



On Course  
for 2010

# Introduction

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This booklet is designed to help you and your parents make some very important decisions about the optional courses that you will study in KS4. The booklet will outline:

- the range of optional subjects;
- what you will learn in each subject;
- how you will be assessed.

Make sure you check carefully what each optional subject is offering, as it is not always the same as in the past.

In addition to your 4 option choices (which includes a language) everyone will also study the core subjects (Maths, Science, English, Physical Education (PE), and Morals, Ethics and Philosophy (MEP), the descriptions of which are included in this booklet for information but are not part of the options process. Some pupils will have the opportunity to study Triple Science; they will be selected later in the year.

The booklet also outlines the option process and how you will be supported in making your final choices. It includes a form on which you will outline your final choices, which should be completed and handed in to your form tutor after you have attended your interview with a senior member of staff.

The final deadline for option choices is Friday, 12 March 2010.

# *The step-by-step guide to making the right choice*

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Read this booklet carefully. As you read it, you might like to think about the following points.

- Consider your interests and your strengths.
- Make sure you know what your commitments will be. All courses will be setting homework, but some may require additional time to prepare for controlled assessments or performances.
- Usually it is a good idea to choose subjects you like – it is a bonus if you happen to be good at them, too. However, you must also think about the qualifications you may need either for the next stage of your education or for employment.
- GCSE passes are graded from A\* to G. Grades A\* to C are often referred to as “higher” grades. Grade C is the minimum level required for entry to A level courses and their equivalents and to some careers. Other courses award a Pass, Merit or Distinction, which have an equivalence to GCSEs.
- When you choose your option subjects, it is usually important to have a balance of different types of subject. We advise that your option choices include one of the Humanities subjects (Geography, History or Religious Studies) and an Expressive Arts subject (Art, Dance, Drama, Music or PE). For some pupils, who may follow a more vocational pathway this might not always be possible.
- Think about what was discussed at your Individual Learning Plan (ILP) interview earlier in the year. This should help you make a sensible option choice.

# The help available

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*The Connexions Library* You can find information about your ideas for the future in here. Check you know which subjects will be suited to your future plans. Mrs Young is our Careers Co-ordinator and can offer guidance too. There will also be an opportunity to book an individual consultation with the Connexions Advisor, Mrs Denny. You can do this either through your Year Manager or Mrs Young.

*Your form tutor* knows you very well and will be able to talk through ideas or concerns you may have. He or she also has a copy of your ILP.

*Your subject teachers* are all teaching the subject they have chosen in their past. Why did they choose to study it? What doors will it open for you if you choose it? They will be pleased to discuss their subjects with you.

*PSHEE Day Tuesday 2 February* You will hear about the options on offer and how to begin choosing your courses.

*Options Evening Thursday 4 February* This is an evening when the options process is explained to your parents. Heads of Department and the Connexions Advisor, Mrs Denny, will be available on the evening to answer any questions your parents may have.

*Parents' Consultation Evening Thursday 25 February* You and your parents will be given the opportunity to discuss your progress with each of your subject teachers at Parents' Evening.

*Your Year Manager* also knows you well and has a wider view of your performance in school. She will be pleased to offer help if you need it.

*Focus on you* You and your parents will be invited to an interview either with Mrs Cannie, Mr Doust, Mr Culpin, Mr Russell, Mrs Street or Mr Wallace. A small number of pupils will also be seen by Mrs Moore. This will give you the chance to discuss your choices and the next phase of your education. Please don't hand in your options form until **after** this interview.

# What you will study

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## GCSE Courses

*Subjects everyone must do*

### English

English *and* English Literature (for the majority of pupils)

### Mathematics

Mathematics (and GCSE Statistics for top set pupils)

### Science

21<sup>st</sup> Century Science for the majority of pupils; separate sciences, Biology, Chemistry and Physics, for those selected on ability, attitude and application.

### A Modern Foreign Language

A choice from French, German or Spanish  
*(This counts as your fourth option choice)*

## Non-GCSE Courses

### Morals, Ethics and Philosophy (MEP)

**Personal, Social, Health & Economic Education (PSHEE)**

**Physical Education (Core PE)**

## Option Subjects

*Subjects you choose to do: everyone must choose the equivalent of 3 courses*

Art and Design

Business Studies

\*Business, Administration and Finance Diploma (counts as **two** option choices)

Construction (counts as **two** option choices)

Certificate of Personal Effectiveness (CoPE)

Drama

Electronics

Engineering

\*Environmental and Land Based Diploma (counts as **two** option choices)

Food

French

Geography

German

Graphics

Health and Social Care (can count as either **one** option choice or **two**)

History

Hospitality Diploma (counts as **two** option choices)

ICT

Music

# What you will study

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## *Option Subjects*

- \*Public Service Diploma (counts as **two** option choices)
  - Religious Studies
  - Resistant Materials
- \*Retail Business Diploma (counts as **two** option choices)
  - Spanish
  - Sport
  - Sport and Active Leisure Diploma (counts as **two** option choices)
  - Textiles
- \*Travel and Tourism Diploma (counts as **two** option choices)

*In addition you can also choose to do Dance, Economics or Music Technology outside the normal school day.*

**It is important to note that, while we will do our best, we cannot at this stage guarantee that all of the optional courses described in this booklet will run.**

\*Pupils who choose these courses will travel to another school or centre to do so.

# *Types of qualification*

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In recent years we have broadened the range of qualifications on offer at Sawston Village College. The main types now on offer are as follows.

## *GCSE*

A traditional and well-known qualification, which is available in all subjects unless indicated otherwise. It offers a mixture of exam and controlled assessment, the balance of which changes depending on the individual subject. Most subjects are examined as GCSEs. They are graded A\*-G and enable progress to further education, training or employment.

## *Applied GCSE*

This provides a broad introduction to a particular vocational area and usually has a greater emphasis on coursework. (Typically two thirds of all assessments are controlled assessment.) It is graded in the same way as GCSEs (A\*-G) and also enables progress to further education, training or employment.

## *BTEC, OCR Nationals and NVQs*

These are vocational qualifications which provide a more practical, real world approach to learning, alongside a theoretical background. All assessment is by coursework and pupils are awarded either a Pass, Merit or Distinction (equivalent to A\*-C grades at GCSE). NVQs, BTECs and OCR Nationals enable pupils to be better prepared for employment or continued study at Further Education, whether in an academic environment (e.g Long Road Sixth Form College) or at a more specialist vocational institute (e.g Cambridge Regional College).

In addition there are other qualifications that are available such as the Certificate in Personal Effectiveness (CoPE) and, a choice of seven diploma lines at level 1 and level 2. (see overleaf)

**Since there is more choice on offer, it is important that you take the time to understand the requirements of each course and the qualifications they offer. Pupils can, and often do, choose a mixture from the qualifications above.**

# The Diplomas: an overview

The Diploma is a new qualification which combines classroom learning with hands-on experience. It isn't just a purely academic or a purely work-based option. Diplomas will help you to develop work-relevant skills in a creative, and enjoyable way and will appeal to pupils of all abilities and aspirations.

Diplomas are offered by schools and colleges, working in partnership. You may have the chance to do some of your learning in other schools, colleges or the workplace. In fact five out of the seven diplomas on offer for next year will require you to be based in another school or college for one day a week.

Diplomas can be studied at different levels. In Years 10 and 11 you can take the following:

- the Foundation Diploma-equivalent to 5 GCSEs at grades D to G;
- the Higher Diploma-equivalent to 7 GCSEs at grades A\* to C.

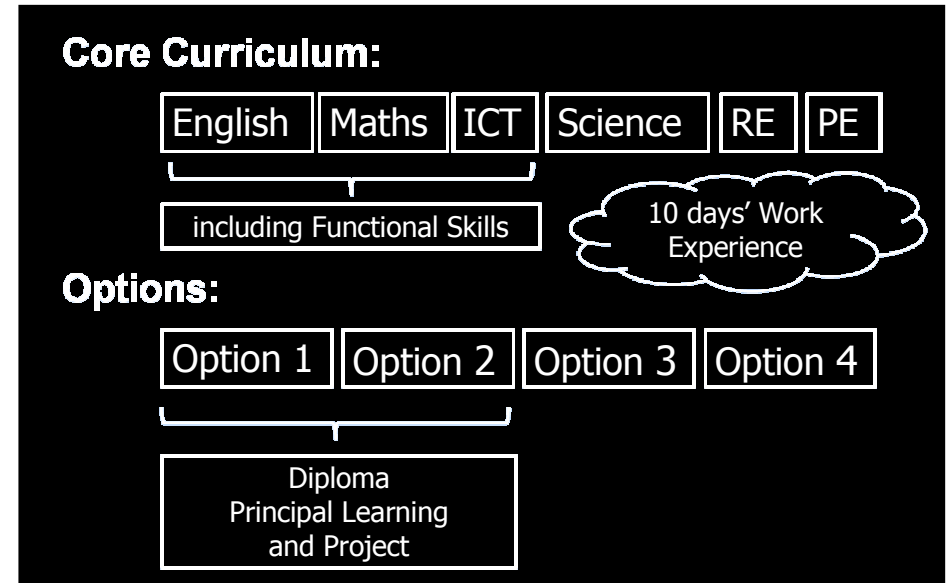
*(For post-16 only there is an Advanced Diploma, which can lead to further study at college or university. You do not have to take a Diploma now in order to do one when you are 16).*

In each Diploma, the Principal Learning consists of understanding and knowledge about the sector of work. This will take up two of your option choices. It will be assessed mainly through assignments or practical assessments, with one exam.

You will also do Additional or Specialist Learning. This will be another option, such as a GCSE or other qualification.

You will learn functional skills in your English, Maths and ICT courses and apply them to your Diploma study. You will also do a project and 10 days' work experience.

Your whole course might look like this:



After Year 11 you can go on to study for the next level of Diploma or take a different type of qualification such as A levels, the International Baccalaureate, vocational diplomas (BTEC) or apply for an Apprenticeship.

More general information on the Diploma can be found at <http://yp.direct.gov.uk/diplomas>

# Controlled assessment

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Last year, controlled assessment was introduced in many GCSE subjects in place of coursework.

Not all optional subjects have controlled assessment but for those that do, the task will usually be set by the examination board, and pupils will be allowed to research and prepare for the task under limited levels of supervision, before being closely supervised by a teacher in the production of their work. On the right is a summary of those GCSEs which are offering controlled assessment next year; you should read the course descriptions carefully or speak to teaching staff to get a better idea about what is involved for the subjects you are thinking of doing.

## *Optional GCSE subjects offering controlled assessment*

25% Controlled Assessment	60% Controlled Assessment
Business Studies	Art and Design
Geography	Drama (performance based)
History	Health and Social Care
	French, German and Spanish
	PE
	Electronics, Food Technology, Graphics, Resistant Materials, Textiles
	Music

*It should also be noted that in BTEC (Construction, Sport and Engineering) and OCR National (IT) all assessment is coursework- based.*

*With Diplomas, most assessment is coursework- based with one external exam.*

# *Compulsory subjects*

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*Options 2010*

# English

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## *Why this subject?*

An English Language course will be undertaken by all pupils.

The course encourages you to develop:

- an understanding of the spoken word and the capacity to express yourself in a variety of speaking and listening activities;
- the ability to read, understand and respond to all types of writing;
- the ability to construct and convey meaning in written language using correct grammar and standard English.

## *What you will do*

In **Speaking and Listening**, you will be provided with opportunities to develop your competence through a range of situations, audiences and activities.

In **Reading**, you will be offered opportunities to read literary, non-literary and media texts. You will need to show an informed engagement with a wide range of authors. You are required to study at least two texts, including a Shakespeare play, as part of your English coursework.

In **Writing**, you will be required to write in a wide range of styles and forms, including critical and imaginative responses to the reading of literature.

## *How you will be assessed*

For those pupils who are also studying GCSE English Literature:

- 40% two-hour examination testing skills in reading and writing;
- 60% controlled assessment including a response to literary texts and imaginative writing in addition to an assessment of speaking and listening.

For those pupils who are not studying GCSE English Literature

- 40% two-hour examination testing skills in reading and writing;
- 40% controlled assessment including a response to literary texts and imaginative writing;
- 20% assessment of speaking and listening.

# English Literature

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## *Why this subject?*

The majority of pupils will follow a course leading to a separate GCSE qualification in English Literature.

This course requires many of the same qualities of response as English. Its main difference is that it has a stronger emphasis on literature.

## *What you will do*

You will be expected to demonstrate a sensitive, informed and critical response to a range of literary texts from a variety of genres including Shakespeare, modern drama, prose and poetry. Texts from other cultures and aspects of literary heritage will also be explored on this course.

## *How you will be assessed*

- 75% examination;
- 25% controlled assessment.

# Mathematics

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## *Why this subject?*

GCSE Mathematics covers many basic skills that are used in a variety of ways throughout life and because of this it is a compulsory subject for all pupils in Years 10 and 11.

Much of what you learn in Mathematics is used in other GCSE subjects that you may study. For example, in Science, you will be asked to use formulae and solve equations. In Geography, you will need to read charts and diagrams and use and manipulate statistics and in Design and Technology, you will need to make accurate scale drawings.

The majority of college and sixth form courses require GCSE Mathematics, as do many jobs and careers.

## *What you will do*

In Mathematics the topics you cover are based on the Key Stage 4 National Curriculum. The content is divided into 4 areas: Number, Shape and Space, Algebra and Data Handling.

You are set in Mathematics according to your ability. There are five sets, three higher and two foundation in each half year group. You will follow a course leading to the appropriate tier of exam entry. You will use a class text book written for your level of entry and you will have a practice book to keep at home. In addition, a revision pack is available which is designed to help you revise key topics.

## *How you will be assessed*

The 2010 GCSE course is now assessed only by examination; There is no coursework. The Maths course is split into 3 modules.

Module	Topics	% of Final Grade	Time Scale
1	Handling Data and Probability	30%	Examined at the end of <b>Year 10</b>
2	Number, Algebra, Shape and Space	30%	Examined at the end of <b>Year 10</b>
3	Number, Algebra, Shape and Space	40%	Examined at the end of <b>Year 11</b>

There are now only 2 tiers of entry:  
Higher Level GCSE Grades A\*-D; and  
Foundation Level GCSE Grades C-G.

## *Syllabus*

*Edexcel 2010 GCSE Mathematics B H/F*

# Statistics

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## *Why this subject?*

The Mathematics Department is offering this course to all pupils in the top set for Maths. It is an additional course to the current GCSE in Mathematics and will be taught alongside the existing course. It will allow able mathematicians to broaden their mathematical understanding and support them towards the study of Mathematics at AS/A2 level in Years 12 and 13.

## *What you will do*

Statistics is essentially a practical subject, the purpose of which is to obtain and process data with a view to extracting numerical information and making inferences that may extend beyond that data.

Much of what is read and seen in the media has a statistical base and many occupations demand the use of statistical data. This course is designed to give you an insight into the practical uses of statistics and to enable you to make informed judgements on what is presented to you so that you are aware of the dangers of being influenced by misleading statistics.

## *How you will be assessed*

The assessment objectives are:

- to analyse a statistical problem and plan an appropriate strategy;
- to describe and use appropriate methods to select and collect data;
- to analyse and present data for comparisons and to solve probability and statistical problems;
- to use the language and facts of statistics and probability to perform relevant computations; and
- to identify and communicate inferences and interpretation of statistical information.

The course is assessed in two ways: one written paper which makes up 75% of the marks and one piece of coursework which counts for the remaining 25%.

*Syllabus: AQA Statistics 2010 GCSE*

# Science - Triple Science Award

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## *Why this subject?*

If you wish to take any combination of Sciences at A level this could be the course for you. It is an extremely demanding course and suitable only for those pupils who have shown significant ability in Science coupled with a willingness to work hard and at pace. For this reason, pupils' attitude to work is a major factor in the selection process which will take place in May. No additional curriculum time is given above that normally allocated to the other Science courses.

## *What you will do*

GCSE Biology, Chemistry and Physics provide opportunities to develop understanding of scientific explanations, how science works, ethical issues in science and the study of elements of applied science with particular links to the work of professional scientists.

## Teaching Modules

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
You and Your Genes	Air Quality	The Earth in the Universe
Keeping Healthy	Material Choices	Radiation and Life
Life on Earth	Food Matters	Radioactive Materials
Homeostasis	Chemical Patterns	Explaining Motion
Growth and Development	Chemicals of the Natural Environment	Electric Circuits
Brain and Mind	Chemical Synthesis	Wave Model of Radiation
Biology across the environment	Chemistry for a sustainable world	Observing the universe

This leads to three separate GCSEs in Biology, Chemistry and Physics. Pupils will be taught by three specialist subject teachers over the two years.

## *How you will be assessed*

Two unit exams each testing three units (1 – 3, 4 – 6), each 40 minutes long, each worth 16.7%.

- An Ideas in Context examination including material from extension module 7, 60 minutes long, worth 33.3%.
- Coursework unit **either** Practical Data Analysis and Cast Study **or** Practical Investigation, worth 33%.

The Examination Board is OCR.

Further information from:

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.gcse-science.com](http://www.gcse-science.com)

[www.21stcenturyscience.org](http://www.21stcenturyscience.org)

# Twenty First Century Science

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## *Why this subject?*

The aim of this course is to make Science more relevant to the 21<sup>st</sup> Century. You will learn about and discuss topics reflecting local, national and international issues whilst ensuring the development of your "scientific literacy" so that you can judge the evidence yourself and make informed decisions about contemporary issues.

## *What you will do*

Think of the following:

- human cloning – myth or reality?
- what's the chance of an asteroid hitting the earth?
- are mobile `phones safe?
- designer clothes – are they worth the money?
- is there life elsewhere in our universe?
- why was there a tsunami?

These are just some of the questions that our 'Science for the 21<sup>st</sup> Century' course will try to answer.

## **GCSE Science**

In Years 9 and 10 you will follow the GCSE Science programme which leads to a Single Award GCSE. You will then continue into Year 11 with either the Additional Science or Additional Applied Science programmes to obtain your second GCSE.

**Additional Science** is considered to be more appropriate for those pupils who would normally consider further study in one or more of the Sciences (*e.g.* AS level *etc.*). It builds upon the knowledge and understanding of **Science** in Year 10. Pupils will be entered at Higher level only (grade A\* - C).

**Additional Applied Science** would be more appropriate for those pupils who would find Science more relevant in work related contexts. Pupils will be entered at Higher level (grade A\* - C) and Foundation level (grade C – G).

## *How you will be assessed*

In Years 9 and 10 you will be tested on the units which make up

### **Science:**

- three module exams + ideas in context paper 66.7%
- coursework 33.3%
- unit 1 will be assessed in May of Year 9.

In Year 11 if you take **Additional Science**, you will have the same scheme of assessment as in Year 10:

- three module exams + ideas in context paper 66.7%
- coursework 33.3%

Or, if you take the **Additional Applied** course in Year 11:

- three module exams 50%
- coursework 50%

This allows everyone to perform to his or her best potential.

More information about the course can be obtained from [www.21stcenturyscience.org/home](http://www.21stcenturyscience.org/home).

# BTEC Applied Science

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## *Why this subject?*

This course aims to provide the knowledge, understanding and skills necessary for pupils to enter into science-related employment or to progress to further vocational study of science at 16+.

It would be of particular benefit to pupils whose interest in science is more than theoretical and who might well be considering science-related employment.

## *What you will do*

The BTEC Level 2 Extended Certificate consists of 3 mandatory units plus optional units that provide for a combined total of 30 credits (where at least 16 credits must be at Level 2 or above).

### Mandatory Units

1. Chemistry and Our Earth
2. Energy and Our Universe
3. Biology and Our Environment

Optional Units include titles such as

- The living body
- Monitoring the environment
- Investigating a crime scene
- Science in medicine
- Designing and making useful devices in science
- Exploring our universe
- Electronics in action
- Biotechnological procedures and applications
- Investigating human behaviour

During the course, pupils will have the opportunity to gain an insight into how the science industry works through a diverse approach to learning. In addition to class work and discussion, there will be site visits, the opportunity to learn from visiting experts, supervised practicals and research; pupils will gain an understanding of the key skills needed to work in the industry.

## *How you will be assessed*

You will complete a coursework project for each unit with the unit results contributing to your overall result. There are no final exams. The course has a specific work-related focus.

Upon successful completion of the course, pupils will receive a Level 2 Diploma in Applied Science, (equivalent to 4 GCSEs A\*-C). Pupils will receive a Pass, Merit or Distinction.

# Modern Languages French, German, Spanish

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## *Why this subject?*

The ability to communicate in and understand a modern language is an essential lifelong skill. Whether eventually used for travel or work purposes, competence in a modern foreign language will open up many opportunities and provide you with a broader cultural understanding.

In the work place, sectors as diverse as the media, banking, computing and engineering require people with foreign languages. A GCSE will provide you with a valuable foundation for post-16 study as well as being a useful qualification for today's job market.

## *What you will do*

- You can choose to study two languages (a popular option) or just one of the languages you have been learning in Years 7 – 9.
- You will develop your ability to talk and write about various topics that are relevant to you.
- You will also focus on the skills of listening and reading.
- You will perfect your language skills through a range of activities: rôle play, group work, ICT, as well as through more formal exercises.

## *How you will be assessed*

### GCSE

Most of our pupils follow the AQA course and will cover the following topics:

- lifestyle (health and relationships);
- leisure (free time and holidays);
- home and environment;
- work and education.

There are two tiers of entry: Higher (grades A\*-C) and Foundation (C-G).

Each unit is assessed by means of a combination of external examinations and controlled assessment. This is the pattern of assessment:

Unit 1	listening examination	20%
Unit 2	reading examination	20%
Unit 3	speaking controlled assessment	30%
Unit 4	writing controlled assessment	30%

# *Business Language (NVQ)*

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## *Why this subject?*

This exciting new course will offer you the opportunity to focus on business language and prepare for the world of work. It is a vocational course and less academic than GCSE study, but will give you the skills and the confidence to communicate in the foreign language in the workplace, thus enhancing your employment prospects and your enjoyment of work. The course will prepare you well for continuing into vocational education at 16+ and is recognised and accepted by employers as a very worthwhile qualification.

## *What you will do*

You will learn how to communicate in the foreign language to allow you to work in today's global business world, but also to socialise and engage with people in their own language. In addition to learning the language to communicate generally, you will learn specific business language, such as booking travel and accommodation and writing business correspondence. The course will be taught largely through practical tasks and will allow ample opportunity for ICT and Business activity.

## *How you will be assessed*

The NVQ is assessed through a portfolio of work. There is no final examination, although there are shorter assessments over the two years in reading, writing, speaking and listening. If you achieve a pass at Level 1, this is equivalent to an E grade at GCSE; a Level 2 is equivalent to a B grade.

# PE (Core)

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## *Why this subject?*

The main emphasis of the Core programme throughout Key Stage 4 is on understanding and developing a healthy lifestyle, sports leadership and helping to prepare you to pursue active leisure time in the future.

## *What you will do*

All pupils in Years 10 and 11 will follow a modular course in Core PE. Some activities will be compulsory. You will begin to have some choice in your activities during the summer of Year 10 and throughout Year 11.

## *Year 10*

The Year 10 Curriculum will be a rotation of activities, with a strong emphasis on healthy lifestyles, fitness and sports leadership in all the activities covered. The course encourages you to understand and improve your knowledge of these areas and the importance of leading a healthy and active lifestyle. You will be able to highlight different methods that can be used to be active and healthy, and lead pupils towards improving their own personal levels of fitness.

## *ASDAN Sports and Fitness Award*

During Year 10, you will have the chance to be accredited for your participation in the core PE curriculum. You will have the chance to earn 3 or 6 credits, which can be used as a stand-alone accreditation or can contribute to the CoPE qualification. You will study areas such as sports skills and participation, fitness and coaching and officiating.

## *Sports Leadership*

Also during Year 10, you will follow a module to develop your leadership and coaching skills. The fundamental areas of basic sports leadership will be covered and the skills gained will enable you to plan, organise and lead a sports activity for younger children. You will have further opportunities to use these skills with the younger pupils at the college and in our partner primary schools.

## *Year 11*

In Year 11, you will be able to choose a number of activities throughout the year, to tailor a personal curriculum to suit your own needs. The choices available range from the traditional team sports, to a number of new activities including table tennis, trampolining and aerobics. You will also have the opportunity to further leadership, coaching and officiating skills which you developed in Year 10.

# *Morals, Ethics & Philosophy (MEP)*

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## *Why this subject?*

The study of Morals, Ethics and Philosophy provides an essential part of a full and balanced experience for all pupils and offers the opportunity to discuss and consider different issues and attitudes. The course at Key Stage Four builds upon the experience and practice of Key Stage Three Religious Education giving an opportunity to develop your skills and knowledge.

## *What you will do*

During the course of two years, your studies will be based on the AQA Syllabus. At different points during the two years you will explore a variety of contemporary moral, ethical and philosophical issues.

In Years 10 and 11 you will cover topics such as:

- human relationships;
- personal experience and the search for truth;
- global issues (including the environment, health, peace, justice and aid);
- suffering and evil;
- right and wrong.

MEP will be taught in mixed-ability pupil groups. The emphasis of the course will be on encouraging active pupil participation.

# *Option Subjects*

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# Art & Design

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## *Why this subject?*

Art and Design is a practical course. It will suit you if you are interested in using and developing your artistic skills and imagination. An important aspect of this subject is observation and you will be encouraged to draw in order to increase your visual awareness. Various media are used including paint, charcoal, pastel and clay as well as pencil.

## *What you will do*

During Year 10 you will focus on developing your skills and your understanding of Art. You will be given the opportunity to spend time on one or more of the areas taught within the Department: printmaking, painting and drawing or three-dimensional work. You will also look at the work of other artists, designers and craftspeople. The aim is that you will gain confidence and become increasingly independent, so that you can begin to pursue themes of your choice in Year 11.

From the end of Year 10 and in Year 11 you will work on a controlled assessment. During this time you will draw on the skills learned in Art so far to develop a personal approach to a given theme. You will be given between 15 and 18 weeks to explore your theme, develop ideas and produce a final piece of work.

The majority of this work must be undertaken in the art room. However, homework time will be used to keep this up-to-date as well as ensuring that projects are completed.

## *How you will be assessed*

*Controlled Assessment* 60%

A subject such as Art & Design lends itself to assessment by coursework with the controlled assessment in Years 10 and 11 counting towards the final GCSE mark.

*Examination* 40%

There is also an end-of-course practical examination which takes place over two days (10 hours). You will choose your topic from a list supplied by the Examination Board. You will then be given time to prepare for this in advance.

*OCR 1910 Art & Design*

# *Business, Administration and Finance Diploma*

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## *Why this subject?*

Business makes the world go round. It creates wealth, economies depend on it and the profits that businesses make finance the public services. The UK, in particular, has a strong enterprise culture and young people play a key rôle in this. Last year, around 70,000 young people started new businesses in England and Wales; to do that successfully, you need essential business skills and understanding.

## *What you will do*

The Diploma in Business, Administration and Finance is built around three main themes:

**business enterprise:** looks at how to develop ideas, how to carry out research and promote products or services;

**business administration:** introduces business administration and its importance to organisations;

**finance:** looks at the knowledge and skills needed to manage personal and business finance.

## *How you will be assessed*

In both the Foundation and Higher Diploma, the majority of the work will be assessed through practical projects. Throughout the course you will apply the knowledge you have gained during lessons to real business scenarios. One of the units studied will be assessed by an external examination.

## *What will a Diploma Lead to*

The Diploma in Business, Administration and Finance will give you the skills you need for either university or work, and is a first step towards a career in this sector. It could lead you to a university degree in business administration, marketing or management, or a career in human resources, marketing, financial services, or any one of the vast range of different businesses operating across the globe.

However, because the Diploma teaches a variety of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

This is a **double** option choice.

# Business Studies

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## *Why this subject?*

This GCSE course in Business Studies aims to develop your knowledge and understanding of a wide range of business concepts concerning setting up and operating a business. You will be encouraged to apply the knowledge you gain to various business scenarios before making informed judgements and recommendations.

## *What you will do*

This course is divided into three units: 'Setting up a Business;' 'Growing as a Business' and 'Investigating Business'. In all three units you will learn about business planning, marketing, finance, operations and the importance of people to business. You will also look at how businesses are organised, the different business types and how businesses are influenced by their environment.

On the course you will experience a variety of teaching and learning styles, including case study work, problem-solving and research tasks. You may be asked to work independently or as part of a team and will be encouraged to discuss your ideas with your peers.

## *How you will be assessed*

There will be regular assessment throughout the course using classwork, homework and end of topic tests/assessments.

In addition, Units 1 and 2 are each assessed by an external written assessment worth 60 marks and 1 hour in length. Unit 1 (worth 40% of the final grade) will be taken at the end of the first year and Unit 2 (worth 35% of the final grade) at the end of the second year. Unit 3 'Investigating Business' (worth 25% of the final grade) is a controlled assessment unit, which replaces the coursework unit of the previous GCSE. The controlled assessment task is set by the exam board, issued to you to research and plan (5-8 hours allowed for this) and then you are given 3 hours to write up your findings whilst supervised by your teacher. This unit is worth 40 marks.

*GCSE Business Studies      AQA 4133*  
*Single tiered papers A\*-G*

# *Certificate of Personal Effectiveness (CoPE)*

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## *Why this subject?*

ASDAN is a nationally-recognised examination awarding body specialising in the accreditation of personal skills development. CoPE is a Key Skills course designed to develop independent learning and to cover a wide range of topics.

## *What you will do*

The course has a choice of the following modules made up of short challenges: Communication; Citizenship and Community; Sport and Leisure; Independent Living; the Environment; Vocational Preparation; Health and Fitness; Work-related Learning and Enterprise; Science and Technology; International Links; Expressive Arts; Beliefs and Values.

In Year 10 you will go to Bassingbourn Barracks to take part in a team-building day.

In Year 11 you will follow the RAC/BSM Ignition Course for young drivers; this leads to a driving lesson with a BSM instructor on the school site.

## *How you will be assessed*

The CoPE course has 100% coursework which is moderated externally and can be entered during the year as you complete your work.

CoPE Level 1 requires 12 credits and a series of plan, do and review sheets to show evidence of the Key Skills: Problem Solving, Working with Others in a Group and Improving Own Learning and Performance.

CoPE Level 2 requires the same but the coursework consists of larger projects and more independent working to develop the Key Skills. Many of the challenges accredit your out-of-school skills.

CoPE Level 1 has 25 GCSE points on completion – an E GCSE grade  
CoPE Level 2 has 46 GCSE points on completion – an B GCSE grade

If you complete Levels 1 and 2, you can progress to Level 3 at AS level.

# Construction (BTEC)

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## *Why this subject?*

This course is a specialist work-related qualification for the construction industry. It aims to provide the knowledge, understanding and skills necessary to help prepare pupils for entry into employment and/or to progress to further education vocational qualifications at college.

This course would suit those pupils who have an interest in eventually working in the construction industry, but who have not yet fully decided upon a career path, by providing a range of related activities.

## *What you will do*

The Diploma consists of three core units.

Structure of the construction industry;  
Exploring health, safety and welfare in construction;  
Sustainability in the construction industry;

Within the core units there are nine specialist units which cover aspect of Joinery and Carpentry, Painting and Decorating and trowel operations.

Each unit has its own specific learning outcomes, which will be delivered in a variety of ways: class work, discussions, site visits, visiting experts, supervised practicals and research.

## *How you will be assessed*

You will complete a coursework project for each unit (coursework), with the unit results contributing to your overall result. There are no final exams.

Upon completion of the course, pupils will receive either a BTEC Diploma (equivalent to 4 GCSEs A\*-C) or an Extended Certificate (equivalent to 2 GCSEs A\*-C); these are nationally recognised Level 2 qualifications in Construction. Pupils will receive either a Pass, Merit or Distinction.

This is a **double** option choice.

# Design Technology

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## *Why this subject?*

Courses in Design Technology provide innovative and imaginative qualifications, rewarding flair and imagination. You will be encouraged to recognise the contribution you can make to the environment through careful consideration and selection of sustainable resources. In each course, you will work with a different range of materials, appropriate to the individual subject.

## *What you will do*

You will:

- develop research and investigation skills;
- develop drawing, modelling and evaluation skills;
- consider how products impact on the environment, society and the economy;
- design for a given need: and
- work with a range of tools and equipment appropriate to your chosen Design Technology course

## *How you will be assessed*

All courses have only one tier of entry covering all of the ability range from A\* - G.

You will undertake:

- a 20-hour controlled assessment: this will involve you in researching, designing and modelling a functional prototype on a theme set by the examination board worth 30% of the total GCSE mark;
- a 1-hour written paper, focused on sustainable design worth 20% of the total GCSE mark;
- a 20-hour controlled assessment, focused on the technical aspects of designing and making.

## *Textiles*

You will study:

- an introduction to designing and making:
  - choosing and researching specific themes to enable you to create and develop appropriate designs which you will make into high quality products.
- sustainable design:
  - analysing existing products to understand how they have been made and how their manufacture affects the environment. Re-using and recycling existing materials to design and make new products.
- making quality products:
  - learning a wide range of construction and decorative techniques allowing you to use these skills to make a range of quality products including soft furnishings, fashion clothing and accessories.
- technical aspects of designing and making:
  - learning how to choose appropriate materials for your products based on their performance characteristics; and
  - planning your practical work carefully with consideration of health and safety issues.

It is expected that pupils who select this course will be prepared to supply their own materials for coursework projects.

Examination Board OCR  
Course code: J307 full course

# Design Technology

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## *Electronic and Control Systems*

You will study:

- an introduction to designing and making:
  - use PCs to simulate circuits, building prototypes, calculate current, voltage and power levels;
  - develop understanding of sensor amplifier, timer and digital circuits.
- sustainable design:
  - develop a research report for exam preparation.
- making quality products:
  - develop circuits, print circuit boards, design and make casing for an electronic product to fulfil a user's need.

Pupils will be expected to contribute towards the cost of materials for their practical pieces.

Examination Board OCR  
Course code: J301 full course

## *Food Technology*

You will study:

- an introduction to designing and making:
  - You must select a theme from a given list, as starting point, and then undertake research associated with a specific food product establishing a design brief and specification. You will then develop your design using trawling and testing before making your final product.

- sustainable design:
  - this unit aims to develop your knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. You will study examples of both old and new food products to gain awareness and understanding of recent trends and innovations in food design and production labelling, packaging and the impact that design of such products is having on the environment, society and the economy.
- making quality products:
  - you will be expected to develop further your making skills and abilities in order to design and make quality food products. You will need to demonstrate your ability to plan, develop creative and original design ideas and carry out a range of practical skills.
- technical aspects of designing and making:
  - this unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of food products.

It is expected that pupils opting for this course will purchase and bring in the ingredients required for practical lessons.

Examination Board OCR  
Course code: J302 full course

# Design Technology

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## *Graphic Products*

You will study:

- an introduction to designing and making:
  - this unit aims to be an introduction to designing and making using graphics materials;
  - you will undertake research associated with a specific product, write a design brief and specification for an improved product;
  - you will develop a design using drawings/ICT and use models before evaluating the prototype product.
- sustainable design:
  - this unit aims to develop your knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues;
  - you will study examples of old and new products and the impact that such products is having on the environment, society and economy.
- making quality products:
  - you will learn a wide range of graphic and modelling techniques allowing you to make a range of quality products;
  - you will need to demonstrate your ability to plan, develop creative ideas and evaluate the outcomes.
- technical aspects of designing and making:
  - this unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of products made from graphic materials.

It is expected that pupils studying for this course will build up their own collection of graphics equipment for school and home use.

Examination Board OCR

Course code: J303 full course

## *Resistant Materials*

You will study:

- an introduction to designing and making:
  - develop drawing and ICT skills to produce ideas from design brief, specification, drawings, modelling and computer-aided design (CAD).
- sustainable design:
  - develop and research report for exam preparation.
- making quality products:
  - apply practical making skills, demonstrating good workshop skills.
- technical aspects of designing and making:
  - demonstrate design and making of a range of products, planning accurately and overcoming problems as they occur.

It is expected that pupils will contribute towards the cost of materials for their practical pieces.

Examination Board OCR

Course code: J306 full course

# Drama

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## *Why this subject?*

**It's fun.** But only if you like Drama and want to perform and if you're prepared to put in some hard work. Drama will give you increased self-confidence, improved performance techniques and an increased ability to work with others. You get to go on trips and you can take part in workshops with professional actors. In both GCSE Drama components, you will be working in small groups and you will be expected to show initiative, energy, enthusiasm and imagination. You will also be expected to demonstrate teamwork skills, friendliness, patience and tolerance. Anybody of any ability can opt for GCSE Drama as long as he or she has the human qualities outlined above. However, it is a difficult situation for all concerned if a pupil chooses Drama because he or she can't think of anything else to do. Because it is a collaborative subject, one disaffected, lazy or half-hearted pupil can drag down three or four others. That isn't fair. So choose Drama if you want to bolster your confidence, if you have a love of Theatre or you like the idea of doing something active, fun and creative. Don't choose it if you're uncommitted.

## *What you will do*

In Year 10 the main emphasis is on improvisations leading to the Devised Performance Production. In Year 11, you will concentrate on scripted work leading to the Scripted Performance Productions. In addition, there is a written exam.

## *How you will be assessed*

We follow the AQA GCSE Drama syllabus. The exam grade is dependent on three components:

### **1. The Devised Performance Production (30%)**

This is unscripted and arises from improvisations on a theme. For example, we have done a show in the past based on murder mysteries and one set in an airport. The Devised Production will be performed in front of an audience of about 200 parents and friends. **7.5%** of the mark is given for the **Process** (the rehearsal period) and **22.5%** is for the **Performance**.

### **2. The Scripted Performance Production (30%)**

This is the staging of a play, organised by Year 11 pupils. Pupils choose the play, direct it themselves and act it out in front of an audience of about 200 parents and friends. **7.5%** of the mark is given for the **Process** (the rehearsal period) and **22.5%** is for the **Performance**.

### **3. The Written Exam (90 minutes: 40%)**

The written paper comprises three sections:

- A: practical work completed during the course;
- B: study and performance of a scripted play;
- C: study of a live theatre production seen.

You answer **two questions**.

You **must** answer Question 1 from section A and choose one further question from either Section B or Section C.

You are **expected** to go on theatre trips.

# Engineering (BTEC)

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## *Why this subject?*

If you are interested in a career in Engineering or a similar industry you will find this course ideal. It is a specialist work-related qualification for the engineering sector, providing education and training specifically in the areas of design, maintenance and manufacturing.

This course would suit pupils who enjoy a hands on approach to learning.

## *What you will do*

Everyone who chooses this option will complete at least five modules using a range of engineering equipment and tools. All the modules will be based on practical activities backed up by evidence produced using ICT.

The course units are :

- working practices in engineering;
- using and interpreting engineering information;
- engineering maintenance procedures and planning;
- selecting engineering materials;
- selecting and using secondary machining techniques to remove material.

Each unit will be covered as part of practical tasks. These tasks will range from individual production of hand tools to a group project building an off road buggy.

Pupils will learn a variety of ways: class work, discussions, industry visits, visiting experts and research.

## *How you will be assessed*

This is a non-exam modular course. You will achieve the *Certificate* in Engineering by completing and passing all the course units. This is equivalent to two GCSEs A\*-C.

You will be assessed on your practical work; your understanding of how you prepare to work in an engineering environment; your use of correct safety procedures and your understanding of the administration associated with the workplace.

Your evidence for assessment will be products you produce; written explanations of your activities and understanding; photographic or video evidence of achievement and teacher observation.

# *Environmental and Land-based Studies Diploma*

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## *Why this subject?*

Environmental and land-based industries generate a great deal of wealth and provide many jobs around the world. In the UK, the sector is worth around £8.9 billion a year and employs over 720,000 people in England.

The sector offers many different types of work, including water and waste management, food and plant production, sports turf, leisure and tourism, land management, landscape architecture, forestry, animal health and welfare as well as environmental conservation.

The Diploma in Environmental and Land-based Studies will give you first-hand experience of the opportunities, occupations and career paths offered by the sector. You will learn through doing and this will give you a clear idea of what working life might be like.

## *What you will do*

The Diploma focuses on three main themes across all levels:

***Productive and working environments*** This looks at the limited resources of our natural environment, our impact on it, how it influences us and how these resources are used.

***Plants and animals*** This explores how we use plants for commercial, recreational and conservation purposes and animals for food production, recreation, work or companionship.

***Developing the sustainable environment*** This theme will explore the impact we have on our environment, and how important it is to use environmentally friendly 'green' practices.

## *How you will be assessed*

In both the Foundation and Higher Diploma the majority of the work will be assessed through practical projects. Throughout the course you will apply the knowledge you have gained during lessons to real environmental and land-based scenarios. One of the units studied will be assessed by an external examination.

## *What will a Diploma lead to*

A Diploma in Environmental and Land-based Studies will give you the skills you need for either college or university or work, and is a first step towards a career in the sector.

It could lead you to a First Diploma, National Diploma or university degree, depending on the Diploma level you have studied. Subjects which are relevant to this Diploma include Animal Management and Care, Equine Studies, Horticulture, Agriculture, Countryside Management and the Environment Conservation.

Alternatively, it could help you begin a career in the sector or even take a first step in starting up your own business. This could be anything from a florist to a small holding.

However, the Diploma in Environmental and Land-based Studies doesn't mean you have to opt for a career in this sector. Because a Diploma teaches a mix of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

This is a **double** option choice.

# Geography

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## *Why this subject?*

Choose Geography, and you will find out about some of the really big issues in today's world such as:

- climate change;
- globalisation;
- economic changes;
- urban regeneration and
- management of world resources.

You will also benefit by learning:

- how diverse and dynamic landscapes change over time;
- questioning, investigation and critical thinking skills;
- ICT skills in a variety of contexts;
- practical fieldwork skills; and
- about cultural understanding and tolerance.

Geography provides a bridge between the arts and sciences that gives you flexibility if you go on to higher education and a wider range of job opportunities than almost any other subject largely due to the wide range of skills taught and used.

## *What you will do*

### **Unit One**

You will find out about: rivers, flood risks, consequences and options to manage these; the coastal zone, coastal erosion, rising sea levels and managing the consequences of this; the restless earth, volcanoes, supervolcanoes, earthquakes, tsunamis, causes, effects and consequences. You will also consider **alternative futures** in relation to each of the above.

**Controlled Assessment** will be **limited in time and length**. There will be up to 20 hours of teaching time followed by a day's fieldwork study of a small area to collect data, then 10 hours of limited control time working together in class, followed by 6 hours of independent and formally supervised time to complete the project using ICT in school. There may be an optional fieldtrip to Swanage at some extra cost.

### **Unit Two**

You will find out about: changing urban environments, the problems and solutions to problems of living in cities, sustainable development; changing rural environments, living outside cities, sustainable living, commercial and subsistence farming; the development gap, contrasts in development, inequalities, trade and aid, differences in the European Union and how aid and the balance of power might change. All of the above include the study of **alternative futures**. This will be assessed at the end of the second year

## *How you will be assessed*

AQA Geography Specification A Full Course (4032)

Unit 1: Physical Geography: Written paper – 37.5% of the total.  
(Restless Earth, Coasts and Rivers)

Unit 2: Human Geography: Written paper- 37.5% of the total.  
(Changing Urban and Rural Environments and the Development gap)

Unit 3; Local Fieldwork Investigation: Controlled assessment – 25%

The assessment tests knowledge, understanding and skills. Whoever you are, there are very many things that you will be able to know, understand and do!

# Health & Social Care (Single Award)

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## Why this subject?

If you are considering a career in the caring sector, then this may be the course for you. It will provide you with an insight into the range of jobs available and help you develop the general skills, knowledge and understanding required when working in the Health and Social Care sector.

With this qualification you can progress into a related further education course or work-based training.

## What you will do

The course is divided into two units. Each covers a different aspect of health and social care.

### **Unit 1- Health Care and Early Years' Provision**

This unit looks at the care needs of clients, the types of services available and the way people access them. It looks at the jobs available in this sector and the skills and qualities required by the workers. This unit will give you an insight into the wide range of careers available in care.

### **Unit 2 – Understanding Personal Development and Relationships**

In this unit you will learn about the stages and patterns of human development. You will investigate the factors that can affect growth and development. The development of self concept will also be examined. Personal relationships and life-changing events are also an important part of this unit.

This course will include input from local care workers and visits to Health and Social Care establishments.

## *How you will be assessed.*

Unit one will be assessed by a controlled assessment. This assignment will be carried out in the classroom over a number of lessons. The teacher will provide support and guidance for this piece of work. This assignment is worth 60% of your final GCSE mark.

Unit two will be assessed by a one-hour written examination. This is worth 40% of your final GCSE mark.

Your final result will be awarded on a scale of A\* to G.

Examination Board OCR

# Health & Social Care (Double Award)

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## *Why this subject?*

If you are interested in a career where you will be caring for people, for example, nursing, social work, speech therapy or paramedic, then this course may be the right one for you.

It is a vocational course and will provide you with an insight into the range of jobs available in care. It aims to help you develop some of the general skills, knowledge and understanding required when working in the Health and Social Care sector.

With this qualification you can progress into a related further education course or work-based training.

## *What you will do*

The course is divided into four units. Each one covers a different aspect of health and social care.

The first two units are exactly the same as for the single award Health and Social care GCSE (see previous page). Units 3 and 4 are outlined below.

### **Unit 3 – Promoting Health and Well-Being**

This unit looks at the definitions of health and well-being. You will investigate ways of measuring a person's health.

You will also learn about ways of promoting and supporting health improvement.

### **Unit 4 – Safeguarding and Protecting Individuals**

This unit will help you develop an awareness of safeguarding and protection. You will consider 'Who is at risk in our society?' and 'Why people are ill-treated?'. You will also look at infection control and how it can be implemented in care settings.

The course will include input from local care workers and visits to health and social care establishments.

## *How you will be assessed*

**Units 1 and 3** will be assessed by a controlled assessment. These assignments will be carried out in the classroom over a number of lessons. The teacher will provide support and guidance for this piece of work. Each of these assignments is worth 30% of your final GCSE mark.

**Unit 2** will be assessed by a one hour written examination. This is worth 20% of your final GCSE mark.

**Unit 4** will be assessed by a on- hour online assessment. This is worth 20% of your final GCSE mark.

Your final result will be the equivalent of two GCSE grades and it will be awarded on a scale of A\*A\* to GG.

This is a **double** option subject

Examination Board OCR

# History

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## *Why this subject?*

- Have you ever wondered why there were two World Wars?
- Or wondered why women were only allowed to vote in 1918?
- How did Hitler come to power when most Germans voted *against* him?

GCSE History answers all of these questions and more.

There are no tiered papers; all classes are mixed ability so everyone has the potential to gain top marks. History shows you how to make sense of the past at the same time as teaching you the skills of analysis and evaluation that are so valued by employers and sixth form colleges. Sawston's history department is well known in Cambridge's sixth form colleges and is highly regarded by the University of Cambridge.

## *What you will do*

You will study the following areas of the twentieth century.

### **International Relations 1918 – 1989**

- The First World War peace treaties
- Attempts to prevent a future war
- The causes of the Second World War

### **German Depth Study**

- Germany's difficulties after World War One
- A German success story: Germany in the late 1920s
- Rise of Adolf Hitler
- Life in Nazi Germany

### **British Depth Study**

- The Home Front during the First World War
- Women's fight for the vote
- The Liberal Government's Reforms of 1906

## *How you will be assessed*

The course is assessed in three ways.

1. Paper One tests your knowledge and understanding of International Relations 1918-1989 and Germany Depth Study. (Completed at the end of Year 11)
2. Paper Two is a source-based paper, focusing on one of the major events covered in the British Depth study. (Completed at the end of Year 11)
3. A Controlled Assessment: a piece of work completed in class over four lessons. (Completed in Year 10)

We follow the OCR History-B (1937) syllabus.

### ***GCSE History Trips***

#### **BATTLEFIELDS**

We visit battle sites and memorials from the First World War in Belgium and northern France. This links with the War poetry studied in English.

#### **BERLIN**

This four-day visit covers many of the aspects of German and wider European history. Useful for those who also study German.

# Hospitality Diploma

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## *Why this subject?*

The Diploma in Hospitality will give you a taste of the huge range of opportunities, jobs and career paths offered by the industry. Because the sector is driven by customer service, a positive attitude will get you a long way. You may discover a passion for travel, enjoy exotic food, or even become a top chef or hotel and restaurant owner! Much of the industry is made up of small businesses so the opportunities for entrepreneurship are vast. The Diploma reflects this by teaching you what you need to know to set up and run your own business.

## *What you will do*

There are many sectors in the Hospitality industry including hotels, restaurants, leisure, events, public houses, and contract food services. Communication and interpersonal skills, team working, problem solving, numeracy and knowledge of IT are all important if you want to work in this sector. Many hospitality companies are international and offer opportunities to work abroad.

The Diploma in Hospitality focuses on four main themes:

***(The hospitality industry)*** This introduces you to the basics of the sector and shows you the impact that the hospitality industry has on the UK economy and the excitement of working within it.

***(People in hospitality)*** The hospitality industry is a 'people-based' industry. This theme looks at how important your people skills are, not only to the success of the business but in how you work with your colleagues.

***(Hospitality operations)*** You will explore how food and beverages are prepared and served to customers, including food safety, foods from different cultures and the principles of healthy eating. You will also have a chance to develop some practical skills in cooking.

***(Business and finance in hospitality)*** This theme covers important business and financial practices, such as a budget and accounts for a new coffee shop outlet.

## *How you will be assessed?*

In both the Foundation and Higher Diploma the majority of the work will be assessed through practical projects. Throughout the course you will apply the knowledge you have gained during lessons to real hospitality scenarios. One of the units studied will be assessed by an external examination.

## *What will a Diploma lead to?*

A Diploma in Hospitality will give you the skills you need either for university or work, and is a first step towards a career in the sector. It could lead you to a university degree in subjects such as Hospitality, Events Management or Business. Alternatively, it could help you begin a career in the hospitality industry or even to take the step of starting up your own business. This could be anything from an agency for hospitality staff to running a restaurant or cafe in a holiday resort.

However, the Diploma in Hospitality doesn't mean you have to opt for a career in this sector. Because a Diploma teaches a variety of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

'There may be minor additional costs associated with this diploma subject. For example, the cost of ingredients needed for food that will be taken home and voluntary contributions towards extra-curricular enrichment activities such as trips.'

This is a **double** option choice.

# ICT (OCR National)

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## *Why this subject?*

Studying ICT in a vocational context helps prepare you for a world increasingly dominated by the use of ICT systems, which influence every aspect of everyday life.

OCR Nationals is an exam-free course which has flexibility to allow for 1 or 2 GCSE equivalent qualifications.

## *What you will do*

This qualification consists of 1 compulsory unit and 1 (or 2) optional units.

The compulsory unit is 'ICT Skills for Business'. It covers essential skills for the modern workplace, such as organisation and file management, downloading from the Internet, sending and receiving emails, using spreadsheets and database management.

The optional units will be selected from:

- Web Page Creation;
- Design and Produce Multimedia Products;
- Desktop Publishing;
- Spreadsheets – Design and Use;
- Databases – Design and Use.

## *How you will be assessed*

All units are school-assessed and externally moderated by OCR. There are no timetabled exams for this qualification. The full award and units from this qualification are graded as Pass, Merit or Distinction.

OCR does not specify how work should be presented. However, it must be suitable for the task and assessment criteria. This allows for greater flexibility for you to demonstrate your skills and knowledge in a way that best suits you. For example, it would be more beneficial to assess a complex website or a multimedia product by looking at the actual html files displayed in a browser, or appropriate presentation software, rather than to expect everything to be printed out and provided as hard copy.

The flexibility allowed in the choice of the optional unit(s) also helps to make this a varied and interesting course to follow.

# Music

## *Why this subject?*

If you enjoy playing music, singing music, listening to music, talking about music, analysing music and composing music then this is the course for you. The GCSE music course is most appropriate for those pupils who wish to be actively involved in music making, either as singers or players. This is not a course for bystanders!

It is important to emphasise that **performance** is a significant part of the final assessment. Singers and players can perform within any musical style or genre but should be aware that regular practice and participation in extra-curricular activities are an essential part of exam preparation. A familiarity with musical notation is a definite advantage for this course but by no means a prior qualification.

## *What you will do*

Music is essentially a practical subject but its study at this level requires a more academic approach. Lessons involve a mixture of practical, listening and theoretical work. Through your work at Key Stage 3 you will already be familiar with the central activities of Listening and Appraising, Performing and Composing. Through these activities you will explore music from four specified **Areas of Study**:

Western classical music 1600 – 1899;

Music in the 20<sup>th</sup> Century ;

Popular song in context;

World Music;

You will:

- develop your performance skills as a singer or player;
- develop your theoretical understanding, perhaps developing your notation skills, extending or developing your theoretical understanding or moving on to the preliminary study of harmony and analysis;
- sing;
- develop your Listening and Appraising skills through the study of music across a variety of styles and genres;

- undertake a detailed study of 12 'Set Works', 3 pieces from each area of study;
- continue to work on group composition;
- undertake individual composition supervised by a member of staff, making use of music technology if you wish.

## *How you will be assessed*

We follow the Edexcel GCSE syllabus. Your final grade will be based on 3 papers.

### **Paper 1 Performing (30%)**

During Year 11 you will record two performances of pieces of your own choice. A solo performance carries half the marks for this paper. In addition, you must perform as a member of an ensemble. Controlled assessment conditions will apply to this unit which is assessed by the teacher and moderated by Edexcel.

### **Paper 2 Composing (30%)**

During the course you will complete, record and submit two pieces of individual composition, each exploring one of the Areas of Study outlined earlier. Controlled assessment conditions will apply to this unit which is assessed by the teacher and moderated by Edexcel.

### **Paper 3 Listening and Appraising (40%)**

This element of the course is assessed through a written examination set and marked by Edexcel. The paper tests your ability to identify musical elements and characteristics and to compare the different ways in which composers work with these elements. You will be expected to be aware of the development of musical traditions and to have some understanding of staff notation.

The paper is divided into 2 sections. In Section A you will be asked to respond to questions based on recorded extracts of the 12 Set Works you have studied during the course. In Section B you will answer a more in-depth question on a chosen Set Work, setting the piece in its wider context. These extended responses will be assessed for quality of written communication as well as for the quality of the musical information conveyed.

# Sport

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## *Why this subject?*

A qualification in Sport can help you to develop your understanding of human biology and provide you with a sound understanding of basic sporting principles as well as an awareness of the importance of a healthy lifestyle. It will also help develop your practical ability, coaching, officiating and analysis skills in a range of activities. It could prove useful for a career in the ever-expanding leisure industry or in a study of Sport and Physical Education at college. The courses will certainly provide a varied and enjoyable two years.

## *Options within Sport*

Within the Sport option, you have the option to follow one of two courses, that we offer, either GCSE Physical Education or BTEC First Certificate in Sport. Both courses have practical and theoretical aspects but differ in the methods of assessment in both aspects of the course. The courses are outlined below, the main differences being how the assessment for each aspect of the course is completed.

## *Which course is more suitable*

We run the courses together for the first half term to assess you in both theoretical and practical aspects. After this time, in discussion with your parents, we will recommend the course that we think will suit your academic and practical ability more. Following this the cohort will divide into two option groups, following the different courses.

## *GCSE Physical Education*

You will learn about the following topics:

- the healthy and active body;
- exercise and training the body for an active, healthy lifestyle;
- acquiring movement skills and motivation for involvement in physical activity;
- opportunities and pathways for involvement in physical activity.

You will experience a variety of practical activities during lesson time and also have the opportunity to be assessed in a wide range of other activities not covered in the curriculum

Your two strongest practical marks in Year 10 and Year 11 will be considered for your final grade; these will act as your coursework, along with two written pieces of analysis work: one lifestyle task and one analysing performance focused on skill. The four activities must come from at least two of the ten activity categories listed below.

Invasion Games	Striking Games	Net/Wall Games	Swimming	Gymnastic Activities
Martial Arts	Outdoor and Adventurous	Coaching/Officiating	Dance	Athletic Activities

You will also be required to demonstrate your ability to analyse performance, adopt different rôles such as leader, coach, team captain and official.

# Sport

## *How you will be assessed*

### **Practical coursework 60%**

This comprises two: B452 (30%) and B454 (30%)

These are practical controlled assessments. You will do:

- two practical performances in each year;
- coaching/officiating can replace one practical performance
- an analysing Lifestyle task on B452
- Analysing Performance.

### **Written Examination 40%**

This also comprises two units:

- Unit B451: an Introduction to Physical Education
- Multiple-choice and structured questions (1-hour)
- Unit B453: developing knowledge in Physical Education
- Multiple-choice and structured questions (1-hour)

## *BTEC First Certificate in Sport*

### *Why this subject?*

The BTEC first Certificate in Sport is a practical work-related course. It aims to provide the knowledge, understanding and skills necessary to help prepare pupils for entry onto a Level 3 course e.g: AS level, BTEC National in Sport or employment in the sports and leisure industry.

### *What you will do*

The Certificate is made up of 3 units of work, which will run through the 2 years.

Units of Work	
1	<b>The Body in Sport</b>
2	<b>Preparation for Sport</b>
3	<b>Practical Sport</b>

There will be a variety of learning styles: through assignment based classroom work, discussion and research and practical-based sessions and investigation work.

**The Body in Sport** is a mainly theory-based unit, which explores the foundations of anatomy and physiology. It looks at the skeletal, muscular, cardiovascular and respiratory systems and how these are affected by sport.

**Preparation for Sport** is a mixed theory and practical unit and you will have an insight into the preparation required for successful sports performance. It investigates the fitness level and lifestyle of an individual and how it affects his or her performance.

**Practical Sport** is a totally practical unit, which focuses on developing and improving your practical sports performance. This is achieved through taking part in practical activities and reflecting on your own and others' performance and how it can be improved.

### *How you will be assessed*

You will complete a number of assignments for each unit with the unit's results contributing to your overall grade. There are no final exams.

Upon successful completion of the course, you will receive a nationally recognised Level 2 BTEC First Certificate qualification in Sport. You will receive either Pass, Merit or Distinction level.

# Public Services Diploma

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## *Why this subject?*

Public services are as much a part of our everyday lives as breathing and just as important! Where would we be without law and order, education, central and local government, the health service, social and emergency services, regeneration and development, leisure, and the armed forces?

Public services could mean working in local government. However, many of the 5.5 million people currently involved in the sector work in private businesses, such as Virgin, or the voluntary sector, for charities like Shelter. If you want to make a difference to the lives of individuals and communities, this could be the area for you.

The Diploma in Public Services gives you a comprehensive picture of how public services work and how they contribute to the individual, the community and to business. It introduces you to the many different services that are available to the public, and this will help you become familiar with the wide range of career and university options on offer.

## *What you will do*

At **Foundation level**, you will be given a broad introduction to the sector. You will learn about the various career opportunities within the sector, and what attributes and skills you'll need to deliver public services. You could, for example, plan possible training, development and career pathways. You might investigate local public service delivery and present your findings. You could use role play to show how you would communicate sensitively with colleagues or members of the public.

At **Higher level**, you will develop a deeper understanding of the role of public services. You'll learn how different services are funded and look at how public services initiatives are promoted. You could, for example, carry out a straightforward cost-benefit analysis on a service for health and well-being. You might look at areas of conflict between communities for public services and propose solutions. You could use a range of communication methods and media to promote a campaign.

## *How you will be assessed*

In both the Foundation and Higher Diploma the majority of the work will be assessed through practical projects. Throughout the course you will apply the knowledge you have gained during lessons to real public service scenarios. One of the units studied will be assessed by an external examination.

## *What will a Diploma lead to?*

A Diploma in Public Services will give you the skills you need for specialist further education, university or work, and is a first step towards a career in the sector. It could lead you to a foundation degree in law and politics or policing, or an honours degree in business management or ecology. Or it could help you begin a career as a firefighter, police or community safety officer, in heritage management, housing or as an environmental health officer.

Studying the Diploma in Public Services doesn't mean you have to opt for a career in this sector. Because a Diploma teaches a variety of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

This is a **double** option choice.

# Religious Studies

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## *Why this subject?*

Religion is undeniably an important factor in world affairs and people's lives and this course aims to give you a broader understanding of religion in today's world.

There are many opportunities for you to develop and express your own ideas on a variety of social and moral issues during the course, learning about different religious and non-religious attitudes covering a range of topical issues. You don't have to be a "religious" person to take a GCSE in Religious Studies... however, you do need to be keen to learn about what influences people and their actions.

The RE department at Sawston Village College is very successful and has strong ties with the University of Cambridge. It is highly respected by the local 6<sup>th</sup> form colleges, with many pupils from Sawston Village College choosing to study RE or a related subject at A-Level.

## *What you will do*

In Year 10, you will study Edexcel Unit 2 – Religion and Life based on a study of Christianity. You will study four topics.

- Believing in God
- Matters of Life and Death
- Marriage and the Family
- Community Cohesion

In Year 11 you will study Unit 8 – Religion and Society based on a study of Christianity and at least one other religion. You will again study four topics.

- Rights and Responsibilities
- Environmental and Medical Issues
- Peace and Conflict
- Crime and Punishment

## *How you will be assessed*

### **Year 10**

#### **Unit 2 Religion and life based on a study of Christianity**

Written examination paper taken June 2010 100%

### **Year 11**

#### **Unit 8 Religion and society based on a study of Christianity and at least one other religion**

Written examination paper taken June 2011 100%

Assessment is based on knowledge, understanding and evaluation.

*Syllabus Edexcel 1481*

# Retail Business Diploma

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## *Why this subject?*

The UK's single biggest private sector employer – retail – provides around three million jobs and is a major contributor to the economy. As diverse as it is large, the sector provides enormous scope for rewarding career choices in areas such as buying, logistics, supply chain, visual merchandising, business management, marketing, accounting and IT.

The Diploma in Retail Business takes you behind the shop front to explore every stage of the retail process, from source to supply to sale. Not only that, it will equip you with an understanding of what it takes to set up and run your own business. You will also get lots of practical experience and develop the confidence, motivation, enterprise and creativity that you will need to flourish in this ever-changing environment.

## *What you will do*

The Diploma in Retail Business covers a broad range of topics.

**Retail operations** looks at sourcing products, merchandising, stock control, selling and customer service.

**Business management** looks at marketing, strategies for change, HR and team dynamics.

**Supply chain** looks at the journey of a product from its source through transportation and storage to disposal, including recycling.

**Creative and design** explores store layout and visual merchandising. Embedded throughout these topics are essential skills and knowledge like engaging with people, technology, business administration skills and safety and security, as well as wider issues such as globalisation, sustainability, and ethical and environmental considerations.

## *How you will be assessed*

In both the Foundation and Higher Diploma the majority of the work will be assessed through practical projects. Throughout the course you will apply the knowledge you have gained during lessons to real retail business scenarios. One of the units studied will be assessed by an external examination.

## *What will a Diploma lead to?*

A Diploma in Retail Business will give you the skills you need for either university or work, and is a first step towards a career in the sector. It could lead you to a university degree in business and management, logistics or retail buying or it could help you begin a career in health and safety, HR, packaging or product design, sales or visual merchandising.

However, the Diploma in Retail Business doesn't mean you have to opt for a career in this sector. Because a Diploma teaches a variety of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

This is a **double** option choice.

# *Sport and Leisure Diploma*

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## *Why this subject?*

The sport and active leisure industry is relatively new, but is very quickly gaining a high profile because of recent importance placed on good health. Its workforce has a significant role to play in encouraging the population to lead active and healthy lives. You don't need to be an athlete to work in this profession, but you should have an empathy with the importance of leading an active and healthy lifestyle. The industry is often seen as a gateway to other careers, like journalism, teaching or business management.

This Diploma will give you a broad base of understanding and skills that are transferable across the wide range of sport and leisure roles and settings. Learning takes place in a range of contexts so that you develop your knowledge of the industry, its scope and opportunities. At the same time, you will be learning the importance of leading an active life through working with diverse groups, especially young people.

Communication, teamwork, leadership and management, customer service and 'people skills' are crucial here. By working individually and in teams, you will increase your confidence in engaging with customers. Lifestyle choices have a major impact on health and wellbeing. Taking this Diploma, you will learn that being active can not only affect health but also improve self-confidence.

## *What you will do*

The Diploma in Sport and Active Leisure focuses on three main themes:

**Sport and active leisure and the individual** looks at the importance of an active and healthy lifestyle, the science of sport and exercise and how the body works.

**Sport and active leisure and the economy** introduces the sport and active leisure industry, its relation to other sectors and its contribution to the economy as a whole.

**Sport and active leisure and the community** focuses on working with customers and the different requirements of specific populations or groups of people.

## *How you will be assessed*

In both the Foundation and Higher Diploma the majority of the work will be assessed through practical projects. Throughout the course you will apply the knowledge you have gained during lessons to real active leisure scenarios. One of the units studied will be assessed by an external examination.

## *What will a Diploma lead to?*

A Diploma in Sport and Active Leisure will give you the skills you need for either university or work, and is a first step towards a career in this industry. It could lead you to a university degree in sports science, sports management, health promotion, occupational therapy or physiotherapy, osteopathy, dietetics or food science. It could also lead to a job with training as a senior play worker, personal trainer, head grounds keeper or youth support worker.

However, the Diploma in Sport and Active Leisure doesn't mean you have to opt for a career in this sector. Because a Diploma teaches a variety of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

This is a **double** option choice.

# Travel and Tourism Diploma

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## *Why this subject?*

Travel and tourism is a dynamic, fun and rewarding industry that is constantly evolving; it has a real need for motivated, creative and inspiring young people who can play a part in its development. The Diploma in Travel and Tourism makes all this possible: it is for those pupils who have a real enthusiasm for travel and tourism and would like the opportunity to develop their skills in this area, as well as developing an ability to work independently and in teams, in a professional way.

## *What you will do*

The course will focus on three main themes: destinations, the experience of the customer and changes and trends.

Some examples of the topics that you might work on follow.

- Destinations: you will learn how to use and access sources of information on all types of destinations and visitor attractions and will soon be planning itineraries. The increasing need for sustainable development is a fascinating aspect of this topic.
- Customer experience: Bill Gates could well have been talking about the travel and tourism industry when he said of Microsoft, 'Every day we're saying, "How can we keep this customer happy?" ' You will explore the importance of customer service and working with colleagues and the link with personal presentation, so important in many travel and tourism jobs.
- Working in travel and tourism: you will already be thinking of future career plans when you look at your own personal development goals. Furthermore, you will consider recruitment and selection processes as well as employer and employee responsibilities.

- Products and services: you have the chance to develop in a group a product or service for customers. In so doing, you will be developing many business skills: innovating, planning, working in a team, implementing and evaluating.
- Promotion and sales: the travel and tourism industry is known for being competitive, so you will find out why and how products and services are promoted and sold.

## *How you will be assessed*

In both the Foundation and Higher Diploma the majority of the work will be assessed through practical projects. Throughout the course you will apply the knowledge you have gained during lessons to real travel and tourism scenarios. One of the units studied will be assessed by an external examination.

## *What will a Diploma lead to?*

A Diploma in Travel and Tourism will give you the skills you need for either university or work, and is a first step towards a career in the sector. It could lead you to a university degree in travel and tourism operations and management, transport planning, air traffic control, adventure tourism, business studies or hospitality. Alternatively, you might take a job with training or an Apprenticeship as, say, a retail travel consultant, resort representative, call centre team member, business travel assistant or airport information assistant.

However, the Diploma in Travel and Tourism doesn't mean you have to opt for a career in this sector. Because a Diploma teaches a variety of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

This is a **double** option choice.

# *Extra-Curricular Option Subjects*

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# Dance

## *Why this subject?*

Dance is an exhilarating and exciting way to convey ideas, stories and emotions through movement. It is a powerful and creative way of expressing yourself and your ideas.

GCSE Dance will enable you to further your skills in this creative field. You will study various aspects and styles of dance including choreography (solo, duo & group) performance skills, dance analysis, vocabulary and stage craft.

You will learn how to choreograph and develop your performance skills.

You will enjoy this GCSE if you like music, making up dances and watching different performances.

The course will be run under the direction of professional teachers from the Lane Academy. Our aim is to develop your self confidence, to strengthen dance technique and to enthuse and inspire you to achieve your full potential.

It helps if you have had some prior dance experience but it is not essential. Much of the course is practical and so requires a high level of commitment and enthusiasm.

When you have completed this course you have a number of options available to you. Many of the local sixth form colleges are now offering AS and A Level Dance and of course, Performing Arts. Dance diploma and degree courses are now on offer at a rapidly increasing number of colleges and universities and these courses offer a wide range of subjects within Dance and Theatre. There are also many independent Teacher Training Courses offered locally.

The study of Dance encourages students to be dynamic, confident and highly motivated. We work hard to increase fitness, improve posture and develop imagination and artistry. We are looking forward to developing your skills.

## *What you will do*

The course will be taught after school on Mondays for 2 hours from 3.15 to 5.15 pm.

The course is made up of 4 units of work which cover:

- critical appreciation of dance (Unit 1 – 20%)  
written paper;
- set dance (Unit 2 – 20%)  
solo performance 1-1½ minutes long;
- performance in a duo/group (Unit 3 – 20%);
- choreography (Unit 4 – 40%) where you will compose two dances for your final assessment one of which must be a solo, the other can be a solo, duo or group piece.

## *How you will be assessed*

You will have mock assessments in Year 10 for your completed components and a mock written paper. During Year 11 you will be assessed as follows.

Unit 1: Written Paper – 1 hour in duration

Unit 2: Set Dance – Externally Assessed

Unit 3: Duo/Group Performance Piece – Controlled Assessment in a Performance Evening.

Unit 4: Choreography Components - Controlled Assessment in a Performance Evening.

## ***Exam Board & Specification:***

[www.aqa.org.uk/qual/gcse/perf.php](http://www.aqa.org.uk/qual/gcse/perf.php)

Select: New Specification 2009/2010

# Economics

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## *Why this subject?*

This GCSE short course in Economics will equip you with the basic tools of the economist to help you to understand your place in, and contribution to, the local, national and global economy as consumers, workers and citizens. You will be encouraged to investigate a range of contemporary issues, analysing evidence from different perspectives so as to make reasoned judgements and informed decisions.

## *What you will do*

You will study a unit of work, examining Personal Economics made up of the following three topics.

- **Money** – you will consider how your needs and wants change over time and how you might manage your personal finances more effectively. You will be introduced to basic economic concepts (such as supply and demand) and be encouraged to consider moral and ethical dilemmas that arise when making decisions to do with spending, saving, investing or borrowing money.
- **Work** – You will consider the world of work, the rewards an individual can receive in monetary and non-monetary terms and you will be introduced to the market for labour and how this determines the reward for work.
- **The National and Global Economy** – you will consider your rôle as a citizen in the national and global economy, with particular reference to international trade, exchange rates, the power of the consumer and the impact of globalisation on the world of work.

The course will be taught after school on Fridays for 1½ hours (3.15 – 4.45 pm).

## *How you will be assessed*

This subject is being taught as a short-course (half a GSCE) with one externally assessed written exam (1 hour and 15 minutes in length) at the end of Year 10.

There is no coursework.

### GCSE Specification:

Business Studies and Economics (AQA) 4130  
Economics (Short Course) Unit 11 Personal Economics

# Music Technology (NCFE Level 2 Certificate)

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## *Why this subject?*

If you enjoy making music, talking about music, recording and editing music, using IT, being creative and have an interest in the music industry then this is the course for you. The course is suitable for any learner who wishes to develop and practise skills using a variety of sound equipment and software whilst exploring contemporary and popular music processes and conventions. Music Technology is designed for pupils who do not read music or play an instrument but would like to continue their musical study and those who are competent musicians, making a complementary yet contrasting addition to the Music GCSE. It is worth noting that although musical performance is not an assessed part of the course, basic instrumental skills are useful.

## *What you will do*

The Music Technology course is essentially practical and is focused on developing skills and relevant vocational knowledge. The NCFE offer fifteen different units, Level 2 pupils need to complete four. The most appropriate units for Sawston pupils have been chosen in advance with consideration of the school's available resources. Lessons will be based in MU2 and Mu1b (small but perfectly formed MusTech suite) but may involve occasional visits to Cambridge University's Facility of Education and Long Road Sixth Form College to use their facilities. The units incorporate a variety of skills based learning, musical creation/composition using technology, podcast production and case study research. The four units you will study are:

Use MIDI sequencing software; understand dance music production; explore job opportunities in the music industry and produce and publish a podcast.

You will:

- be introduced to music sequencing and the operation of sequence based software.
- Create, edit and arrange a MIDI sequence;
- Discover the types of employment available within the industry and the relevant recruitment practices, training and developments.

- Explore and analyse the background, technology and production techniques used in modern popular dance music and develop and understanding of a range of dance music styles and structures;
- Arrange and produce a dance music track;
- Plan, produce and publish your own podcast based on a chosen script and target audience;
- Develop your creativity and communication skills as well as problem solving and ICT skills.

## *How you will be assessed*

This is a vocational course that is nationally accredited as the equivalent of one GCSE A\*- C.

We follow the NCFE syllabus which is all coursework based; there will be no final exam.

Each unit includes around fifteen learning outcomes that need to be evidenced in your coursework portfolio. Coursework includes:

- a report, recording and evaluation of the MIDI track (and screen shots);
- a recording of the dance music styles and genres;
- a plan, script, report and recording/publishing of the podcast;
- a presentation on two music industry jobs.

Your skills will be assessed through observer reports and questioning. Coursework is internally assessed and moderated and a sample will be externally moderated. The pupils will pass the course if all learning outcomes have been achieved.

Music Technology is running as part of the extended curriculum and will take place on Wednesday afternoon 3.15-5.15. Pupils will complete the course in one year.

**Importance notice:** there are limited places available for music technology and priority will go to those pupils who applied for the course last year.

Options 2010