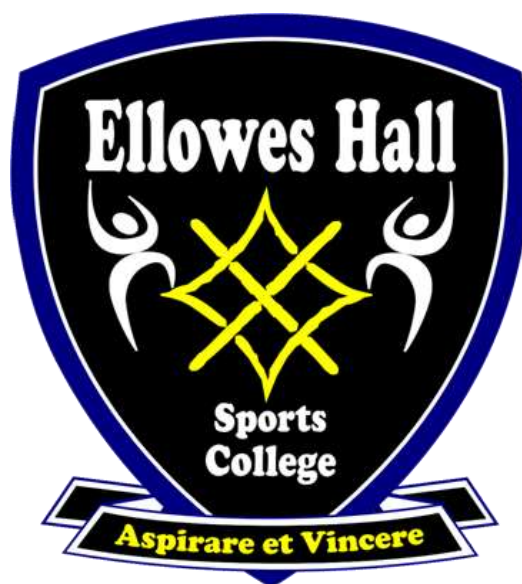


Final

Into Year 10



A Course Planning Guide

2017 - 2019

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INTO YEAR TEN

FOREWORD – Mr A F Jasper, Headteacher

We are required to follow a broad and balanced curriculum. However, there is an element of choice.

The Government decided that from 2016 there will be a new range of accountability measures for all schools. These include the percentage passing (gaining both a grade C or above) in both English and Mathematics; percentage gaining the English Baccalaureate or EBACC (passes in English, Mathematics, Double or Triple Science, a Humanities Subject (History or Geography) and a Modern Foreign Language (French or Spanish)); Attainment 8 Score and Progress 8 Score. The last two measures are contributed to by every single student in Year 11.

The Attainment 8 Score for each student is calculated as follows:

English Score (doubled if English Literature is also taken) + Mathematics Score (doubled) + best 3 EBACC subject scores (not including English and Maths) + best 3 unused subject scores – making 8 subjects.

The Progress 8 score is the difference between their Progress 8 score and their expected score based on their KS2 score (average of English and Maths SATs at present).

All students will take GCSEs in English, Mathematics, at least Double Science and either History or Geography. Those in E band also take either French or Spanish, with those in H band having more time spent on English and Mathematics.

Many of the GCSE specifications are changing from last September and all GCSEs will be graded on a 1 to 9 scale (9 being the highest) as opposed to the current G to A* system from 2019.

With the above in mind, the school is concerned to offer a range of ‘pathways’ to students and we are confident that we can do much to tailor the curriculum to the needs of the individual.

What is the same, as it has always been, is the need to succeed in the GCSE/BTEC examinations. These exams, which will be upon Year 9 students in only 5 terms, are as vital as they have ever been. It is not possible to pass them with good grades without hard work. We will do all we can to help parents provide the support our children need. We will provide information on progress and guidance on how to improve. We will also provide you with information on controlled assessment requirements for each subject together with a calendar of deadline dates. If we have concerns, we will tell you. If you have any concerns then please tell us. If you want further information, just ask. Together we need to ensure that all our children leave with the qualifications that do credit to their undoubted talent.



Mr A F Jasper
Headteacher

INTRODUCTION

As your son/daughter will soon be moving into Year 10 and embarking, in earnest, on GCSE/BTEC courses the school would like to take the opportunity to explain what this involves.

Ellowes Hall Sports College has long been concerned with providing a broad, balanced and relevant curriculum, offering a wide range of subjects, whilst at the same time, making sure that the course followed are tailored to be the best for each individual student.

Core

All students follow the core offering, although the amount of time spent may vary depending on whether they are in the E or H band:

GCSEs English Language and English Literature

GCSE Mathematics

GCSE Double Science or Separate Sciences {GCSEs in **Biology, Chemistry and Physics}**

GCSE in either **History or **Geography** (*students have already opted for one of these*)**

Physical Education (PE)

PSHEE (Personal, Social, Health and Economic Education)

Careers Education

GCSE Religious Education (RE)

Main Option

All students have the opportunity to select one subject from the Main Option Group:

GCSE Business

GCSE Music

BTEC Dance

GCSE Drama

GCSE Art & Design

BTEC Sport

OCR National Award in iMedia

GCSE Food & Nutrition

GCSE Product Design (*Graphics*)

GCSE Product Design (*Resistant Materials*)

All students also undertake **Work Experience** for one week in the summer term.

E Band Students

Students who are in E band will be expected to continue with their current Year 9 Modern Foreign Language (**French** or **Spanish**), as well being able to select one subject from the Additional Option Column (X):

Option X

GCSE **Business**

GCSE **Music**

GCSE **Dance**

GCSE **Drama**

GCSE **Art**

BTEC **Sport**

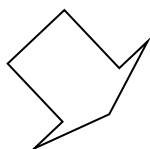
GCSE **Psychology**

GCSE **Computer Science**

H band Students

We would expect most students who are in H band and are currently studying either History or Geography to continue with it as a full GCSE in Years 10 and 11. However, we will select a small number of students who we feel would benefit from taking an extra GCSE in either Hospitality or Leisure & Tourism and allow them to take this in one year – returning complete their History and Geography in Year 11.

Students also need to select one subject from the **Vocational option**:



Vocational
BTEC Sport
BTEC Children's Play, Learning & Devpt.
GCSE Food & Nutrition
NCFE Award Graphic Design
GCSE Resistant Materials

H band students do not have to select a further option (X) as they receive more time on English and Mathematics than those in E band.

GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

English Language and English Literature are subjects that are both taken by all students in Years 10 and 11. The final GCSE will be taken at the end of Year 11, but students will be studying for this, in detail, throughout both years.

Due to the changes in examinations, old GCSE grades of A* to G are no longer awarded at GCSE. Grades will be awarded from 9 to 1, with 9 being the highest and being beyond the current A*.

ENGLISH LANGUAGE

All students in Years 10 and 11 will study towards a GCSE in English Language.

Students will be assessed on their reading skills of novels, plays and non-fiction material. They will need to be able to skim and scan texts quickly to find key points, analyse the language used in a text, analyse the structure of the text, be able to evaluate a text and summarise the purpose of a text. They will read non-fiction texts on a variety of different subjects and compare writers' ideas and perspectives. In addition to this, they will also be assessed on their writing skills, covering a variety of styles for a range of purposes, employing accurate spelling, punctuation and grammar at all times.

Throughout the year, students will be regularly assessed with mock exams to help to prepare them for the real exam. Detailed feedback will be given to each student, with a chance to redraft their answers to improve.

They will also complete speaking and listening activities in addition, which will be certified separately.

ENGLISH LITERATURE

Students will also follow an additional course in English Literature. Students studying English Literature will cover a range of poetry, drama and prose from pre and post 1914, including Shakespeare. They will be assessed on both seen and unseen extracts.

Texts studied may include *The Lord of the Flies*, *Blood Brothers*, *DNA*, *Dr. Jekyll and Mr. Hyde*, *The Tempest*, *Macbeth*, *Romeo and Juliet* and a range of poetry under the theme of Power and Conflict.

GCSE MATHEMATICS

Mathematics is a subject which is taken by all students in years 10 and 11. Students do not choose their mathematics groups but are placed in the groups most suited to their ability and aptitude as a result of their performance in Years 8 and 9. Students will commence work towards their GCSE in Mathematics in the latter part of Year 9. The decision on sets decided at the end of Year 9 and the start of Year 10 is not final and movement from one group to another does take place, as regular internal assessment throughout the course will demonstrate progress made.

Students will follow a linear course in Mathematics on one of two overlapping tiers of entry. The linear course allows a full and balanced opportunity for students at all levels of attainment to show what they know, understand and can do. Grades are awarded from 9 to 1, with 9 being the highest and being beyond the old A*. The grades available at each level are as follows:

Foundation – Grades 1 to 5

Higher – Grades 4 to 9

A grade 4/5 is of rough equivalence to grade C from the previous GCSE Mathematics.

We will enter students for the examination that allows them to maximise their potential.

In preparation for the exams we recommend that students regularly revise units of work and attend revision sessions that will be available to them. Each student will complete a program of past paper revision in the lead up to their terminal exams. Experience has shown that students who consistently gain good marks in these papers also do well in the final GCSE examinations. Those with low levels are underachieving and risk being awarded a grade lower than reflects their true ability in their GCSE. We ask for assistance by supporting them and inquiring about their progress throughout the two years. The course comprises of three terminal examinations, one non calculator and two calculator allowed papers.

All students at GCSE level find benefit from having their own calculator. We strongly recommend them to have their own scientific calculator. It allows them to become familiar with the way their calculator works and enables them to study effectively both at home and at school. If you are considering buying a calculator, your child's Mathematics teacher can advise. We recommend a CASIO scientific calculator.

In recent years we have made more use of the online resource 'MyMaths'. Homework will be set from this and it also provides an invaluable revision resource for exams. Any internet able PC can access MyMaths. Time is available in school for students to access MyMaths outside lessons should there be any difficulty at home or if they just want to do a bit more in school.

GCSE SCIENCE

The majority of students will study Combined Double Award Science

We follow the AQA Combined Science Trilogy course. The course will be examined at the end of Year 11. The course also includes 21 required practical activities which are compulsory for students.

Biology	Chemistry	Physics
Paper 1: Units 1-4 1 hour 15 minutes (16.7%)	Paper 1: Units 8-12 1 hour 15 minutes (16.7%)	Paper 1: Units 18-22 1 hour 15 minutes (16.7%)
Paper 2: Units 5-7 1 hour 15 minutes (16.7%)	Paper 2: Units 13-17 1 hour 15 minutes (16.7%)	Paper 2: Units 23-26 1 hour 15 minutes (16.7%)

All exams are terminal and will be taken in May/June of the exam year. This will result in two GCSEs.

Separate Sciences (Biology, Chemistry and Physics)

Two groups of students will study separate Sciences and this will start in Year 9. These groups will have the option of studying the separate sciences of Biology, Chemistry and Physics GCSE. This will result in three GCSEs. This course also includes 21 required practical activities which are compulsory for students.

Biology	Chemistry	Physics
Paper 1: Units 1-4 1 hour 15 minutes (50%)	Paper 1: Units 8-12 1 hour 15 minutes (50%)	Paper 1: Units 18-22 1 hour 15 minutes (50%)
Paper 2: Units 5-7 1 hour 45 minutes (50%)	Paper 2: Units 13-17 1 hour 45 minutes (50%)	Paper 2: Units 23-26 1 hour 45 minutes (50%)

All exams will be taken at the end of the course in May/June.

OCR GCSE Computer Science (E band only)

Entry Requirements

In order to study the GCSE Computer Science course you must have excellent skills in Mathematics and ICT. You must also be a motivated and driven learner who works using their own initiative.

Course Structure

Course Overview	Assessment Overview	
<p style="text-align: center;">Computer Systems</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired & Wireless Networks • Network Topologies, Protocols & Layers • System Security • System Software • Ethical, Legal, Cultural & Environmental Concerns 	<p>Computer systems (01)</p> <p>80 marks</p> <p>1 hour and 30 minutes written paper</p>	<p>40% of total GCSE</p>
<p style="text-align: center;">Computational Thinking, Algorithms & Programming</p> <ul style="list-style-type: none"> • Algorithms • Programming Techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	<p>Computational Thinking, algorithms and programming (02)</p> <p>80 marks</p> <p>1 hour and 30 minutes written paper</p>	<p>40% of total GCSE</p>
<p style="text-align: center;">Programming Project</p> <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing & Evaluation • Conclusions 	<p>Programming project (03/04)</p> <p>40 marks</p> <p>Non-exam assessment</p> <p>Totalling 20 hours</p>	<p>20% of total GCSE</p>

The Course

Over the two years learners will be introduced to the Central Processing Unit (CPU), wired and wireless networks, network topologies, system security and system software. Learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. Finally, learners will explore a range of programming languages such as Python in order to prepare for their programming project.

OCR GCSE Computer Science (E band only)

Why Study Computer Science?

It is an exciting time to be a computer scientist!

We are living in the midst of a revolution powered by computers. This revolution has invaded all aspects of society. It is a communication revolution, a transport revolution, a medical revolution, an entertainment revolution. Consider the things you would need to give up if you were to live a day without computers.

Career Paths

Avenues for future employment include: video game development, artificial intelligence, software engineering, animation, computer architecture, teaching, biomechanics, networking, graphics and many more!

OCR Cambridge National Award – Creative iMedia

Entry Requirements

In order to study the Creative iMedia course you must have some knowledge of Adobe software including Animate and Photoshop and good ICT skills. You must also be a motivated learner who works well using your own initiative in extended projects. This very practical course includes a range of media projects to provide a wide range of skills for further study.

The Course

In this Cambridge National Certificate in Creative iMedia, which is equivalent to 1 GCSE grade (9-5) you will explore a range of media through written tasks, practical tasks and one externally assessed examination. The three-coursework units require you to respond to creative media briefs and work independently to demonstrate the knowledge and skills associated with the specific topic.

The tasks reflect real workplace scenarios and offer a valuable experience of media production techniques and general workplace expectations. The Certificate is taught through four units.

Course Structure

Course Overview	Assessment Overview	
<p>R081: Pre-production skills</p> <p>This is the externally assessed unit taking the form of a 1 hour 15 minute exam. You will explore the purposes and uses of a range of pre-production techniques, including mood boards, mind maps, storyboards and scripts. You will also learn how to identify the requirements of a working brief and how to respond independently to these.</p>	<p>Written paper OCR set and marked</p> <p>1 hour 15 minutes</p> <p>60 marks</p>	<p>25% of total</p>
<p>R082: Creating digital graphics</p> <p>In this unit, you will learn the basics of digital graphics editing for the creative and digital media sector. You will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop your understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p>	<p>Centre assessed tasks OCR moderated</p> <p>10 hours</p> <p>60 marks</p>	<p>25% of total</p>

OCR Cambridge National Award – Creative iMedia

<p>Optional unit which may change in content</p> <p>R085: Creating a multipage website This unit will enable you to understand the basics of creating multipage websites. It will enable you to demonstrate your creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow you to interpret a client brief and to use planning and preparation techniques when developing a multipage website. On completion of this unit, you will be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief.</p>	<p>Centre assessed task OCR moderated 10 hours – 60 marks</p>	<p>25% of total</p>
<p>Optional unit which may change in content</p> <p>R086: Creating a digital animation This unit enables you to understand the basics of digital animation for the creative and digital media sector. You will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product. On completion of this unit, you will understand different types of digital animation techniques, know where they are used, be able to plan and create a digital animation and test and review a completed animation against a specific brief.</p>	<p>Centre assessed task OCR moderated 10 hours – 60 marks</p>	<p>25% of total</p>

Why Study iMedia?

This practical and vocational qualification has been developed with Industry leaders to offer a comprehensive grounding for those interested in an interactive media career. The course structure will support students looking to develop artistic and IT skills, as well as those simply seeking to start on a specialist career path working with the interactive media professions.

Career Paths

The range of skills developed open many doors for students either wishing to continue studies at university or thinking of starting a career in the field of media design and the creative areas of the ICT industry, graphic design, website design or animation development.

This course may be subject to some changes due to ongoing qualification adaptations.

GCSE FOOD PREPARATION AND NUTRITION

This course provides opportunities for planning and making through the use of food as a material. Students will acquire knowledge and experience through focused practical tasks and assignments. There will be a strong link to nutrition and food science throughout the course.

This course relies on the candidates providing their own food ingredients and due to a significant amount of the marks are created by practical activity a real interest in food preparation is needed.

Students will study the complex nature of food as a material, its properties, nutrition and the effects of processing. They will plan, prepare, cook and present a menu which assesses their knowledge, skills and understanding.

Coursework Assessments

Students will be expected to present two assessment projects that shows their planning and making capability and their food science investigation understanding. The practical outcome of the project will be a complete range of skilled dishes supported by written evidence of planning and evaluating in the form of an A4 folio. This will be undertaken in Year 11 and should reflect 20 hours of work.

Assessment: Component 1 -Written paper 50% Component 2- Assessment 1 &2 - 50%

Component 1-Written paper: 1 hour 45 minutes

Component 2 -Assessment 1:8 hours and Assessment 2: 12 hours

GCSE PRODUCT DESIGN (Resistant Materials or Graphics)

Why choose Design and Technology

Design and Technology will encourage learners to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future. This specification will excite and engage learners with contemporary topics covering the breadth of this dynamic and evolving subject. It will generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future.

Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations.

This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Key Stage 4 students (Years 10 and 11) can continue to develop and expand their design and technological capability, building on the work they have done in Years 7 and 8 and continuing with the design discipline they began in Year 9.

Students can select from either: **Graphic Products** or **Resistant Materials**

In all of the courses the emphasis is on designing and making and developing products. Because each course has specific content in terms of designing, making, knowledge and understanding it is important that students continue with the discipline they started in Year 9.

Students will be expected to present a single, integrated project that shows their designing and making capability. The practical outcome of the project will be a complete product/products supported by written evidence of designing in the form of an A3 folio. This will be undertaken as late as possible in the course and should reflect about 40 hours of work.

Students will need to provide themselves with a suitable A3 size folder.

Course Breakdown

Design Challenge 50%

This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing, in particular:

- the interrelated nature of the processes used to identify needs and requirements (explore)
- creating solutions to meet those needs (create)
- evaluating whether the needs have been met (evaluate).

GCSE PRODUCT DESIGN

As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype(s).

It is through the iterative processes of designing that learners draw on their wider knowledge and understanding of Design and Technology principles.

Contextual challenges will be released on 1 June each year.

Written Paper 50%

This component brings together the learners 'core' and 'in-depth' knowledge and understanding.

- 'Core' knowledge of Design and Technology principles demonstrates learners' broad understanding of principles that all learners should have across the subject.
- 'In-depth' knowledge allows learners to focus more directly on **at least one** main material category.

The question paper is split into two sections.

A minimum of 15% of the paper will assess learners' mathematical skills as applied within a design and technology context.

Year 10

During year 10 students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, they will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions you may develop later on. Students will also learn about wider design principles and the affect of design on users and the world we live in.

Year 11

Students will complete an iterative design challenge where you will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. "Explore, create, evaluate" is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

Assessment

The Iterative Design Challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is 2 hours and questions offer full access to all learners regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

NCFE GRAPHIC DESIGN (h band only)

This course is designed to develop analyzing, designing, making, ICT, and written communication skills needed for a career in Graphic Design. Students will undertake a variety of design and make projects which cover;

- Understanding a design brief.
- Designing with computers.
- Analyzing the work of designers
- Planning and construction
- Designing and the Environment.
- Smart and Modern Materials.

The course structure is:

Year 10

Focus is on research, skills development and design knowledge.

Students will undertake a design and make product which develops their skills and knowledge in the following areas:

- Researching and analyzing existing products
- Working with tools and materials.
- Developing design ideas.
- Developing designs using ICT (Adobe Illustrator).
- Presenting your designs.
- Evaluating your work

Year 11

One project is undertaken which builds upon all of the skills covered in Year 10. This will be a research and practical skills based project, the final piece will be created in exam conditions that will be replicated in the final exam.

The final project is set by the examinations board (previous projects have included a magazine layout and corporate identity)

The focus of the exam is to produce a high quality final outcome under exam conditions. The final outcome will be backed up by a design portfolio which shows the development of the product from initial design ideas through to the final product.

Assessment: Coursework 75% exam 25%

GCSE ART & DESIGN

Art is offered as an option in Years 10 and 11 and will be a full GCSE course.

The syllabus provides students with the opportunity to work in a wide range of media and processes, such as painting, all areas of drawing and print making.

Students will be required to:

- A. Record responses to a stimulus through first-hand experience and develop ideas from preliminary sketches or research.
- B. Explore and experiment with a range of media in a controlled way.
- C. Review, modify and refine work as it progresses.
- D. Produce a final piece(s) to a theme and present it appropriately.
- E. Investigate and research the work of other artists and make links with their own work.
- F. Form and present opinions about the work of other artists and their own work.

Course Requirements

1. Art and Design Portfolio

This unit consists of research into the work of an artist, drawings from direct observation, development of ideas through experimentation and a final piece(s) of art work in a media appropriate to the unit.

2. Externally Set Task.

Students are required to produce a unit of work from recorded observations and first ideas, through development to a final piece with research into the work of an artist, over a fixed period of time.

The examination question paper will give students a choice of five themes, each with a range of starting points. Students will be expected to select one theme and one starting point to make a personal response for assessment. The time allowed to produce the final outcome is ten hours.

Assessment: 60% of marks will be awarded for the portfolio.
40% of marks will be awarded for the externally set task.

It is important that students choosing this option realise that research into the work of artists, craftspeople and designers must be a part of their coursework and terminal examination in order to be eligible for the full range of marks.

GCSE DRAMA

What is GCSE Drama all about?

GCSE Drama allows you to explore a theme, topic, play or issue through a range of dramatic techniques and styles. You will explore in a practical way and create drama inspired by a range of different stimuli.

The Course

The course explores theatre in both a practical a written way. You will use a range of techniques to create thoughtful, poignant and engaging drama and deepen your technical understanding of the subject. You will develop the skills to be able to apply knowledge and understanding when making, performing and responding to drama. You will explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. This will enable you as a performer to develop a range of theatrical skills and apply them to create performances. You will have the opportunity to work collaboratively to generate, develop and communicate ideas. Regular opportunities will be given for you to contribute as an individual to a theatrical performance, whilst being able to reflect on and evaluate your own work and that of others. You will also have opportunities to see live theatre within the course too.

Course Assessment

Component 1 – Devising Drama 40%

- Create and develop a **devised group** piece from the **stimulus of 'The Holocaust'**
- Portfolio coursework: describing what you did to devise your piece.

Component 2 – Scripted Performance 20%

- Students will perform **two key extracts** from a performance text.
- Your teacher will choose the performance text that you will perform.

Component 3 –Written Exam 40%

- Practical exploration and study of performance text: **'An Inspector Calls'**
- Written exam Section A: Three questions to answer based on the play. You will answer as a performer/director and designer.
- Written exam Section B: Two questions to answer based on a live piece of theatre that you have been to see.

Why select GCSE Drama?

Drama really inspires creative thinking and confidence. Drama boosts your ability to hone skills essential when working with others; teamwork, communication skills and co-operation. Drama is also key to improving peoples' analytical, research and critical skill set as topics and issues are often explored in an innovative and creative way. There is key focus on physical and vocal communication throughout the course thus enabling students to have better public speaking skills – essential in so many careers today.

GCSE DRAMA

Career Paths

A level Drama and Theatre leads perfectly on from GCSE Drama as they follow a similar structure. Careers in the performing Arts industry lead well from the course too. Many of our ex-students are working in the industry perusing careers in events management, directing, and the technical side of theatre such as working in lighting and sound-all of which would benefit from a good knowledge of the stage and performance.

GCSE MUSIC

Music is offered via the OCR Programme of study. We believe that this particular path towards a qualification in Music offers the greatest scope for achievement. The course is mainly practical, enabling students to develop skills over a wide plane while extending specialist skills which they already have. Activities currently being undertaken include study towards traditional performances, performance of current chart and dance music, writing of original songs, improvisation, computer based composition and a variety of workshops with external artists/musicians. Furthermore, there are plenty of opportunities for Gifted & Talented students in curricular and extra-curricular work most notably, school productions, internal and external performances and early GCSE entry. It should be noted that students will be expected to perform in front of a small audience at different points of the course.

The facilities and staff expertise available to students are among the most comprehensive to be found anywhere. Those wishing to develop a particular instrumental skill are supported by specialist instrumental teachers (Dudley Performing Arts Services). The department is equipped with a full range of percussion equipment (including two drum kits, electronic drum kit and a full set of Samba Drums), acoustic and electric guitars, a variety of electronic keyboards, multi-tracking equipment (including two micro-track recorders and a 16 track HD recorder), two suites of Apple Mac computers (with Logic Pro X and the latest GarageBand) each with M-Audio or Alesis audio/midi interfaces that provide zero latency when recording. The department also has a selection of amplification equipment (including two PA systems both with separate desks, monitor speakers, etc.).

Recently we have built our own recording studio (which incorporates a Control Room and a Live Room) to enable high quality recording of coursework at GCSE in addition to A-Level Music Technology. The facilities include the latest 27" iMac with additional display and Logic Pro X Sequencing Software.

In addition to practical activities, there is a listening component that includes the following topics:

- Western Classical Music: The Concerto Through Time
- Film and Video Game Music
- World Music: Samba, Calypso, Eastern Mediterranean, Africa
- Popular Music Through the Decades

The GCSE is assessed in two sections:

- Coursework (60%)
 - Solo Performance on their chosen instrument (15%)
 - Composition chosen by learner (15%).
 - Group Performance (15%)
 - Second Composition to a board set brief (15%)
- A Listening Examination (40%)

The course is open to anyone interested in music and developing musical skills. Apart from its obvious continuity into A Level Music and A Level Music Technology, the qualification is also a good link to either A Level or BTEC Performing Arts. While skills on an instrument or the ability to sing are needed, students do not need formal certificates such as Associated Board grades.

GCSE DANCE

Course Overview

The course aims to give you an understanding of what a career in the Performing Arts world can entail. It will also help you to develop your creative, imaginative, physical, expressive and analytical skills, qualities needed in many occupations. The majority of the course is practical with aspects of theoretical dance study.

Assessment

Component 1: Performance and choreography

Performance (30% of your GCSE)

- Solo - you will perform set phrases of dance through a solo performance. This will be approximately one minute in duration.
- Duet/trio – you will perform in a duo or trio dance performance of approximately three and a half minutes in duration.

Choreography (30% of your GCSE)

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

This component will be internally marked and externally moderated at the end of the course.

Component 2: Dance appreciation

Written exam (40% of your GCSE)

You will be assessed on:

- your knowledge and understanding of choreographic processes and performing skills
- critical appreciation of your own work
- critical appreciation of professional works

These questions will be based on your own practice in performance, choreography and the GCSE Dance anthology.

Enrichment

During the course there will be opportunities to participate in workshops with professional dance artists, learning a variety of dance styles and a range of performance opportunities in school and other venues. The course will also involve trips to see live professional work and the possibility to be involved in community dance projects and gain experience of dance leadership.

Career progression

GCSE Dance provides a route to further study in school, further and higher education in Dance, Performing Arts or PE, as well as vocational or professional training and community activities. Studying Dance at GCSE level will not only develop your skills in performance, safe practice, choreography and appreciation but will also build confidence and self-esteem, communication skills, creativity, physical and social development. It will also broaden your cultural and artistic experiences and develop leadership skills.

GCSE GEOGRAPHY

- Want a course that gives you the opportunity to explore the world?
- To explore your place in this world?
- To understand how you have a responsibility for the world you live in?
- Geography does all of this, so really, can you do without it?

The Course

This new and exciting course studies Physical and Human Geography themes and investigates the links between them. Think of it as travelling the world from your classroom, exploring case studies in the United Kingdom (UK), Higher Income Countries (HICs) like the USA, Newly Emerging Economies (NEEs) like China and Lower Income Countries (LICs) like Ethiopia. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. You will also develop more of an understanding of your role in society, by considering different viewpoints, values and attitudes.

How will you be assessed?

Like all of the GCSE's you will be assessed at the end of Year 11. There will be two written papers each worth 35% which will test 'Living with the physical environment' and 'Challenges in the human environment'. There will be a third paper called 'Geographical applications', which will include, issue evaluation, fieldwork questions and test geographical skills. All three papers will include questions that require a range of responses from multiple-choice or short answers, to more detailed levels of response and extended prose.

How will Geography help you in the future?

Geography is well known as a subject that links to all others in the curriculum, so a GCSE in Geography is a good stepping stone to a whole range of opportunities. It will help you move onto any AS, Applied 'A' Level or BTEC course. We hope you will continue your study of Geography, however you will have gained invaluable skills to enhance another pathway. Geography can lead to employment opportunities in journalism, media, engineering, ICT, travel and tourism, teaching, environmental management, marketing, business management, planning, global development, science, and many, many, more... Geography is global, that means everything and everyone!

Should you need any further information about the course you can view the full specification at <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035> or contact one of the Geography staff at school.

sbladen@ellowes.dudley.sch.uk Miss S Bladen
shadgett@ellowes.dudley.sch.uk Mr S Hadgett
jpattinson@ellowes.dudley.sch.uk Mrs J Pattinson.
kgarbett@ellowes.dudley.sch.uk Mrs K Garbett

GCSE HISTORY

Wait a moment...

**What's the most interesting thing in the world? Isn't it people? Real people?
Well that's what History is about. If you like people, you should like History.**

But will it be any use to me when I'm older?

Apart from being interesting, History is very useful. Employers who see that you have a qualification in History know certain things about certain key skills which, learnt through History, can be applied to all sorts of other situations. They know that:

- You can understand how people tick, what motivates them, what they think and feel
- You are able to gather and read different kinds of information
- You are able to look carefully at this information and can check it for bias or propaganda
- You can read maps, graphs and other diagrams
- You are able to communicate clearly and have learned to express yourself verbally or on paper

But I don't want to teach or work with old documents!

History is a useful, and often necessary, subject for a lot of careers and not just the obvious ones:

- What about conservation work or environmental work?
- Town planning?
- Building restoration?
- Tourism?
- Police?
- Solicitors?
- Management?

They all require some knowledge of History.

History is also a good qualification for budding journalists, secretaries, accountants, TV researchers and lawyers to name but a few possible careers. There are also many famous people who have studied History – including Gordon Brown, Jonathan Ross and Ali G, to name but a few!

But I want to be a Scientist...

Remember that Scientists have to communicate effectively, work with and manage other people. Their projects are not isolated but are carried out in a context which relates to the whole of society. Employers and universities like to see that you followed a balanced course at school. History is an important part of keeping that balance.

But I want to be a Movie Director in Hollywood...

Those of you who are even more adventurous may consider a career abroad like a Tour Guide or even a Movie Director in LA. All of these rely upon skills learnt in the History classroom in order to make it big!

GCSE HISTORY

But there's more to life than work...

Starting on a career is important, but education means more than just training. At the Council of Europe they believe:

'Historical awareness should be an essential part of the education of all young people'.

Even the British Government are discussing the importance of a good Historical education!

Why do you think they said this? Ask yourself:

- How else can you make sense of the present unless you have a good understanding of the past?
- How else can you understand why the place where you live looks the way it does?
- How are you going to change the world if you haven't looked at how it got in the state it's in already?
- How are you going to participate in the system if you don't know how it works?
- How will you carry on building up your own set of values without looking at how others have done so in the past?

Answer: by taking History.

Maybe this is not the moment to drop History for ever...

History can give you the skills most employers want whatever the job you have in mind.

What will I be studying over the next 2 years?

You will have found that you have already started your studies in GCSE History in year 9 but to clarify:

Unit 1: Study in depth of Britain from 1951-1979.

We will investigate all key aspects of ordinary life and how much it changed between these years. We will consider things like music, fashion, politics, education and immigration to name but a few!

Unit 2: Study in depth of a non-British topic; The Crusades 1095-1149

We will investigate why the Crusades happened and what the events were of this time including the countries involved and the famous people that fought within it. We will consider the lasting legacy of the Crusades on society.

Unit 3: A Period Study of Germany from 1919-1991.

This is a focus on the chronological events happening in Germany between the dates offered. We will study key events such as Life in Nazi Germany, the events of World War II, the separation of West and East Germany and the Cold War.

Unit 4: A Thematic Study of Medicine from 500 to the Present day.

We will investigate all the ways in which medicine has developed and changed through a variety of themes topics such as disease, surgery and public health. This will be a chronological study of each theme to help consider change and many famous doctors will be studied along the way. As part of this unit we are expected to focus on the town of Eyam and its involvement in the Great Plague. A visit to be part of this unit.

GCSE LEISURE & TOURISM

Is this the right subject for me?

If you enjoy:

- Vocational based subjects with a direct link to a specific type of career such as travel agent or similar
- Looking into other countries but from a tourists point of view, not a geographer
- Being involved in working through an assignment that will have a direct impact on you in adulthood such as budgeting and organising family holidays

Then this course is perfect for you!

What will I learn?

Unit 1 – Leisure and Tourism in a Specific Area (60% Coursework portfolio)

This unit will be based around a 3 day residential to a popular tourist area in the UK. Following the visit you will complete a portfolio made up of four assignments assessing the Leisure and Tourism on offer in that area. You will prepare an in depth tourist guide to that area as well as explain how to go about organising a trip to that area again. This would include booking accommodation, food and beverages, activities and special requirements for certain groups such as children or the elderly.

Unit 2 – Leisure and Tourism Destinations (40% Exam)

This unit provides you with an overview of what is on offer as a tourist in the world today. You will discover popular national, short haul and long haul destinations and the processes customers go through in selecting a holiday. You will evaluate the strengths and weaknesses of different types of holidays and how to help improve an area for tourists

What makes this course appealing?

Although an academic subject with an exam at the end, there are very few opportunities to study a specific career path at GCSE. This course will provide something different. You will take the role as a travel agent, customer and employee of the tourist industry and get a real hands on feel of what this would be like as a career and prepare you for organising holidays of your own as you become adults.

If you want to find out more about the GCSE in Leisure and Tourism course:

Visit the WJEC website at www.wjec.co.uk

GCSE HOSPITALITY (subject to availability)

Is this the right subject for me?

If you enjoy:

- the idea of going out for meals and staying in Hotels
- a more practical subject that allows you to develop vocational skills
- the idea of learning about a specific career within school

Then this course is perfect for you!

What will I learn?

Unit 1 – Planning and Completing a Hospitality Event (60% Coursework portfolio)

This unit will be based around you researching, planning and completing an event within the school grounds. You will have the opportunity to visit a four star hotel to start the course and develop some of your own ideas. You will then progress into planning your own event which will culminate in you preparing, serving and evaluating a hospitality event of your own.

Unit 2 – The Hospitality Industry (40% Exam)

This unit provides you with an overview of what Hospitality is. You will learn about where Hospitality exists in the UK today and the different types of service that make up Hospitality. You will be trained in Food Hygiene, Customer Care and Environmental Issues that are all prevalent to the Hospitality industry today

What makes this course appealing?

Although an academic subject with an exam at the end, there are very few opportunities to study a specific career path at GCSE. This course will provide something different. You will take the role of a customer, an Events Organiser and a manager and get a real hands on feel of what this would be like as a career. It will prepare you for times when as an adult you will visit restaurants and hotels and what to expect when you do this.

If you want to find out more about the GCSE in Hospitality course:

- Visit the WJEC website at www.wjec.co.uk
- Speak to Miss L Jones to find further details on the course.

GCSE PSYCHOLOGY (E band only)

What is Psychology?

Psychology is the study of the human mind and behavior. Therefore, if you are interested in understanding why people behave the way they do, such as how the human memory works and why people commit crimes, then the GCSE Psychology course is the subject for you.

What will the course include?

Section A

- Topic 1: Development- How did you develop?
- Topic 2: Memory- How does your memory work?
- Topic 3: Psychological problems: How would psychological problems affect you?
- Topic 4: The brain and neuropsychology- How does your brain affect you?
- Topic 5: Social Influence- How do others affect you?

Section B

- Topic 6: Criminal Psychology- Why do people become criminals?
- Topic 9: Sleep and dreaming- Why do you need to sleep and dream?

Section C

- Topic 11: Research methods- How do you carry out psychological research?

How will I be assessed?

Learning is assessed through two examinations at the end of Year 11. Paper 1 consists of all topics in Section A and may draw on knowledge of research methods from Section C. This exam is worth 55% of the GCSE and lasts 1 hour 15 minutes. Paper 2 will be largely assessing content from topic C, including both topics from section B. This exam is worth 45% of the GCSE and lasts 1 hour 20 minutes. There is no coursework element.

How will studying Psychology be beneficial in the short-term and the long-term?

Psychology compliments a variety of subjects at GCSE level, as it involves extended writing, critical thinking, scientific discovery and mathematical calculations. You can also go on to study A Level Psychology. The skills you learn, such as how to evaluate, how to see problems in data gathering and how to interpret graphs and data, will be very useful in further study. Psychology can lead to a wide range of careers which involve working with people, such as working in healthcare, childcare, teaching, the police force, management roles and many other professions.

If you have further questions please email Miss Northwood
(knorthwood@ellowes.dudley.sch.uk)

GCSE BUSINESS (OCR)

Please note: At least 10% of the total marks for the qualification will reward the use of quantitative skills. This might include calculating percentages, revenues, ratios and investment appraisal techniques.

When you leave school you may be working for a business or other organisations. After studying Business you will have an insight into just how businesses operate, including how to set up a business of your own. So why should you not be the next Richard Branson?

- This is a practical course, using real businesses as examples
- Learn skills to help you in decision making which include using data.
- Be one step ahead in understanding how businesses operate

What you will study in OCR GCSE (grades 9–1) Business:

Marketing, including advertising, development of products, setting the best price.

Recruitment, including how businesses get the right staff and keep them working well.

Business structures, including the different ways to set up a business.

Finance, including how businesses get the money to set up and operate and how they make a profit.

Business operations, including how businesses produce the things we buy.

Influences on businesses, including the environment and how many businesses are operating around the world.

How you will be assessed

Two exams at the end of the course, each 90 minutes long. **There is no controlled assessment.**

Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.

So why should you choose OCR GCSE Business as an option?

- You will be able to understand the business world which you will enter after finishing school/college/university.
- You will be able to make informed decisions and put forward arguments to persuade others.
- You will have the knowledge to help you set up a business of your own.
- The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.

Business can lead on to many vocational qualifications and is a good stepping stone for you in A Level subjects, especially economics, accountancy and of course A Level Business.

GCSE RELIGIOUS STUDIES (AQA Specification A 8062)

Students will begin their linear GCSE Course in Year 9 and will sit their final examination in Year 11. Students will sit two papers, both of which are 1 hour 45 minutes. Both papers are marked out of 96 (plus 5 marks for spelling, punctuation and grammar (SPaG)). Each paper is 50% of the final GCSE. The whole course consists of Component 1: The study of religions: beliefs, teachings and practices and Component 2: Thematic Studies.

The aim of the course is not to ‘convert’ our students, but to help them to develop academic skills such as knowledge and understanding, interpretation, contextualisation and synthesis of scripture, teachings and beliefs. Students are expected to reflect upon their own views, be responsible for their own independent research, showing resourcefulness and reasoning in their approach to a debatable subject area. It will enhance their understanding of the views of others, alongside their own, aiding them to draw conclusions relating to the world in which they live. In turn, students will reflect upon British values through the development of key social, moral, and spiritual aspects of their education through considering acceptance, tolerance and their diverse world. Thus, through such skills, Religious Studies provides our students with a well-respected qualification to progress to further education and the work place.

Full Course. Specification A (8062)						
	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Year 9	Christianity: Beliefs and Teachings		Theme A: Relationships and Families (Christianity & Islam)		Theme C: The existence of God & revelation (Christianity & Islam)	
Year 10	Islam: Beliefs and Teachings		Theme D: Religion, peace & conflict (Christianity & Islam)		Christianity: Practices	
Year 11	Islam: Practices		Theme E: Religion, crime & punishment			Revision

Assessment: There will be assessments when each topic has been completed. There will also be regular Assessment Points, in line with school procedure, to assess current attainment for your child, and the progress that they are making.

Component 1: The study of religions: beliefs, teachings and practices

Christianity:

Students are made aware that Christianity is a diverse religion within Britain that is the main religious tradition in Great Britain. They will study the beliefs, teachings and practices of Christianity, whilst referring to scripture and sacred texts.

Beliefs and Teachings

- The nature of God:
 - God is omnipotent, loving and just, and the problem of evil and suffering.
 - The oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation.
- Different Christian beliefs about the afterlife

GCSE RELIGIOUS STUDIES (AQA Specification A 8062)

Jesus Christ and salvation

- Beliefs and teachings about:
 - The incarnation and Jesus as the Son of God
 - The crucifixion, resurrection and ascension
 - Sin, including original sin
 - The means of salvation, including law, grace and Spirit
 - The role of Christ in salvation including the idea of atonement.

Practices

Worship and festivals

- Different forms of worship:
 - Liturgical, non-liturgical and informal, including the use of the Bible
 - Private worship
 - Prayer and its significance
- The sacraments, including baptism and Holy Communion, and their significance to Christians
- The role and importance of pilgrimage and celebrations including:
 - Lourdes and Iona
 - Christmas and Easter, including their importance for Christians in Great Britain today.

The role of the Church in the local and worldwide community.

- The role of the Church in the local community, including food banks and street pastors
- The place of the mission, evangelism and Church growth.
- The importance of the worldwide Church including:
 - Working for reconciliation
 - How Christian churches respond to persecution
 - The work of one Christian charitable organisation

Component 1: The study of religions: beliefs, teachings and practices

Islam:

Students are made aware that Christianity is the main religious tradition in Great Britain. They are also made aware that Islam is another diverse religion in Great Britain and they will study the beliefs, teachings and practices of Islam, whilst referring to scripture and sacred texts.

Beliefs and Teachings

Key Beliefs:

- Six articles of faith in Sunni and Shi'a Islam, including similarities and differences
- The Oneness of God (Tawhid)
- The nature of God: omnipotence, beneficence, mercy, fairness and justice, including different ideas about God's relationship with the world: immanence and transcendence

GCSE RELIGIOUS STUDIES (AQA Specification A 8062)

- Angels, their nature and role
- Predestination and human freedom and its relationship to the Day of Judgement
- Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell.

Authority

- Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammed.
- **The holy books:**
 - Qur'an: revelation and authority
 - The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

Practices

Worship

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam
- Shahadah: declaration of faith and its place in Muslim practice
- Salah (prayer) and its significance

Duties and festivals

- Fasting, including the month of Ramadan, the Night of Power
- Zakah- why is giving to charity important for Muslims?
- Hajj: the role and significance of pilgrimage
- Jihad: different meanings and understanding of greater and lesser jihad
- Festivals and commemorations and their importance for Muslims living in Great Britain

Component 2: Thematic Studies

Students must be able to explain contrasting beliefs with reference to the main religious tradition in Britain (Christianity), alongside exploring differing Islamic views, and non-religious beliefs such as atheism and humanism.

Theme A: Relationships and families

Sex, marriage and divorce

- Contraception
- Human sexuality including: heterosexual and homosexual relationships
- Sexual relationships before and outside of marriage
- Contraception and family planning
- The nature and purpose of marriage
- Same-sex marriage and cohabitation
- Divorce, including reasons for divorce, and remarrying
- Ethical arguments related to divorce, including those based on the sanctity of marriage and compassion

Families and gender equality

- Nature of families
- The purpose of families
- Contemporary family issues including same-sex parents and polygamy
- The roles of men and women

- Gender equality
- Gender prejudice and discrimination

Theme C: The existence of God and revelation

- Visions
- Miracles
- Nature as general revelation

Philosophical arguments for and against the existence of God

- The Design Argument, including strengths and weaknesses
- The First Cause Argument, including strengths and weaknesses
- The argument from miracles, including strengths and weaknesses
- Arguments based on science against the existence of God.

The nature of the divine and revelation

- Special revelation, including visions
- Enlightenment
- General revelation as a way of understanding the divine
- Different ideas about the divine that comes from different sources, including omnipotent, omniscient, immanent and transcendent
- The value of general and special revelation and enlightenment, including the problems of different ideas and alternative explanation.

Theme D: Religion, peace and conflict

Religion, violence, terrorism and war

- The meaning and significance of
 - Peace
 - Justice
 - Forgiveness
 - Reconciliation.
- Violence, including violent protest
- Terrorism
- Reasons for war, including greed, self-defence and retaliation
- The just war theory, including the criteria for a just war
- Holy war
- Pacifism

Religion and belief in 21st century conflict

- Religion and belief as a cause of war and violence in the contemporary world
- Nuclear weapons, including nuclear deterrence
- The use of weapons of mass destruction
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching
- Religious responses to the victims of war including the work of one present religious organisation

GCSE RELIGIOUS STUDIES (AQA Specification A 8062)

Theme E: Religion, crime and punishment

Religion, crime and the causes of crime

- Good and evil intentions and actions, including whether it can ever be good to cause suffering
- Reasons for crime
 - Poverty and upbringing
 - Mental illness and addiction
 - Greed and hate
 - Opposition to an unjust law
- Views about people who break the law for these reason
- Views about different types of crime, including hate crimes, theft and murder

Religion and punishment

- The aims of punishment
 - Retribution
 - Deterrence
 - Reformation
- The treatment of criminals, including:
 - Prison
 - Corporal punishment
 - Community service
- Forgiveness
- The death penalty
- arguments about the death penalty

Career paths:

Careers requiring close contact with people and those requiring good analytical/ research skills will benefit from a grounding in Religious Studies. For example, journalism, media, social work, teaching (primary, secondary, college and higher!), police force, lawyer/ barrister, armed forces and nursing.

Further/ Higher Education:

Religious Studies counts as any other for college entry. It can be studied at A Level or used as a foundation for other subjects, for instance Philosophy & Ethics, Sociology, Psychology, English, Media Studies, Theology and Journalism. The list is endless.

PSHEE – PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

All students in Years 10 and 11 undertake a course in Citizenship, Social and Personal Education. This course does not lead to an examination but provides students with the opportunity to experience issues about which they will, at some time, have to make their own decisions.

One of the aims of the course is to equip them to make decisions in a reasoned, informed and responsible way. Another is to help all students to achieve a positive self-image.

Modules covered include work on the family and parenting, sex education and personal relationships, health and drug awareness. Careers education is included, where students are introduced to the world of work, spend time thinking about how to make appropriate job choices and are prepared practically in the duties of job application, further education and interview techniques. The workings of Government, elections, global and current issues, the world of finance, consumer rights, laws and the justice system, and emotional health and wellbeing, are also part of the curriculum.

The PSHEE Programme aims to promote the spiritual, moral and cultural development of the students as well as preparing them for the challenges of adult life.

WORK EXPERIENCE

At an appropriate time within Year 10 students will be undertake a one week work experience placement.

Work experience forms an integral part of the Careers/Social and Personal Education Programme offering a taste of the world of work. We, therefore, try to ensure that placements are relevant to the student's needs, abilities and, in certain cases, vocational aspirations.

You will appreciate that the success of the placement is a three-way process involving students, the school and the employers. Work experience could not operate without the generous co-operation of many local firms who donate large amounts of staff time on our behalf.

All students must have the permission of parents/guardians before undertaking this very valuable aspect of school life. Work experience generates considerable administrative tasks, particularly with regard to the school ensuring that all companies comply with current health and safety legislation. The early return of forms is essential.

MODERN FOREIGN LANGUAGES

GCSE FRENCH and GCSE SPANISH (E band only)

Why Study a Modern Foreign Language?

- Languages are really important in the world we live in and give you great skills for the rest of your life. The internet has brought everyone much closer so imagine all the other people you could communicate with and all the amazing places you could travel to or work at and all because you can speak their language.
- It may seem that everyone speaks English, but in fact 75% of the world's population do not. Being able to speak to locals when you go on holiday is just one of the many reasons why you should learn a language. You might even encounter an opportunity to speak a foreign language in your local area as there are many tourists visiting England.
- Those with good linguistic skills have enhanced job opportunities. Languages are a transferable skill which can be studied alongside many subjects at A' level and beyond. Careers traditionally linked with languages have generally been well paid and include professions such as translators, interpreters and teachers. The most popular career sectors for language graduates: Business Services, Banking and Finance, Retail, Hospitality, Tourism and Manufacturing.
- Studying another culture helps to develop empathy, and can make you more open-minded and tolerant.

Skills Developed

- Language qualifications show evidence not merely of a basic linguistic competence but also an eye for detail, an ability to apply patterns logically and to memorize and quickly assimilate large quantities of new information (all that vocabulary!)
- GCSE languages students develop their analytical skills especially when studying and applying grammar rules. Former students have said that studying a language has even helped them to improve their English!
- Employers say they value the following key skills developed by language learners:
 - communication skills
 - team working skills
 - interpersonal skills
 - presentation skills
 - problem solving skills
 - organisational skills
 - good learning strategies.

MODERN FOREIGN LANGUAGES

GCSE FRENCH and GCSE SPANISH (E band only)

The Course

The aims of the course are to enable students to:

- Develop their confidence in communicating in French in speech and writing
- Express and develop thoughts and ideas spontaneously and fluently
- Deepen their knowledge of how grammar and language works and the ability to apply this knowledge logically, thus creating a secure base for future language study.
- Develop awareness and understanding of the culture and the identity of the countries and communities where the language is spoken.

The GCSE is scored from 1-9. Students will be assessed in four skills which are each worth 25% of the GCSE:

Listening: Students will be tested on their ability to understand the language when listening to standard spoken French in a variety of scenarios.

Reading: Students will be tested on their ability to understand the language when reading authentic texts on the topics studied including short extracts from literary texts. There will also be a translation into English.

Writing: The examination tests students' ability to communicate effectively through writing. They will learn to give opinions, convey information, narrate, interest the reader and also translate from English into the target language.

Speaking: Students are assessed during an exam set in May in Year 11. Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes. The exam tests their spontaneity and ability to sustain a short conversation, take part in a short role-play and talk about a picture card.

What will I be doing in lessons?

Languages at GCSE are fun to learn and classes are interactive. There is lots of variety in lessons to help your listening, reading, speaking and writing. One lesson you may be learning a song to help remember some grammar, the next you could be pretending to interview a famous Spanish celebrity or writing a comic strip in French. Participating in the varied activities in class will boost your confidence and help you to become a better communicator.

A great emphasis is placed on grammatical awareness by revisiting points of grammar covered in KS3 and introducing more complex ideas to facilitate independent communication.

Topics

The five themes are:

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

MODERN FOREIGN LANGUAGES
GCSE FRENCH and GCSE SPANISH (E band only)

Homework

Independent study is vital to course success and students are expected to spend 2-3 hours per week out of school on language work. Students will be expected to complete a variety of tasks. This will include some writing tasks varying from short tasks, translation or paragraphs. There will be practice exercises on grammar. There will be listening and reading comprehension exercises. To prepare well for the speaking exam, all students are expected to produce their answers to questions on each topic studied throughout Years 10 and 11 once every half-term. Other tasks will be set such as role-play cards or speaking picture tasks where students must speak about a photograph related to the topics studied.

Vocabulary learning is also essential to success and regular learning homework will be set.

What can you do to support your child?

Test them frequently on new vocabulary covered in class. Make sure that they complete their homework every week.

BTEC QUALIFICATIONS

What is a BTEC?

BTECs are work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university.

They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory.

They can be taken alongside, or in place of, GCSEs and A levels and alongside Diplomas in schools and colleges.

BTECs are recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.

Why is BTEC important?

BTECs are understood and recognised by a large number of organisations in a wide range of sectors.

They offer natural progression along a vocational path, from and to academic qualifications and university.

How does it work?

The number of units varies according to the design and focus of each qualification.

Learners complete realistic work-based assignments, which are internally assessed.

Edexcel regularly checks the assessment decisions and quality assurance procedures in each centre.

When is it done?

BTECs are mode-free and the time taken to complete them depends on the size and level of the qualification.

Each BTEC programme has identified guided learning hours.

How are BTECs assessed?

Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied (eg BTEC Firsts, BTEC National). To complete each unit, students must achieve against a set of outcomes. The assessment criteria address theory with practical exercises

BTECs are a predominantly coursework based qualification with 25% of the final grade coming from a more traditional exam style Unit. Students study real-life, work based case studies and complete projects and assessments, which contribute to achieving each unit studied.

The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace. The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

The BTEC qualifications studied at Ellowes Hall are worth the equivalent of a GCSE grade 4 or higher depending on whether a student gains a Pass, Merit, Distinction or Distinction*.

BTEC QUALIFICATIONS

Enrichment / Guest Speakers

BTEC endeavours to enhance the learning experience through the use of enrichment and guest speakers. Previous speakers have included: Olympic athletes, First Aid Trainers, visits to Higher/Further Education institutions; visit to Bodyworld Exhibition; visits to International sporting events

Using ELLO



Students rely on using our Learning Platform ELLO to upload and receive work and related materials.

BTEC FIRST AWARD IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT

Which course is to be studied?

The students follow the Edexcel First Award in Children's Care Learning and Development.

Course overview

75% of the work is assignment based with 25% assessed by an external written examination. The assignment work is assessed by subject teacher in the form of presentations, PowerPoint, posters, leaflets, written accounts, online basic food hygiene and observations from work placement

Students complete a total of 3 units

Enrichment/Guest speakers

Guest speakers/enrichment activities: visits from a selection of babies and young children, Health Visitor, a Teacher for the Deaf and other child care professionals.

Units to be studied

- Patterns of Development (written exam)
- Promoting Children's development through Play (Internal assessment)
- Principles of Early Years Practice (Internal assessment)

Work experience

It is recommended that all students following this course have their Y10 work experience placement in a Nursery or Early Years environment.

Career progression possible?

The qualification is well suited to students who may be interested in a career in child care or education.

The qualification can be used to access further education, either at college or university

BTEC FIRST AWARD IN PERFORMING ARTS: DANCE

Which course is to be studied?

Edexcel BTEC Level 2 First Award in Performing Arts: Dance

Course overview

- provides the opportunity to develop vocational skills needed for working in the Performing Arts Industry focusing of Dance
- gives a focus to employability skills such as working with others, problem solving, developing confidence, being resilient, responsible and resourceful
- is equivalent to a single GCSE taken over two years
- is awarded at Pass (C grade), Merit (B grade), Distinction (A grade) or *Distinction (*A grade)
- is made up of three units: one externally assessed unit and two coursework assessed units

Enrichment/Guest speakers

Opportunities for working with professional dance artists/ companies focusing on learning different styles of dance, the choreographic process and production of dance performance (such as lighting, make-up, costume). Visits to see professional dance work and performance opportunities.

Units to be studied

- Unit 1: Individual Showcase (External assessment which equals 25% of final grade)
- Unit 2: Preparation, Performance and Production
- Unit 4: Dance Skills

Work experience?

Not a requirement.

Career progression possible

BTEC First Award in Performing Arts: Dance can lead to further education studying BTEC Level 3 which is the equivalent to A Level. BTEC Performing Arts qualifications are suitable for anyone interested in a career in the Performing Arts Industry. Jobs range from performer, instructor, choreographer, work in the community dance sector, dance therapy, teaching, dance administration and production. This could involve work in TV, theatre, education, leisure, the community or health.

BTEC FIRST AWARD IN SPORT

Which course is to be studied?

BTEC First Award in Sport

Course overview

BTEC Firsts are NQF Level 2 qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. Students learn by completing projects and assignments that are based on sport science related jobs. 25% of the course is externally assessed by a written exam, with the remaining 75% coursework

Enrichment/Guest speakers

Olympic athletes, First Aid Trainer, visits to Higher/Further Education institutions; visits to exhibitions and International sporting events

Units to be studied (* indicates written examination, (M) indicates mandatory units to be studied (O) indicates optional units to be studied)

Unit 1 Fitness Testing and Training (M) *	Unit 2 Practical Sport (M)
Unit 3 The Mind of the Sports Performer (O)	Unit 4 The Sports Performer in Action (O)
Unit 5 Training for Personal Fitness (O)	Unit 6 Leading Sports Activities (O)

Work experience?

Work experience is not a mandatory part of the qualification although it is hoped that experience of relevant areas will come through enrichment from guest speakers and educational visits.

Career progression possible?

BTEC First in Sport leads perfectly into BTEC Nationals which are Level 3 qualifications and are 'A' Level equivalent. BTEC sport qualifications are suitable for anyone wishing to have a career in the Leisure Industry. Jobs ranging from Leisure Centre employment and management, physiotherapists, sports science researchers and physical education teachers. BTEC First in Sport qualifications are highly regarded when applying for further education and higher education positions in the future.

Next Steps ...

BTEC QUALIFICATION VERIFICATION

Quality Nominee: Miss C Papadopoulos

Programme	Lead Verifier	Verifier responsible for Internally verifying <i>each</i> assignment brief and 4 pieces of students' work selected at random.
BTEC First Award in Sport	Mr L Martin	Organised by Mr L Martin and carried out by the PE Department
BTEC First Award in Dance	Mrs R Giles	Miss C Papadopoulos
BTEC First Award in Children's Care, Learning and Development	Mrs E Evans	Miss C Papadopoulos

Students continuing on into our Invictus Sixth Form can study a number of Level 3 BTEC courses which are the equivalent of at least one GCE A Level. Those currently available are:

BTEC National Diploma in Sport and Exercise Science = 2 A levels

BTEC National Extended Certificate in Performing Arts (Dance) = 1 A level

BTEC National Extended Certificate in Applied Science = 1 A level

BTEC National Extended Certificate in Health & Social Care = 1 A level

BTEC National Extended Certificate in Travel & Tourism = 1 A level

CURRICULUM PATHWAYS 2017

KEY:	Eng	Math	Sci	MFL	Hums	Main	Op X	Voc	RE/PS	TP
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Traditional: E band

E	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Year 10	English			Maths			Science				MFL	Hums		Main Op		Op X		PE	RE PS		TP							
Year 11	English			Maths		Science				MFL		Hums	Main Op		Op X		PE	RE PS		TP								


Core Focus: H Band


H	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Year 10	English				Maths				Science				Voc		Hums		Main Op		PE	RE PS		TP						
Year 11	English				Maths				Science				Voc		Hums	Main Op		PE	RE PS		TP							

Guide to Completing the Preference Sheet 2017

If your child is in H band:

Make sure your child's name and their tutor's name are completed in the boxes at the top of the page:

Examples of 1st 

and Reserve 

Choices are given:

NAME: Lydia Saucepan	TUTOR: HRH
Vocational (non-GCSE) Option (H only)	Main Option (All)
<i>Mark two choices (1 and R for reserve choice)</i>	<i>Mark two choices (1 reserve)</i>
*BTEC Sports Science <input style="width: 40px;" type="checkbox"/>	Business <input style="width: 40px;" type="checkbox"/>
*BTEC Child Development <input style="width: 40px;" type="checkbox"/>	Music <input style="width: 40px;" type="checkbox"/>
Food & Nutrition <input style="width: 40px;" type="checkbox"/> 1	*BTEC Dance <input style="width: 40px;" type="checkbox"/> 1
*NCFE Graphic Design <input style="width: 40px;" type="checkbox"/> R	Art & Design <input style="width: 40px;" type="checkbox"/>
GCSE Resistant Materials <input style="width: 40px;" type="checkbox"/>	*BTEC Sport <input style="width: 40px;" type="checkbox"/>
	*OCR NA iMedia <input style="width: 40px;" type="checkbox"/>
	Drama <input style="width: 40px;" type="checkbox"/>
	Food & Nutrition <input style="width: 40px;" type="checkbox"/> R
	Graphic Products <input style="width: 40px;" type="checkbox"/>
	Resistant Materials <input style="width: 40px;" type="checkbox"/>

{please do not choose the same subject in both columns}

Please ensure both you and your child have signed the formed and dated it:


PARENT'S SIGNATURE Mrs Ava Saucepan	STUDENT'S SIGNATURE Lydia Saucepan	DATE 29/03/17
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Return Date to your child's Tutor: Friday 31st March 2017

Guide to Completing the Preference Sheet 2017

If your child is in E band:

Make sure your child's name and their tutor's name are completed in the boxes at the top of the page:

Examples of 1st 

and Reserve 

Choices are given:

NAME: Arthur Brain		TUTOR: DIM	
Main Option (All)	Option X (E only)		
<i>Mark two choices (1 reserve)</i>	<i>Mark two choices (1 reserve)</i>		
Applied Business <input type="checkbox"/>	Business <input type="checkbox"/>		
Music <input type="checkbox"/> R	Music <input type="checkbox"/>		
*BTEC Dance <input type="checkbox"/>	*BTEC Sport <input type="checkbox"/>		
Art & Design <input type="checkbox"/>	Dance <input type="checkbox"/>		1
*BTEC Sport <input type="checkbox"/>	Art & Design <input type="checkbox"/>		
*OCR NA iMedia <input type="checkbox"/>	Computer Science <input type="checkbox"/>		
Drama <input type="checkbox"/>	Drama <input type="checkbox"/>		
Graphic Products <input type="checkbox"/>	Psychology <input type="checkbox"/>		R
Food & Nutrition <input type="checkbox"/>			
Resistant Materials <input type="checkbox"/> 1			

Please ensure both you and your child have signed the form and dated it:

PARENT'S SIGNATURE Mr N O Brain	STUDENT'S SIGNATURE Arthur Brain	DATE 28/03/17
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Return Date to your child's Tutor: Friday 31st March 2017

STUDENT'S NAME:		TUTOR'S NAME:		<i>Office Use Only</i>	
Vocational Option (H band only)		Main Option (All)		Option X (E only)	
<i>Mark two choices (1 and R for reserve choice)</i>		<i>Mark two choices (1 reserve)</i>		<i>Mark two choices (1 reserve)</i>	
* BTEC Sport		Business		Business	
* BTEC Children's Learning & Development		Music		Music	
Food & Nutrition		*BTEC Dance		*BTEC Sport	
*NCFE Graphic Design		Art & Design		GCSE Dance	
Resistant Materials		* BTEC Sport		Art & Design	
<p>Please do not choose the same subject as your first choice in both columns</p>		*OCR NA iMedia		Computer Science	
		Drama		Drama	
		Food & Nutrition		Psychology	
		Graphics Products		* = non GCSE	
		Resistant Materials			
	<p>The choice of subjects is of importance and all members of staff are willing to offer whatever guidance they can.</p>				
PARENT'S SIGNATURE		STUDENT'S SIGNATURE		DATE	

Please detach this sheet and return to your child's tutor by Friday 31st March 2017 at the latest.

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FURTHER ADVICE

Your first point of contact is, as always, your child's tutor. Please feel free to call the school to arrange to talk them on 01384 686600

Alternatively, you can arrange to speak with your child's Head of House:

CLENT: Mr A Di Bernardo (01384 686521) adibernardo@ellowes.dudley.sch.uk

ENVILLE: Mr I. Beddows (01384 686522) ibeddows@ellowes.dudley.sch.uk

HIMLEY: Mr M. Norman (01384 686523) mnorman@ellowes.dudley.sch.uk

KINVER: Mrs K. Garbett (01384 686524) kgarbett@ellowes.dudley.sch.uk

For Information regarding Special Educational Needs and Disabilities please contact our SENCO, Mr M. McKay on 01384 686580 mmckay@ellowes.dudley.sch.uk

You can also call arrange to speak to Mr J. Bailey, Deputy Headteacher, on any matter concerning the transition into Year 10 on 01384 686600 or email him directly at jbailey@ellowes.dudley.sch.uk

NOTES



Ellowes Hall Sports College

Our Mission

Achievement
 X
 Aspiration
 E
 C
 T
 A
 T
 I
 All-roun
 N
 Education

