME _____ FORM _____

PARENT'S SIGNATURE _____ DATE _____

**TO BE RETURNED TO YOUR TUTOR BY
FRIDAY 26TH MARCH 2010**