



**Saffron Walden
County High School**

**YEAR 9
OPTIONS
HANDBOOK
2022**

**SAFFRON WALDEN COUNTY HIGH SCHOOL SEEKS TO BE A LOCAL
COMPREHENSIVE SCHOOL OF EXCEPTIONAL QUALITY**

YEAR 9 OPTIONS FEBRUARY 2022

Dear Parents/Carers,

Our Year 9 students are moving towards the end of their KS3 studies and now is the time for them to decide which optional subjects to take forward for further study in Years 10 & 11. Much of the information in this booklet was shared with you last year, but here is a condensed version again for your reference and to help you and your child make an informed decision.

All students will continue to study English (Language and Literature), Maths, Science, either History or Geography, RPE, PE, Computing and PSHE (including Careers) and, for the vast majority, a language.

Beyond this, students should consider which of the additional subjects they are currently studying would be most appropriate for them to take to GCSE level. You will receive a form to complete which takes you step by step through this process.

Please note that timetabling constraints mean that we cannot guarantee to accommodate the individual options requests of every student. We will contact parents where this is an issue, or where we feel that course choices are inappropriate for an individual student given their academic profile. Note also that we will design our timetable and recruit staff in response to your child's option choices. Therefore, we may not be able to accommodate any changes later on.

The Year 9 pastoral team will help to ensure that appropriate guidance and support is offered to those involved in this important decision-making process if needed. You can request a tutorial with our Careers Advisor or to discuss possibilities further with Mr Heath in Learning Support. Please do not hesitate to contact us if you need further explanation or discussion.

Finally, there is a section headed "Dates for Year 9 Diary". Here you will find a timetable of the options process, which outlines the school's support mechanism for students and parents.

The current Year 9 are a group of young people with immense potential. We look forward to continuing our work with them and helping all to make a smooth transition into KS4.

Yours sincerely,

Polly Lankester
Head Teacher

Charlotte McColl
Year 9 Achievement Co-ordinator

CONTENTS

| | Page |
|-----------------------------------|-------------|
| Background | |
| The Core KS4 curriculum | 4 |
| Alternative provision | 4 |
| The English Baccalaureate Measure | 5 |
| Key dates | 5 |
| OPTION SUBJECT DETAILS | |
| Humanities | 7 |
| Geography | 7 |
| History | 8 |
| Computing | 9 |
| Computer Science | 9 |
| Digital Information Technology | 9 |
| Creative Subjects | 10 |
| Art and Design | 10 |
| 3D Design: Art, Craft & Design | 10 |
| 3D Design – Architecture | 11 |
| Drama | 12 |
| Food Preparation & Nutrition | 13 |
| Music | 13 |
| Product Design | 14 |
| Textiles | 15 |
| Languages: | 15 |
| French | 15 |
| German | 15 |
| Spanish | 15 |
| Latin | 16 |
| Physical Education: | 17 |
| Physical Education | 17 |
| Dance | 18 |
| Vocational: | 19 |
| Business | 19 |
| Health & Social Care | 19 |

Background

The Core KS4 Curriculum

In Years 10 and 11 students will follow the following core subjects:

| Subject | Periods per Cycle |
|--|-------------------|
| English and English Literature (2 GCSEs) | 7 |
| Mathematics | 7 |
| Science (separate or combined) | 10 |
| Religion, Philosophy and Ethics | 3 |
| Core PE | 4 |
| Core provision will also include: Personal, Social, Health and Economic (PSHE) Education, including Relationships and Sex Education (RSE); Careers Education | |

Students can select **four** additional GCSE or equivalent subjects, each with an allocation of 5 periods per cycle. Students will study:

- **Either** History Geography
- **One** language for the majority of students unless the school decides to offer an alternative.
- Two open options – these can include a second Humanities and/or a second language if desired. We strongly recommend that students follow a creative subject to GCSE level as skills developed in these subjects compliment those nurtured in more desk-orientated ones

Your child will take their GCSE examinations in the Summer of 2024.

Alternative Provision

Where this best meets their individual learning needs, a small number of students will be invited by the school to follow a full Study Support programme in Years 10 and 11.

The English Baccalaureate Performance Measure

The EBacc is not a qualification in itself, but rather a suite of qualifications that the Government wants to see most students studying at Key Stage 4. The Government's view is that over 90% of students should be entered for the E-Bacc by 2025. Increasingly, it is likely therefore that universities and employers will expect to see students attaining this range of qualifications.

Students 'achieve' the 'EBacc' by gaining 9-5 grades in each of the following subject categories:

- GCSE English Language (not Literature)
- GCSE Mathematics
- Two GCSE Sciences – *either* two of the three 'separate' sciences (Biology, Chemistry, Physics) *or* GCSE Combined Science *or* Computer Science with one other GCSE Science (but where at least two have been studied)
- Either GCSE Geography *or* GCSE History
- A GCSE in a modern or ancient foreign language: at SWCHS French, German, Spanish or Latin count

Key Dates

- Year 9 Parents' Evening: **24th February**
- Option forms submitted: **4th March**

Further Information

- Please use Form Tutors as first point of contact
- Further support is offered by cmcoll@swchs.net or jbuckley@swchs.net

Students and parents have online access to 'Unifrog', the school's careers guidance package. Students can research preferred career paths, and which qualifications are most likely to support progression into a particular career. This can be found at: <https://www.unifrog.org/>

OPTION SUBJECT DETAILS

GEOGRAPHY

For further information contact: Miss Makepeace - smakepeace@swchs.net

Examination Board – AQA

The course is assessed by examination but includes some compulsory fieldwork in preparation for the final examination.

Year 10 & 11 content

Living World

This unit focuses on the natural world around us and the reasons why ecosystems are different all around the world. There will be special attention paid to the Amazon Rainforest and the Sonoran Desert in Arizona as students grapple with the issues facing these areas and how they can be developed in a sustainable way.

Urban Issues and Challenges

In this unit there will be a focus on London and Mumbai as students begin to search for an answer to the question: can a city ever be sustainable? This unit will involve some compulsory fieldwork undertaken in Saffron Walden.

The Challenge of Natural Hazards

This unit looks at the array of natural hazards faced by people globally, before looking at examples of recent earthquakes and atmospheric hazards. It also considers the natural and human factors causing climate change and encourages thinking behind ways of managing this global issue.

The Changing Economic World

We will be thinking about the indicators which show development and the differences between the quality of life of people. Linking with the studies of the UK, students will focus their attention to the future of the UK economy, tracking past developments and changes to project future trends and global links.

Physical Landscapes in the UK

Students will begin to look carefully at the coastal and glacial landscapes around the UK. During this unit, students will undertake another piece of compulsory fieldwork for the GCSE at Clacton-on-Sea.

HISTORY

For further information contact: Mr Collins – scollins@swchs.net

Examination Board – AQA

The course comprises two written exams.

Year 10 content

Germany, 1890–1945

In this topic we study a turbulent period which shaped not only the twentieth century but many aspects of our world today. We study: the First World War and the German revolution which overthrew Germany's emperor in 1918; the Great Depression and the rise to power of Adolf Hitler and the Nazi Party after 1929. We finish the unit by exploring life in Nazi Germany and how the Nazis used a diabolical mixture of terror and propaganda to maintain their power. We finish the course with the Second World War and the Holocaust.

The Cold War between the East and West, 1945–1972

In this topic we study the 'Cold War' between capitalism and communism, focusing on the conflict between the USA and the USSR. We begin by looking at the end of the Second World War: the effect of the dropping of the first atom bomb and the division of Europe into capitalist and communist countries separated by the 'Iron Curtain'. We then go on to study the development of the Cold War: the significance of the Communist Revolution in China; the Korean War; the Vietnam War; the Arms Race and the Space Race. We then finish with a study of the transformation of the Cold War: the Berlin Wall and the Cuban Missile Crisis.

Year 11 content

Britain: Migration, Empire and the people, c.790-Present Day

In this topic we study how the identity of the people of Britain has been shaped by their interaction with the wider world. Students will learn about: invasions and conquests (e.g., Viking invasions); our relationship with Europe and the wider world (e.g., Britain's role in slavery); the ebb and flow of peoples into and out of Britain, their motives and achievements (e.g., the foundation of the USA and the Windrush generation). Students will also study the causes, impact, and legacy of Empire (e.g., on Egypt, South Africa and India) and the retreat from Empire and decolonisation (e.g., Gandhi in India and Nkrumah in Ghana).

The Elizabethan Age, 1558 – 1603

In this topic we study the reign of Queen Elizabeth I. We look at her character and image, how she attempted to solve her problems and how she established a 'Golden Age' in culture and 'Gloriana' in defeating the Spanish Armada. This topic also includes a study of a 'historic environment': this will involve students investigating a specific site such as a Tudor house, castle, palace, battlefield etc.

COMPUTER SCIENCE

For further information contact: Ms Symonds – jsymonds@swchs.net

Examination board: AQA

The course comprises 2 written exams – one on algorithms and programming and the other on theory. Each paper carries an equal weighting.

It is important to note that the course does not involve physically building computers, we look at the theory behind how they work.

Year 10 content

Pupils will cover a range of theory topics whilst also maintaining and developing their programming skills. A programming project will be undertaken during this year. Across the two years the main topics studied include areas such as Computer Systems, Databases, Searching and sorting algorithms, Data representation, Cyber Security, Networks, Ethical, legal and environmental impacts.

Year 11 content

Further theory topics will be covered and some previously learnt material reinforced with plenty of revision time.

DIGITAL INFORMATION TECHNOLOGY (DIT)

Examination board: Edexcel

The course comprises 2 coursework components and an exam component. The exam is a written paper.

Year 10 content

Pupils will start with theory and learning about the content for the first component which is comprised of coursework. The coursework does involve a lot of writing and pupils should be aware of this when choosing the course. The first component covers interface design and project management. Pupils will be required to create project management documentation for designing and developing an interface to meet a specified scenario.

Pupils will also start coursework for a second component which relates to collecting, presenting and interpreting data. They will learn about the importance of data and develop skills to allow them to fully analyse and present the data.

Year 11 content

At the start of year 11 pupils will start working towards the exam component. This covers topics such as: communication technologies, accessibility and inclusivity, impacts of technology, laws surrounding technology, systems security. We will also continue with the second coursework component during this time.

Please note that some combinations of Art and Technology subjects at GCSE level are prohibited by the examination board beyond Year 9. Please see the separate brochure giving details of Art and Technology courses for more information.

ART AND DESIGN

For further information contact: Miss Wyman: cwyman@swchs.net

Examination board: AQA

Component 1: Coursework 60% of GCSE award

Component 2: Externally set non exam assessment 40% (set by exam board)

Throughout the GCSE course there are opportunities to visit galleries and museums to build an appreciation of art and design as well as providing a springboard for new projects. The GCSE course focuses on the continued development of subject knowledge and fostering independent creativity across a range of coursework projects.

Year 10 content

During Year 10 students work on portfolio projects based on the theme of natural forms and 'Still Life and Cubism'. The natural forms project focuses on drawing using a wide range of media and developing ideas into print. The Cubism project focuses on painting, mixed media, developing students experience of working on a larger scale.

Year 11 content

In Year 11 students undertake their mock exam project based on a cultural theme, the project focuses on three-dimensional design, developing clay sculptures. The second part of Year 11 consists of the externally set task, set by AQA. This consists of a 'lead in period' followed by a practical task completed under exam conditions. The GCSE Art course provide an excellent opportunity for students to follow specialist pathways in creative Arts subjects; teaches the required drawing, painting skills, creative understanding and aesthetic appreciation to successfully progress onto A Level courses. Studying Art and Design provides an excellent platform to further study at university in all creative subjects. Art courses offered within the art department provide a high level of specialist support and challenge for students of all abilities.

3D DESIGN: ART CRAFT AND DESIGN:

For further information contact: Miss Wyman: cwyman@swchs.net

Examination board: AQA

Component 1: Coursework 60% of GCSE award

Component 2: Externally set non exam assessment 40% (set by exam board)

Throughout the GCSE course there are opportunities to visit galleries and museums to build an appreciation of art and design as well as providing a springboard for new projects. The GCSE course focusses on the continued development of subject

knowledge and fostering independent creativity across a range of coursework projects with a focus on making three-dimensional works of Art.

Year 10 content

During Year 10 students work on portfolio projects based on the theme of 'natural forms' and 'sculptural heads'. The natural forms project focuses on drawing and designing using a range of media and developing ideas three dimensional ceramic pieces. The sculptural project focuses on clay construction techniques, glazing and decorative techniques for ceramics.

Year 11 content

In Year 11 students undertake their mock exam project based on a cultural theme, the project focuses on three-dimensional design, developing clay and other three-dimensional materials. The second part of Year 11 consists of the externally set task, set by AQA. This consists of a 'lead in period' followed by a practical task completed under exam conditions. The GCSE Art course provides an excellent opportunity for students to follow specialist pathways in creative Arts subjects, teaches the required drawing, painting skills, creative understanding and aesthetic appreciation to successfully progress onto A Level courses. Studying three-dimensional Design provides an excellent platform to further study at university in all creative subjects. Art courses offered within the art department provide a high level of specialist support and challenge for students of all abilities. The GCSE 3D Art course teach a high level of practical skills, a vast array of media and creative processes whilst celebrating individual creativity, embracing experimentation and independent learning.

3D DESIGN – ARCHITECTURE

For further information contact: Mr Bennett: dbennett@swchs.net

There is direct progression onto our GCSE 3D Design course which continues to focus on the designing, prototyping, modelling and making of functional and aesthetic Interiors and Architecture.

Examination board: Edexcel

Year 10 content

In Year 10, students produce a personal portfolio in the form of a sketchbook with the three-dimensional model outcome. The coursework project comprises of a sketchbook, 3D Architectural model and portfolio pages. Students will complete a design and make project using an internally set assignment. This year we have used the theme of 'Natural Forms'. Students have produced a variety of sketchbook pages of research, design and development. Students have then used their inspiration, designs and development work to produce an architectural model inspired by their theme.

Year 11 content

In Year 11, students work through a smaller mock coursework project around Compact Housing, where they are given the opportunity to have a trial run at producing an 3D architectural outcome in controlled conditions.

Students are then given a set brief by the exam board and are asked to design and make a 3D outcome of their choice. Students create a sketchbook featuring research, designs, development work to help produce their final product. The final

product is then made in a designated 10-hour exam period. Students are required to work independently in controlled exam conditions.

There is no written exam for this course

DRAMA

For further information contact: Mrs Benjamin: hbenjamin@swchs.net

Examination board: Eduqas

The Drama GCSE course develops students' creativity, personal growth, confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding. It encourages students to explore all key areas of drama such as performing, devising, directing and designing. It provides opportunities for students to see professional and local theatre and to develop their skills as informed and thoughtful audience members.

Through the study of this course, students will be given opportunities to participate in and interpret their own and others' drama. They will explore the forms, styles and contexts of drama and will learn to develop collaboratively their ideas, and to reflect on their own and others' performances.

Year 10 content

In Year 10 students complete Component 1. Students initially explore practically the genres of Physical Theatre, Melodrama and Theatre in Education, and practise the written element of Component 1. Students then complete Component 1 – devising from a stimulus using a specific genre.

Final performance - 10% of GCSE

Portfolio – 20% of GCSE

Evaluation in controlled conditions – 10% of GCSE

Year 11 content

In Year 11 students complete Component 2 and Component 3.

Component 2

This unit is the Exploration of script in small groups. Students stage and perform the extracts and write their artistic intentions for performance. They complete a mock exam which is internally examined and then a final performance which is externally examined and worth 20% of GCSE.

Component 3

Students begin preparation for Component 3 which is the final written exam, worth 40% of their Drama GCSE. This involves the exploration of a set text including context, staging, design, characters and style and structure. Students watch a live theatre production to evaluate for their Component 3 exam.

The following skills are highly recommended for GCSE Drama:

- Ability to co-operate in groups.
- Confidence in performance, including the confidence to take risks and to perform in front of a live audience.

- Proficiency in writing, particularly analytical and reflective writing, as this could constitute 40% of the overall exam

FOOD PREPARATION AND NUTRITION

For further information contact: Ms Ward: sward@swchs.net

This is a subject with a great variety of content where students are given the opportunity to work both independently and as part of a team, investigating foods, developing culinary skills and techniques, exploring elements of food science, use of ingredients and nutrition. Students will be actively encouraged to explore food provenance, the diversity of foods available and their application in creating a wide variety of dishes.

Examination board: AQA

Year 10 content

In Year 10, students will investigate nutrition in detail, spending time learning about the special dietary requirements of different groups and looking at the consequences of diet-related health issues. Students will develop their understanding of food safety and hygiene, food provenance, production and processing and further scientific principles involved in food preparation. Being creative in their choice of dishes and independent practical skills, as well as, having excellent personal organisation and analytical skills to enhance their experience and attainment.

Year 11 content

In Year 11, students begin the coursework which is divided into two separate tasks; A Food Investigation completed in the autumn term and a Food Preparation assessment completed in the spring term. Together these are worth 50% of the grade. Once the coursework is completed, students will revise for the written exam which makes up the other 50% of the final GCSE grade.

MUSIC

For further information contact: Miss Law: claw@swchs.net

Examination board: Eduqas

The Eduqas GCSE in Music is centred on three areas and offers a broad and coherent course of study: Component 1 – Performing; Component 2 – Composing; Component 3 - Appraising

Year 10 and 11 content.

Students will:

- Engage actively in the process of music study.
- Develop performing skills individually and in groups to communicate musically with fluency and control.
- Develop composing skills to organise musical ideas.
- Recognise links between the activities of performing, composing and appraising.
- Develop knowledge, understanding and skills needed to communicate as musicians.

- Develop awareness of a variety of instruments, styles and approaches to performing and composing.
- Develop awareness of music technologies and their use in the creation and presentation of music.
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology. Four Areas of Study from a wide variety of genres develop students' knowledge and understanding of Music. Two set works of music form a core focus for study.
- Develop as effective and independent learners with enquiring minds.
- Reflect upon and evaluate their own and others' music.
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Students will be expected to attend at least one extra-curricular activity to help with Area of Study 1 & 2 above.

PRODUCT DESIGN

For further information contact: Mr Bennett: dbennett@swchs.net

This course develops the knowledge and understanding of different materials and manufacturing processes in order to design and make with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. Through the critique of the outcomes of design and technology activity, both historic and present day, students develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

At GCSE students can choose to specialise in either Timbers or Metals as their main material focus of the exam element of the course.

Examination board: Edexcel

Year 10 content

In Year 10, students work through a smaller mock coursework project and a series of smaller focused practical projects where we build on skills and knowledge. In June of Year 10, students will embark on their Year 11 coursework working under a chosen design context set by the exam board. This coursework makes up 50% of their overall GCSE grade.

Year 11 content

In Year 11, students continue to work through their personal coursework project. Most of this year will be taken up completing this project through experiencing the full design process from the brief through to the design, development and manufacture of a final product(s). Once the coursework is completed, students move through a structured revision programme for the written exam which makes up the other 50% of your overall grade. The exam is then taken in the summer term.

TEXTILES

For further information contact: Mrs Bellerby: dbellerby@swchs.net

Textile Design is a creative subject that involves the selection, manipulation and creation of new fabrics and uses a range of technical processes to create exciting practical outcomes. It teaches students to work in multi-disciplinary ways and gives students the skills to progress their career in the fashion or textiles industry. The course is primarily fashion based and covers a variety of design and make projects. The course is suitable for all students and can be adapted to suit personal preferences i.e. menswear or womenswear. The course encourages creative thinking and allows students the freedom to explore their own personal influences.

Examination board: Edexcel

There is direct progression onto our GCSE Textiles course which continues to focus on the selection, manipulation and creation of new fabrics and uses a range of technical processes to create exciting practical outcomes.

Year 10 content

In Year 10, students produce begin their coursework in the form of a personal portfolio. The coursework project comprises of a sketchbook, garment and portfolio pages. Students will complete a design and make project using an internally set assignment. Throughout the project students will produce a variety of sketchbook pages of research, designs and practical textile samples. Students then use their inspiration, designs and development work to make a corset or jacket inspired by their theme.

Year 11 content

In Year 11, students work through a smaller mock coursework project where they are given the opportunity to have a trial run at producing a garment/accessory in controlled conditions.

Students are then given a set brief by the exam board and are asked to design and make a fashion garment/accessory. Students create a sketchbook featuring research, designs, development work to help produce their final product. The final product is then made in a designated 10-hour exam period. Students are required to work independently in controlled exam conditions.

There is no written exam for this course

FRENCH, GERMAN AND SPANISH

For further information contact: Mr Snaith: msnaith@swchs.net

Examination board: AQA

% of exam work –

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

During the GCSE language courses in Years 10 and 11 we will aim to improve students' language skills so that they will be able to communicate more confidently and fluently. They will also increase their independent use of language, by gaining a more secure knowledge of key grammatical structures. This will enable students to speak and write on a broader range of topics, using language more creatively and giving opinions on various issues.

At GCSE students will also explore more cultural contexts and use a wider range of authentic resources including short literacy texts.

Students will also begin to understand the purpose and relevance of language for communication in today's world. In a competitive business environment, language skills are vital and therefore viewed very favourably by employers and universities. All languages are 'E-Bacc' subjects.

In school students can have the opportunity to work in small groups with the Language Assistants, and we also look forward to them participating in one of the numerous and exciting Foreign Language trips that are run at Key Stage 4.

LATIN: Mrs Dolia: cdolia@swchs.net

Examination board: Eduqas

Latin gives you the unique opportunity to expand your knowledge of language, literature and ancient civilisation. This enables you to develop keen analytical and problem-solving skills, attention to detail and a sophisticated appreciation of literary criticism. Considering English derivations from Latin broadens and enriches your vocabulary.

Reading Latin texts, written in the original language 2000 years ago, is an exciting challenge and the set literature covers a variety of genres from historical accounts to witty poems and epic adventure. This opportunity to read what real Romans wrote gives you a unique insight into their intriguing world, which has influenced our modern culture in so many ways.

GCSE Course

Latin Language - 50%

Latin Literature and Sources - 50%

From Year 10 onwards we will begin to study the exam sources topic, which involve reading engaging Latin texts, which bring to life real Romans' lives. We will also look at ancient artefacts, such as mosaics and statues, and consider what we can learn from these.

In addition, we extend learning beyond the classroom through visits to museums and galleries, as well as inviting academics into school to give talks to broaden students' knowledge of the ancient world and inspire them. There is also the opportunity to visit Pompeii and Herculaneum so that students can have the incredible experience of seeing first-hand these Roman cities frozen in time.

PHYSICAL EDUCATION

For further information contact: Mr Sindell: bsindell@swchs.net

In Year 10 and 11 students will work on theory in classrooms for 3 of the 5 allocated lessons covering the critical aspects such as; the body in action, diet, health and hygiene and principles of training to improve fitness and performance. 2 lessons of 5 will be used to supplement core PE and extra-curricular sport to enable students to achieve as high a standard of practical performance as possible. Practical performance assessment is an integral component of the course.

Students continuing the course from Year 9 into GCSE should note that **students need to be fully committed to PE at SWCHS and should be actively engaged in regular sporting activity**. A commitment to extra-curricular sports clubs is essential, particularly in sports that students choose to be assessed in. Candidates will be assessed in three sports, to include a combination of team and individual sports.

Students will be examined at the end of Year 9 to assess their understanding and knowledge of the theoretical content of the course. Dependent upon the results students will then be split to either continue to study the AQA GCSE PE course or to study a Cambridge National Level 1/2 Sports Studies. This decision will be made with advice from your PE theory teacher and involve parents and students.

AQA GCSE PE

Assessments – 60% Written 40% Practical

Paper One

What's assessed

Applied anatomy and physiology

Movement analysis

Physical training

Use of Data

Assessment

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

Paper 2

Sports psychology

Socio-cultural influences

Health, fitness and well-being

Use of data

Assessment

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

Practical 40%

Assessment of three sports (individual/team) and analysis of performance in one sport.

CAMBRIDGE NATIONALS IN SPORTS STUDIES LEVEL 1/2

Unit R051: Contemporary issues in sport
Unit R052: Developing sports skills
Unit R053: Sports leadership
Unit R054: Sport and the media

Contemporary issues in sport

30 GLH 1 hour written paper 60 marks (60 UMS) OCR set and marked

This question paper comprises short answer questions, extended response questions and some use of multiple choice questions. The quality of written communication is assessed.

All other units:

30 GLH Approx 10 hours internal assessment per unit, 60 marks (60 UMS) per unit. Centre assessed and OCR moderated The assessment for these units comprises centre assessed task(s).

DANCE

For further information contact: Mrs Knowles: kknowles@swchs.net

Examination board: AQA

Year 10 & 11 content

The GCSE Dance course allows pupils to develop new dance skills, as well as those acquired from year 9, and any previous dance experience. The course allows pupils to develop confidence, self-awareness and team working skills. It is a creative subject, where there is great opportunity to express yourself in a non-verbal way and use your imagination.

Pupils will have lots of opportunity to work with others, both performing and choreographing dances across a wide variety of styles, some of their own choice and others from set works. Most lessons take place in the Dance Studio, and theory lessons are integrated into the timetable to compliment the practical elements.

The exam board supplies a range of anthology works for pupils to study in the form of theory based works, these are short films choreographed by professional dance companies. The anthologies are an effective way to support the integration of theory and practice together. Practically pupils will be required to perform, in a group, as a soloist, dancing two short set phrases, as well as in front of a live audience from time to time. Pupils also have to craft and create their own choreography piece using a starting point set by the exam board, this can be a group or solo piece of work.

40% Theory: *Component 2- Dance Appreciation*

Written Exam: 1 hour 30 minutes

60% Practical: *Component 1: Performance and Choreography*

Performance: Set phrases through solo performance (approx. one minute)

Duo/trio performance (max 5 minutes duration)

Choreography: Solo or group choreography (solo two to two half mins or group dance for two to five dancers (three to three and a half mins)

COMMENTS

As the course is very practical all students will be expected to use extra-curricular time for rehearsal. We look forward to students using their creative ideas to produce some original dance ideas.

BUSINESS

For further information contact: Mrs Boulton: mboulton@swchs.net

Examination board: AQA

Year 10 content

You will study the issues that companies face as they grow for example why they may want to float on the stock market, expand their product range, open new branches and expand into different countries. You will also explore the external influences on business and how firms respond to changes in technology, the economic climate and legislation. Businesses also make decisions regarding ethical issues, such as keeping costs low without exploiting their workers or their suppliers. In the study of Human Resources you will look at how organisations are structured, recruitment and selection, motivation and training methods. In Operations the topics covered are production processes, procurement, quality and customer service.

Year 11 content

In Marketing you will learn about market segmentation, the different types of market research and how businesses use Product, Price, Place and Promotion effectively. In Finance you will find out about how businesses raise finance, cash flow, income statements, statements of financial position and how to analyse the performance of a business using ratios.

HEALTH AND SOCIAL CARE

For further information contact: Ms Wilde: mwilde@swchs.net

Years 10 and 11 content

Exam: 25% of final grade

Controlled assessment: 75% of final grade

In the examined course in Years 10 and 11 students study four units:

Essential values of care in care settings: the rights of individuals and the values of care to be used when working in a health, social care or early years' environment. All good practice is based on these values and enables those who use and work in care settings to benefit from their application.

Communicating and working with individuals in health, social care and early years' settings: how to communicate effectively and the personal qualities which contribute to the creation of a caring environment.

Understanding life stages: investigating the main life processes that occur in each life stage, developing an awareness and understanding of the key events and the effects of these during the lifespan of an individual.

Creative activities to support individuals in health, social care and early years' settings: exploring different types of creative activities that are available to individuals in different settings and understanding their importance in meeting the needs of the individuals.

It is essential that students can work independently, show resilience when work is challenging and be a positive contributor to group tasks. Students need to be committed and organised to keep up to date with the coursework.

Students who thrive in Health & Social Care show interest in people and the relationships that are formed. They show understanding of others and are able to evaluate the impact that positive interaction can have on a person. They are open-minded and accept that we all need support at times. Health & Social Care is an essential subject for anyone who wishes to work with people in a medical, educational or social setting. However, the course also develops skills that could be used in any workplace including communication, presentation skills, working with others, time management, independence and knowledge of health & safety.