

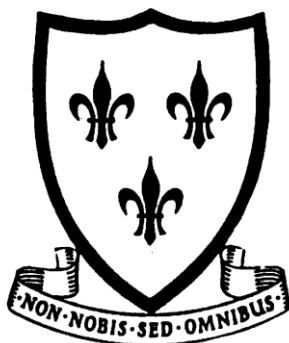


INVESTOR IN PEOPLE



# SOHAM VILLAGE COLLEGE

A FOUNDATION TECHNOLOGY AND LANGUAGES COLLEGE



## YEAR 9 OPTIONS CHOICES BOOKLET

**KEY STAGE 4: 2009 – 2011**



ACHIEVING EXCELLENCE WITH CARE

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## **WHICH OPTIONS DO YOU HAVE?**

This booklet describes the courses available in Years 10 and 11 from September 2009. Some courses are compulsory (English, Maths, Science, Physical Education, Religious Education and Personal Development). Also, because of our specialist status all students take Technology and Languages at KS4. Citizenship is covered across the curriculum in a variety of subjects but this still leaves a considerable choice of other subjects.

A healthy life style is one that is balanced and we advise that students follow this when choosing their options as well. A balance of considered subjects will give wider opportunities especially when applying for 16+ courses and apprenticeships. Students differ in whether they are suited to vocational or academic courses and therefore we are pleased to be able to offer a variety of pathways which are described in more detail on the next page.

We encourage students to discuss the options choices with parents and carers. Please take account of your child's recent reports, achievements and estimates of GCSE grades. Also, it is very important for students to consider subject choice in relation to what they enjoy, find interesting and a relevance to future study and careers.

Form tutors, subject staff, the Head of Year (Miss Muir), the Special Needs Co-ordinator (Mrs Noel), the Connexions Officer (Christina Smith) and Resource Centre Staff (Mrs Wilkins) are available to help, so please encourage your child to ask for advice.

I hope you find this process of thinking ahead to the last two years at Soham Village College and beyond an exciting and interesting time. Students must choose subjects for the right reasons and not be swayed by the choice of their friends. Peer pressure should not be allowed to influence choices of courses which can provide an important key to further education and careers.

## The Vocational and Academic Mix

Vocational courses cover skills which are directly relevant to the world of work. Academic courses tend to be more theoretical whereas vocational courses are more practical in their approach. We have a range of pathways which students can take:

### 1. Purely academic

This KS4 pathway is most appropriate for those students who enjoy academic study and can cope with the coursework and exam demands of up to 11 GCSEs. (English Language and Literature, Maths and Statistics (for those in Maths sets one and two), Double Science plus 5 other GCSE subjects).

### 2. Level 1 vocational courses

This would be most suitable for those students who would like to focus on skills which will help them in work when they leave school and find academic subjects challenging. They would take Entry or Level 1 vocational options within the Humanities, Languages and Option A and B blocks. They would therefore work towards a mixture of both vocational and GCSE qualifications.

### 3. Level 2 vocational courses

This pathway would be appropriate for those students who would like to take academic subjects, but mixed with some Level 2 vocational courses by choosing from:

Course	Block	Qualification	Level
ASDAN Int - Certificate of Personal Effectiveness (CoPE)	Languages	ASDAN International	1
ASDAN Int - Certificate of Personal Effectiveness (CoPE)	Languages	ASDAN International	2
Hospitality, Travel & Tourism - Level 1	Humanities	BTEC Introductory Certificate	1
BTEC Certificate in Skills for Working Life	Option A	BTEC - Skills for Working Life	Entry
BTEC Media Studies Level 2	Option B	Edexcel First Certificate	2
Travel & Tourism BTEC - Level 2	Humanities	BTEC First Certificate	2
ICT	Option A & B	OCR Level 2 Nationals in ICT	2
Diploma in Society, Health & Development	Humanities & Option B	Double GCSE	2
Engineering	Technology & Option B	Double GCSE	2

Please note that the above courses have different levels of difficulty. Level 1 courses are equivalent to up to Grade D GCSE, whereas Level 2 courses are equivalent to Grade C and above.

Students will be guided by their form tutors as to which are the best pathways for them to choose. If you have any queries, please contact Miss Muir (Head of Year 9), Mrs Noel (Special Needs Co-ordinator) or Mr Kenna (Assistant Principal).

Best wishes with your choices and let us know if we can help.

Stephen Kenna (Assistant Principal)

## WHAT TO DO NEXT

### Key dates:

Thursday 5 February	Year 9 Parents' Option Evening
Thursday 26 February	Year 9 Parents' Evening
Friday 6 March	Return of Year 9 Option choice form to tutors

The loose Option Choices sheet should be completed with **1st and 2nd choices** and returned to your child's form tutor no later than **Friday 6 March 2009**. A copy at the back of this booklet is provided for future reference.

**SOHAM VILLAGE COLLEGE**  
**YEAR 10 AND 11 CURRICULUM, 2009-2011**

All subjects are available as a GCSE course or equivalent, unless marked (\*)

English	Maths	Personal Development	Physical Education	Religious Education	Languages
English	Maths	PD * + Tutor time	PE *	RE *	ASDAN Int. + CoPE French German
3 hours per week	3 hours per week	1.5 hour per week	1 hour per week	0.5 hours per week	2.5 hours per week

Humanities	Science	Technology	Option A	Option B
Business Studies	Double Award	D & T (Food)	Art & Design	Art & Design
History	Triple Award (+Science in Option A)	D & T (Textiles)	Business Studies	Drama
Geography		D & T (Electronic Products)	French	Engineering (+Technology)
Travel & Tourism BTEC - Level 2		D & T (Resistant Materials)	Spanish	Geography
Classical Civilisation		D & T (Graphic Products)	History	Diploma in Society, Health & Development (+Humanities)
Hospitality, Travel & Tourism Level 1		Engineering (+Option B)	Music	Home Economics (Food)
Diploma in Society, Health & Development (+Option B)			PE	Latin
Religious Education			Science (+ Science option)	Media Studies GCSE
			ICT	BTEC Media Studies Level 2
			Skills for Working Life Entry Level	PE
				ICT
				Religious Education
2.5 hours per week	4.5 hours per week	2.5 hours per week	2.5 hours per week	2.5 hours per week

# COMPULSORY SUBJECTS

## Core Compulsory Subject      English

Qualifications	Exam Board	Specification	Coursework
GCSE English	WJEC	150	40%
GCSE English Literature	WJEC	153	30%

The course offers you the challenge and the fun of practising your skills in **reading** and **writing, speaking** and **listening**; and of trying to develop them to the limit of your own potential.

These skills, as you know from your work in Key Stage Three, are completely bound up with one another, each concerned with expressing and understanding facts and feelings, ideas and experiences. They are all to do with language and the course will help you to increase your **knowledge about language**, the way it works and how it is put together.

You will become familiar with novels and short stories, plays and poems, some set for detailed class study and some as part of your wider reading. You will also be looking closely at newspaper articles, advertisements, reports - in fact, almost anything that demonstrates the many ways in which people **communicate** with each other.

It won't just be reading them though; you will be writing them too: letters, diaries, stories, play scripts, leaflets, speeches, critical essays and many more. You will learn ways to extend your range of expression, to arrange your ideas and to present your work accurately and attractively.

With speaking and listening, you will find yourself in lots of different situations; from delivering a prepared talk, to joining in an improvised sketch. The important point is that you concentrate on what others have to say, as well as making sure you express yourself clearly.

For all this, you have the opportunity of achieving GCSE grades in **two** subjects: **English** and **English Literature**. The demands of both are considerable, but for all those even mildly concerned to say what they think and feel, an exciting prospect indeed.

## Core Compulsory Subject      Mathematics

Exam Boards	Specification	
AQA	4307 Modular	Module Exams 45%
OCR	J517 Modular	Module Exams 50%

The Mathematics course is designed to help you to develop the following skills:

- **Problem solving skills.** You will be asked to investigate a variety of problems to improve your ability to think for yourself and organise your work.
- **Communication skills.** You will be given opportunities to show us that you can read mathematics and write about your work in a variety of ways using graphs, symbols and diagrams; listen to and understand instructions; explain your ideas clearly to others when talking about your work.

In addition we aim to develop your interest and your ability to:

- carry out calculations either in your head, on paper or using a calculator as appropriate.
- use mathematics in other subjects and to develop an understanding of the part it plays in the world around us.

### ASSESSMENT PATTERN

You will follow the GCSE course at the level that you and your teacher think best for your ability. The three levels are:

SET	LEVEL	GRADES AVAILABLE
1 & 2	AQA Higher	A*, A, B, C, D
3	OCR Foundation / Higher	A, B, C, D, E, F, G
4 & 5	OCR Foundation	C, D, E, F, G

### GCSE Statistics

In addition to taking GCSE Maths, students in sets 1 and 2 may also have the opportunity to take GCSE Statistics (AQA 3311).

## **COMPULSORY, CORE SUBJECT AREAS INVOLVING CHOICE OF SPECIALISM**

These subject areas are 'Core' areas but there is a choice element for the specialism within.

### **Choose one subject in each area:**

#### **Humanities Options Column:**

Choose one of these subjects:

Business Studies GCSE  
History GCSE  
Geography GCSE  
Travel & Tourism BTEC (equivalent of two GCSE's)  
Religious Education GCSE  
Classical Civilisation GCSE  
Hospitality, Travel & Tourism (non GCSE course)

### **GCSE Business Studies**

**Business Studies is offered in both the Humanities block and in Option block A.**

**Able students will be considered for GCSE Business Studies who have not studied it in Years 8 and 9.**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
<b>OCR</b>	<b>J253</b>	<b>25%</b>

#### **Why Business Studies?**

The philosophy of this course incorporates the belief that the study of Business Studies should require candidates both to understand the dynamic environment in which business operates and to appreciate the many and varied factors which impact upon business activity and business behaviour. Candidates will work towards gaining an understanding of the issues facing UK businesses in the 21<sup>st</sup> century.

## Business Studies continued

Students learn about how businesses operate in today's society, and in doing so, gain skills that will be useful in a wide range of occupations such as law, finance and business management as well as for the further study of Business Studies at A level. However, it must be stressed that the emphasis is academic and not vocational, providing a clear progression route to the revised OCR AS/A Level Business Studies specification.

### **Main topics include:**

- Business Types (sole proprietors, partnerships, limited liability partnerships, private limited companies, and public limited companies)
- Business Organisation and communication
- Recruitment
- Marketing
- Business Finance
- Technology (Production and ICT)
- The European Union
- Increasing importance of ethics in business decision making
- Globalisation of business activity

### **Students will learn:**

- business terminology
- how businesses are funded and organised
- how to analyse business problems and issues
- how to evaluate evidence and communicate arguments clearly
- how businesses market their products and services
- the laws affecting business behaviour

### **Assessment:**

There are three units comprised of the following content:

*Marketing and Enterprise* – This unit is internally assessed and externally moderated (Controlled Assessment). This is coursework and it accounts for 25% of the total GCSE marks.

*Business and People* – This unit is externally assessed (unseen examination) accounting for 25% of the total GCSE marks 1 hr written paper.

*Production, Finance and the External Business Environment* – This unit is externally assessed (examination based on pre-released case study stimulus

## Business Studies continued

material) accounting for 50% of the total GCSE marks 1 hr 30 mins written paper.

Tiers no longer exist, with all candidates being entered for the same assessments. Much use is made of learning and applying business terminology and basic mathematics; therefore, it is important that those opting have **at least a reasonable ability in English and Mathematics** so that they will be able to cope with demands of the subject.

### **Other Points:**

Many of our candidates go on to follow A/S and A2 level Business Studies courses at Sixth Form Colleges. Examination results have been excellent at SVC, with an average of 82% C and above in the last four years. Many students attend a trip to Cadbury's Chocolate Factory on the outskirts of Birmingham to examine chocolate production and marketing.

## GCSE History

**History is offered in the Humanities block and also in Option A.**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
<b>OCR</b>	<b>1935</b>	<b>25%</b>

History GCSE seeks to encourage students to develop the ability to think independently, to form a reasoned argument and to evaluate sources of information in a critical way. The study of history at GCSE provides an excellent foundation for a wide variety of jobs – speak to your History teacher for more information.

The syllabus offered at GCSE is called Schools History Project and the work covered is divided into the three categories as follows:

1. A Study in Development - Crime and Punishment through Time  
This broad study looks at the theme of crime and punishment from Roman Times to the present day.
2. Modern World Study  
A piece of coursework (controlled conditions) which concentrates on the problems in the modern world with Global Terrorism. This part of the

History continued

course offers students a chance to relate their study of history to politics and current affairs. The coursework explores the rise of Islamic Terrorism, the Middle East and the USA and the nature of terrorist attacks such as the World Trade Centre on September 11 2001.

3. A Study in Depth – The Wild West

This course looks in detail at a very specific period in American history – 1830 – 1880. It explores the relations between the white Americans and the Native Americans on the Great Plains. The increasing power and territory of the US. The wars on the Great Plains and the destruction of the Native peoples.

Unlike many subjects, assessment in history is not tiered so everybody takes the same paper.

75% of the mark is based on two written examinations.

25% of the mark is based on two pieces of coursework (2000 words in total).

GCSE history students will have the opportunity to take part in a trip to the Galleries of Justice museum in Nottingham. We are also hoping to introduce another trip for this year.

History has an excellent record at GCSE, with an average of 75% of our students achieving grades A\* - C. We also believe strongly that GCSE History is for all ability levels and value the work done by those that do not reach these grades. Many of our students also go on to take A-levels in history.

## **GCSE Geography**

**Geography is offered in the Humanities block and also in Option B.**

**Exam Board**

**AQA**

**Specification**

**4035**

Geography offers you the chance to study some of the most important issues in the world today; ranging from environmental pollution to population pressures. It will enable you to develop many key skills that are needed in both further education and employment. Geography is a broad subject and it is particularly relevant in today's ever changing world.

## Geography continued

There are four units in this course:

**Unit 1:** Managing Places in the 21<sup>st</sup> Century (The coastal environment or urban environment)

**Unit 2:** Hostile World (Living with natural hazards or The Challenge of extreme environments)

**Unit 3:** Investigating the shrinking world (Investigating the Globalisation of Industry or Global Tourism)

**Unit 4:** Controlled Assessment (Local investigation including fieldwork and a geographical issue investigation)

There are 3 one hour examinations that may be sat in January or June (75% of the assessment) and 2 pieces of work produced under supervision (25% of the assessment).

Students will have the opportunity to undertake fieldwork locally and on the Norfolk coast. In previous years there has been an opportunity for students to be involved in residential fieldwork abroad.

For more information on GCSE Geography at Soham Village College please visit the department's website at this address: <http://www.sohamcollege.org.uk/Curriculum/Humanities/geography/index.htm>

## Travel and Tourism BTEC Level 2 First Certificate

**Travel and Tourism is offered in the Humanities block.**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
<b>Edexcel</b>	<b>BF017274</b>	<b>100%</b>

Ever wondered how your holiday is put together or what transport to use around the UK? This course will help you find out about one of the fastest growing industries in the UK. The tourism industry is big business for many countries and this course investigates the diverse nature of tourism and its impact on people, places and environments.

Edexcel's BTEC Level 2 First Certificate in Travel and Tourism is designed to provide a broad introduction to working in the sector. **This qualification provides the equivalent of two GCSEs at A\*-C.**

## Travel and Tourism BTEC continued

The course is 'hands on' and provides you with the skills and knowledge needed to enhance your understanding of one of the biggest industries in the world. It provides a local, national and international perspective on how tourists make travel decisions, and on how businesses are run. This course has an emphasis on applied learning element, using and liaising with employers and visiting workplaces where appropriate.

### **Skills:**

The course provides opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life. These skills include:

- ICT
- Effective communication
- Teamwork
- Independent research and investigation
- Problem solving
- Management of your own development

The course also provides students with the business knowledge, understanding and skills that many employers are looking for, especially in areas of travel and operations.

### **Course Outline**

The Travel and Tourism course comprises of three units:

#### **Two Compulsory Units**

##### **Unit 1: The UK Travel and Tourism Industry**

This unit will provide learners with a broad overview of the UK travel and tourism industry so that they can appreciate its diversity, interrelationships and complexity. You will discover how the industry has developed and changed over the years.

##### **Unit 2: Exploring Customer Service in Travel and Tourism**

You will learn about the skills and techniques needed for giving excellent customer service. You will be assessed in real work situations either through work experience or role play.

Travel and Tourism BTEC continued

### **One Other Selected Unit**

#### **Unit 4: European Holiday Destinations**

This unit introduces learners to holiday destinations in Europe, from fun holidays in the sun to fashionable ski resorts; informal camping holidays to exciting city breaks. You will build up knowledge of these destinations so you can give advice to people.

**OR**

#### **Unit 5: Exploring Marketing in Travel and Tourism**

This unit develops knowledge and understanding of how travel and tourism organisations market (advertise) their products in many different ways.

Each term we will be focusing on one of the units above, and a portfolio of work will be completed for the unit. This work will be in a variety of formats, such as written reports, spoken ideas or role plays. Each unit is assessed separately. No prior knowledge of the topics covered is needed.

#### **This course will appeal to students who:**

- Have a keen interest in Travel and Tourism
- Are interested in a vocational, work-related subject
- Enjoy studying a subject that is relevant to their own lives and experience
- Enjoy discovering about themselves in practical situations
- Want to find out more about the subject through personal investigation
- Are interested in developing an understanding of organisations, the markets they serve and how to deal with different customers effectively
- Want to move onto a related career or a further education course

#### **Learning**

The course will be a combination of individual and group work. There will be a mixture of short and long projects as you progress through the units of the course. Students will have the opportunity to use ICT as part of the course. You will be encouraged to answer enquiry questions. The course will involve a variety of different methods of learning and a range of resources. These will vary from information on companies and businesses, liaison with local tourism organisations, the internet, videos, marketing materials and guest speakers.

**Classes will be smaller than the average GCSE class to allow for greater support.**

## Travel and Tourism BTEC continued

### **Assessment**

Travel and Tourism is a vocational qualification with 100% coursework. **There is no final exam.** The course is internally assessed through assignments during each module. You will build up a portfolio of work during your lessons and these will be assessed by your teacher. Learners can be awarded Pass, Merit or Distinction. BTEC qualifications are designed to promote students' generic work skills and their understanding of specific industries. This qualification could lead directly into employment, but might also provide an excellent foundation for further education courses in areas such as Marketing and Business. It could lead onto other vocational qualifications such as a BTEC National Certificate or Diploma

## **GCSE Religious Education**

**Religious Education is offered in Option B.**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
<b>OCR</b>	<b>1930</b>	<b>20%</b>

The course is divided into two sections:

1. Christianity
2. Christian Perspectives on Personal, Social and World Issues

There will be one final exam covering each section, together accounting for 80% of the final mark. Each exam will be in the form of a 1½ hour written paper. The exams are not tiered, meaning that every pupil is entered for the same paper.

You will also be required to submit two pieces of coursework, each approximately 1500 words accounting for 20% of the final mark.

The course sets out to identify and promote exploration of questions about the meaning and purpose of life. It requires you to produce evidence and arguments to support and evaluate points of view. This is excellent training for decision making at all stages of life.

**Topics** studied include:-

- Personal relationships, marriage, divorce.
- Abortion, genetic engineering and euthanasia.
- Prejudice and discrimination.

Travel and Tourism continued

War and peace.

Responses to the environment, hunger and disease.

## **GCSE Classical Civilisation**

**Exam Board**  
**OCR**

**Specification**  
**J280**

**Coursework**  
**None**

**Classical Civilisation is only offered within the Humanities block.**

This two year course (full course) is made up of four mandatory units:

A351, A352 and A353 are externally assessed, whilst unit A354 is under controlled assessment.

The GCSE units: 25% of 4 = 100% total.

A351 – City life in Rome

A352 – Homer’s Odyssey – Bk 5, 6, 7, 9, 10 and 12. Epic and Myth

A353 – Community Life in the Classical World

Option 1: Sparta

Option 2: Pompeii

A354 – Culture and Society in the Classical World

Option 4: Virgil The Aeneid

Option 5: Pliny’s Letters

## Hospitality, Travel and Tourism - Edexcel BTEC Level 1

### Course Outline

This course is designed to stimulate and recognise achievement for those students who may face difficulty with GCSE. It is an introductory certificate awarded by the examination body, for those students who wish to follow a vocational related course and wishing to create a fresh start offering a different learning and assessment style.

The units covered are as below:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 10</b>	Starting work in Hospitality, Travel and Tourism	Introducing customer Service	Introducing customer Service

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 11</b>	Personal Effectiveness	Planning Trips	Planning Trips

### Lesson Information

You will have 5 lessons a fortnight.

Several of these lessons will be in a computer room.

You will have one homework a week.

### General Information

There is no final exam, all work is assessed throughout the term and a project / folder of work will be produced for each topic.

The mark scheme is Pass, Merit and Distinction.

There will be trips and speakers coming into school throughout the course.

You can continue the course at 6<sup>th</sup> Form.

## Languages Options Column

### Modern Foreign Languages

Studying a Modern Foreign Language at KS4 offers you the chance to build on your language skills, to become more fluent, more accurate and to understand more easily. Learning a language is a valuable opportunity, and helps broaden your horizons as well as improving your thinking skills. It is an important skill for future employment and further education.

#### **FRENCH**

If you are studying **just French in Year 9** as your only Modern Foreign Language, you will continue with this. You may also take an additional language (Spanish - see below)

#### **FRENCH or GERMAN**

If you are studying **both French and German in Year 9**, you may:

- continue with **just French**
- continue with **just German**
- choose to continue with **both French and German**
- choose either **French or German** and start **Spanish** as an additional language

#### **Choosing an additional language as an Option**

If you enjoy languages and are doing well it is a very good idea to study *two Modern Foreign Languages*.

You may choose **an additional language in Option A**.

You may choose either French or Spanish as an additional language, to combine with German or French.

So you can make the following combinations:

- **FRENCH and GERMAN**
- **FRENCH and SPANISH**
- **GERMAN and SPANISH**

The Spanish Option is *ab initio* - which means you will be starting the language as a beginner and aiming for GCSE in a two-year course.

The fast pace of this course means that it is best to feel that you are confident about language learning before you make this choice.

## Modern Foreign Languages continued

Spanish will also run as a twilight GCSE course, so you may also choose to follow an additional language through this route.

### The GCSE course

<b>Exam Board</b>	<b>Specification</b>	<b>Controlled written assessment</b>
<b>AQA</b>	<b>4655 French</b>	<b>30%</b>
<b>AQA</b>	<b>4665 German</b>	<b>30%</b>
<b>AQA</b>	<b>4695 Spanish</b>	<b>30%</b>

All the Modern Foreign Languages above follow the AQA examination syllabus. You will follow a course which covers 5 areas of experience in the foreign language. These areas are:

- Home and local area
- Health and sport
- Leisure and entertainment
- Travel and the wider world
- Education and work

You will practise and develop your language across the four skill areas of listening, speaking, reading and writing. For speaking and writing, communication and the quality of your language carry equal marks. You will have a core course-book, but will also use real reading and listening materials such as newspaper and magazine articles, radio and television, texts from the internet and video/DVD clips to improve your fluency and ability to understand and communicate in the language.

You will have increased opportunity to practise your speaking skills with the Foreign Language assistants.

Assessment is by examination in Listening (20%), Reading (20%), Speaking (30%) and Writing controlled assessment (30%) and you may be entered for Foundation or Higher Tier.

The Writing element is by controlled assessment spread over the two-year course and offers you chances to develop and improve on your performance.

Modern Foreign Languages continued

### **ASDAN International + CoPE**

ASDAN International + CoPE (Certificate of Personal Effectiveness) is an exciting course which involves language skills and links with other subject areas and is designed to stimulate and recognise achievement for those students wishing to follow a different pathway to GCSE. Assessment is via completion of a portfolio of work which is compiled over the course of the two years and includes language work, CoPE modules and evidence from work experience.

Language learning will involve French, together with the possibility of another new language.

Students will be invited to follow the course at one of two levels:

- Level 1 – replaces the Certificate of Achievement in MFL and is the equivalent of up to a grade D at GCSE.
- Level 2 – is the equivalent of a C grade or above at GCSE.

Students complete tasks covering a variety of skills from 4 language modules to gain 6 credits and from up to 6 CoPE modules to gain a further 6 credits to achieve the award.

## Science Options Column

**Science**                      **AQA Science and/or OCR Gateway Science**

**Choose**                      One of the following:

Either                      **Triple Award** (3 separate Biology, Chemistry and Physics GCSEs)

Or                              **Core Science** (1 GCSE) plus one of the following courses that will be selected for you:

**Additional Science** (1 GCSE)

**Additional Applied Science** (1 GCSE)

<b>Qualification</b>	<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
Triple Award	OCR	J643 (Biology)	33 <sup>1</sup> / <sub>3</sub> %
		J644 (Chemistry)	33 <sup>1</sup> / <sub>3</sub> %
		J645 (Physics)	33 <sup>1</sup> / <sub>3</sub> %
Core Science	OCR	J644 (Science B)	33 <sup>1</sup> / <sub>3</sub> %
Additional Science	OCR	J641 (Additional Science B)	33 <sup>1</sup> / <sub>3</sub> %
Additional Applied	AQA	4863 (Additional Applied Science)	40%

If Science is one of your strong subjects or you definitely want to study it beyond GCSE, we encourage you to follow the Triple Award course. This gives a deeper insight into Science. The three separate GCSEs in Biology, Chemistry and Physics provide the best preparation for future courses such as A level. The separate science courses follow the same content as the Core and Additional Science but have two extra units of work in Chemistry, Physics and Biology to broaden your studies. Each subject is assessed separately and the three GCSE grades obtained could all be different. This option takes up more time because you must choose Science in Option A. We plan to run up to two groups and classes will start with higher tier work. Final entry for the GCSEs will be decided later in the course.

## Science continued

Most students will follow the OCR Core and Additional Science GCSE courses which covers the National Curriculum requirements in providing a sound, general, scientific grounding and allows time in school for you to take up an extra option in another subject. Biology, Chemistry and Physics topics are studied separately but tested in common papers. Core science is examined by two papers (examination dates available in January and June) and skills assessment (centre assessed), Additional Science is also examined by two papers (again available in January and June) and skills assessment. Each specification leads to a separate GCSE grade based on overall performance in the two examinations and centre assessed tasks. Students will be placed in higher tier sets (targeting grades BB or above) or foundation tier sets (aiming for CC).

Some students will be selected to follow the OCR Core Science and AQA Additional Applied Science GCSE courses which covers the National Curriculum requirements in providing a sound, general, scientific grounding and allows time in school for you to take up an extra option in another subject. Biology, Chemistry and Physics topics are studied separately but tested in common papers. OCR Core Science is examined by two papers (examination dates available in January and June) and skills assessment (centre assessed). AQA Additional Applied Science has a more vocational approach. It is examined by one terminal written paper (40%) and two centre assessed units that require the student to build up a portfolio of work. Each specification leads to a separate GCSE grade based on overall performance in the two examinations and centre assessed elements. Students will be placed in foundation tier sets (aiming for CC).

## **Technology Options Column**

### **Design and Technology - GCSE**

Choose one from the following in the Technology Option Box

**D&T Food Technology**  
**D&T Textiles Technology**  
**D&T Electronic Products**  
**D&T Resistant Materials Technology**  
**D&T Graphic Products**  
**Engineering**

### **D&T Food Technology**

#### **Exam Board**

#### **Specification**

**Coursework**  
**60%**

The emphasis of the course is on designing and making products for large-scale manufacture. Students will build on their knowledge and understanding of industrial practices developed at KS3. In order to apply the appropriate designing and making skills students will investigate the various properties of food and the effect of processing. Their knowledge will develop through a range of practicals, experiments and short assignments in Year 10, before commencing with their main project in Year 11, which contributes 60% of the final grade. This will involve research, generating and testing ideas, developing a final product and planning the large-scale production to include industrial practices. At the end of the course there is a written examination, which contributes 40% of the final grade.

The main areas covered on the course are: nutrition and health; food preparation and processing; food safety; product development; large and small scale manufacture and control systems used in the production of food.

Students with good practical skills, an ability to plan ahead, demonstrate good organisational skills and be able to work unaided will perform well in this subject.

## **D&T Textiles Technology**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework 60%</b>
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This course is designed to enable you to develop an awareness and understanding of the part textile products play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item. The Year 10 course is designed to help you develop knowledge and understanding of fibres and fabrics, finishing processes, components, product analysis, evaluation techniques, health and safety issues, techniques and processes and industrial practices. You will learn about and develop new practical skills through experimental work and short focussed tasks and assignments. In Year 11 you will undertake your main project. You may choose to focus on Fashion/Accessories or Soft Furnishings. You will work through the design process; investigating, designing, producing and evaluating products which will respond to an initial brief. Emphasis will be placed on industrial practices and you will need to consider the use of Information Technology in the design and manufacture of your products. This course work accounts for 60% of the final assessment and the written examination 40%.

Students with a genuine interest in fashion and furnishings, a flair for design, good practical and good organisational skills and the ability to work unaided will perform well in this subject.

## **D&T Electronic Products**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework 60%</b>
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Ability in Mathematics and Physics will enable you to cope well with this interesting and creative subject, which provides the opportunity to gain experience in identifying and solving problems using electronic components. You will spend much of your time using CAD systems to learn about, test and apply a wide range of discrete components and integrated circuits, including timers, counters, dividers, logic gates and operational amplifiers.

This is a practical, hands-on course; theory is applied through a number of mini projects in Year 10. In Year 11 you will select and embark upon one major project, which accounts for 60% of the marks available at GCSE.

## D&T Electronic Products continued

The other 40% is allocated to examination, which will test product evaluation, design skills and knowledge of research and production.

This course is suitable for any student interested in the design and manufacture of new innovative products using ICT and electronic components.

For more information on GCSE Electronic Products at Soham Village College please visit the department's website at this address:

<http://www.sohamcollege.org.uk/Curriculum/Technology/electronics/index.htm>

## D&T Resistant Materials Technology

### Exam Board

### Specification

### Coursework 60%

The course encourages candidates to become creative problem solvers using a wide range of materials and systems. They will look for needs, wants and opportunities and respond to them by designing a range of products and manufacturing the prototypes.

This Product Design course combines practical skills with an understanding of aesthetics, social and environmental factors, function and industrial practices. Students will reflect on and evaluate relevant present and past Design and Technology, its uses and effects.

Associated theory is taught alongside each practical project, and there are additional modules in- Graphics, CAD/CAM, Structures, Systems and Control, the History of Design and Revision techniques. Information Technology is an integral part of all projects. The coursework accounts for 60% of the marks, the terminal examination for 40% of the marks. This course is suitable for any student interested in the design and manufacture of new innovative products or product design.

For more information on GCSE Resistant Materials at Soham Village College please visit the department's website at this address:

<http://www.sohamcollege.org.uk/Curriculum/Technology/resistantmaterials>

## **D&T Graphic Products**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b> <b>60%</b>
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This subject deals with problem solving in the area of visual communication, (largely 2 and 3 dimensional) within a broad and often personal context. It is essential to combine artistic ability with technical drawing skills, model-making and computer graphics. The final marks are a combination of 60% project/coursework and 40% for a technical/design examination paper.

## **GCSE in Engineering (Double Award)**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b> <b>66%</b>
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Candidates study three units which provide a broad introduction to a wide range of engineering sectors.

Unit 1	Design and graphical communication
Unit 2	Engineered Products
Unit 3	Application of Technology

Units 1 and 2 are assessed through portfolio work collected over the two-year course. Unit 3 is assessed by an exam taken in the January or June in Year 11.

Engineering covers a wide range of disciplines including mechanical, electrical, electronic, aeronautical, marine and automotive sectors. The GCSE in Engineering (Double Award) will enable students to develop a broad knowledge and understanding of the engineering industry, its organisation, products and processes through investigation, research and practical application. In addition you will be given the opportunities to develop key skills. These are:

- Communication
- Numeracy
- Information Technology
- Working with others
- Improving own Learning and Performance
- Problem solving

## Engineering continued

The GCSEs in Vocational subjects are awarded on an eight-grade scale A\* to G and the overall grade will be reported as A\*A\*,AA,BB,CC,DD,EE,FF or GG.

This course is suitable for any student interested in learning about Computer Aided Design, Computer Aided Manufacture and using materials and electronic components to solve engineering problems. A good understanding of maths and physics is essential.

For more information on GCSE Engineering at Soham Village College please visit the department's website at this address:

<http://www.sohamcollege.org.uk/Curriculum/Technology/engineering>

**If you choose this subject you must choose it in both the Technology and Option B.**

# OPTION BLOCK SUBJECTS

## Diploma in Society, Health & Development *“Preparing young people for life and work!”*

### Humanities and Option Block B

<b>Exam Board</b>	<b>Coursework assignments</b>	<b>Examination</b>
<b>Edexcel</b>	<b>8 units</b>	<b>1 unit</b>

The Diploma in Society, Health & Development (SHD) is one of several new qualifications created by the government as an alternative to GCSE and A level. The intention is to give opportunities to experience different styles of learning in different environments with some emphasis on practical activities, including at least ten days working with an employer. One of the key elements to the success of the Diplomas is that local schools and colleges will work together to provide a range of courses which would otherwise be impossible for one institution to offer alone.

We will be offering the Higher Level SHD Diploma in 2009, which is the equivalent of 7 GCSE grades at A\*-C.

There are three parts to the Diploma: Principal Learning, Functional Skills and Additional Learning:

- Principal Learning will be delivered during one day a week and will be the equivalent of two options and will be taught at Soham Village College. Students from other schools will be taught alongside our students. Principal learning is the subject content (see below).
- Functional Skills involves literacy, numeracy and ICT; these are planned to be assessed as part of the core English and Maths classes, although there are functional skills elements embedded into the principal learning, especially the use of ICT.
- The Additional Learning is covered by your other GCSE classes.

It will be possible to pursue any of the Diploma lines at advanced level post-16 as a level three qualification; here it will be the equivalent of 3.5 A levels and will provide an alternative route into higher education. You will also be able to use the diploma gained at Soham Village College to progress to A-level courses at all of the local sixth form colleges.

## Diploma in Society, Health & Development

### **What is the SHD Diploma?**

The Diploma in Society, Health and Development teaches young people about the work, values, attributes and attitudes of the health, justice, children and young people and care sectors which care for and support individuals, families, groups, communities and society. It will also raise awareness amongst learners of the range of rewarding career opportunities that exist across the four sectors.

Through completing the Principal Learning, learners will:

- explore the four sectors and the principles and values on which they operate
- investigate the importance of team work and clear communication
- assess the factors involved in growth, development and healthy living
- develop an understanding of anti-social and offending behaviour
- learn about supporting the needs of individuals
- gain an awareness of the importance of personal and professional development in the work place

### **What do I need to know or be able to do before taking this course?**

You do not need to have studied any of the principal learning subjects before. It is important that you have a lively and enquiring mind, an interest in the course topics, a willingness to explore new ideas and an ability to communicate your ideas effectively. Home learning will feature highly in the course and there may be the necessity to do some work during school holidays.

### **Why should I choose this course?**

The course is interesting and will involve lots of case studies and scenarios to help students learn. It will allow students to improve key skills valued by colleges, universities and employers. The new diplomas are, in fact, inspired by employers who want a workforce schooled in life skills as well as in academic knowledge. It should be noted that the diploma does not lead to a work-based qualification; neither is it a 'vocational' course. The principal learning component will make the same intellectual demands as conventional GCSEs, but there will be opportunities to apply learning in a realistic and practical way. The progression opportunities to further education and employment are expected to be good. Learners will be supported in becoming independent learners, a vital life-skill.

## Diploma in Society, Health & Development

Employers will be engaged in teaching specialist components of the course, which will be interesting for students. Frequent educational visits and work experience will enrich learning.

### **Who is the SHD Diploma for?**

The course will appeal to you if you:

- have an interest in how society works by personal investigation
- are interested in the health and well-being of others and what affects health
- are interested in careers in health care, social care/social work, law and justice, childcare and early years education/care, uniformed services
- want to study a course that is active and enjoyable
- want to move on to a related career or further education

You must be confident that you will achieve at least a 'C' grade in English and Mathematics at GCSE.

### **The structure of the SHD Diploma at Higher Level (Level 2)**

The course is made up of 9 units, each is assessed individually:

Unit 1: Principles, Values and Personal Development

Unit 2: Working Together and Communication

Unit 3: Safeguarding and Protecting Individuals

Unit 4: Growth Development and Healthy Living

Unit 5: Needs and Preferences

Unit 6: Antisocial and Offending Behaviour

Unit 7: Supporting Children and Young People

Unit 8: Patient-Centred Health

Unit 9: The Social Model of Disability

### **To choose Society, Health & Development:**

You must agree to do related work placements.

You must opt for the diploma in BOTH OPTION A and OPTION B.

You must be willing to work hard and achieve good results in the functional skills subjects as well as in the principal learning units.

You must be willing to take part in educational visits.

## Diploma in Society, Health & Development

You must be willing to undertake independent study throughout the course, including some work during school holidays.

If you would like any more information, please come and see Mr S Butler in S6 or his office (opposite L7).

### **Useful links:**

You can get lots more information, including sample assessment/exam materials by visiting the Edexcel website

<http://developments.edexcel.org.uk/diplomas/what/lines/shd/>

or the Society, Health and Development pages on the school website

<http://www.sohamcollege.org.uk/curriculum/healthsocial/index.htm>

Advice for students straight from the Department for Children, Schools and Families. Including some information in movie format

<http://yp.direct.gov.uk/diplomas/>

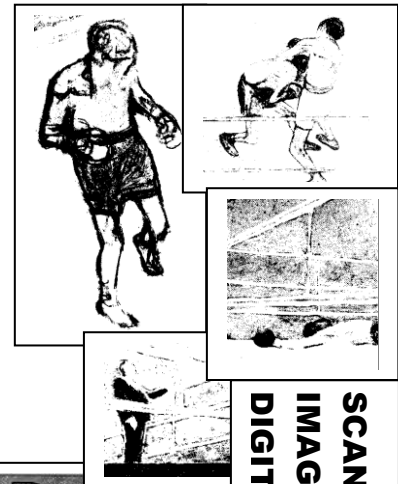
Statements from universities and other higher education institutions that have specifically expressed views regarding all of the new 14-19 diplomas

<http://www.ucas.ac.uk/students/beforeyouapply/diplomas/14-19diplomas/statements>

# Art & Design GCSE 2009/11

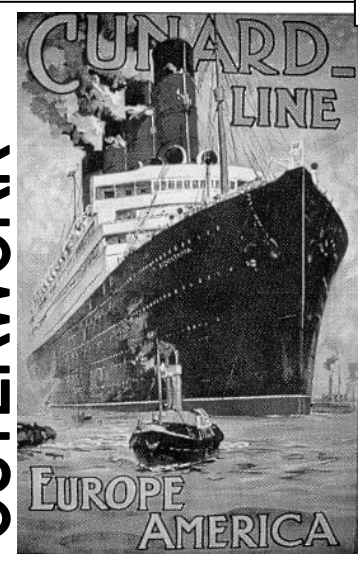
## What is GCSE Art & Design all about?

It's about having an adventurous and enquiring approach to art and design and developing the skills to express it. You will develop an understanding of past and contemporary art and design and be able to produce a personal response embracing a range of ideas. The skills you will develop doing GCSE Art will be varied. Among them, you will develop a working knowledge of the materials, practices and technology of art and design. You will develop the skills to investigate, analyse and experiment using art, craft and design. You will develop your imaginative powers and the skills to express your ideas, feelings and meanings. You will also develop an understanding of the language and conventions of art and design and an understanding of the place of art, craft and design in history and in society.



**SCANNING  
IMAGE & TEXT  
DIGITAL IMAGES**

**GRAPHIC DESIGN**



Soham Village College Department of Art & Design  
**A Students Guide to GCSE Art & Design**  
 (Edexcel – Specifications Art & Design Unendorsed 2AD01)

**Looking at and talking about a wide variety of different works  
 of art and making connections with your own work**

## Still Life



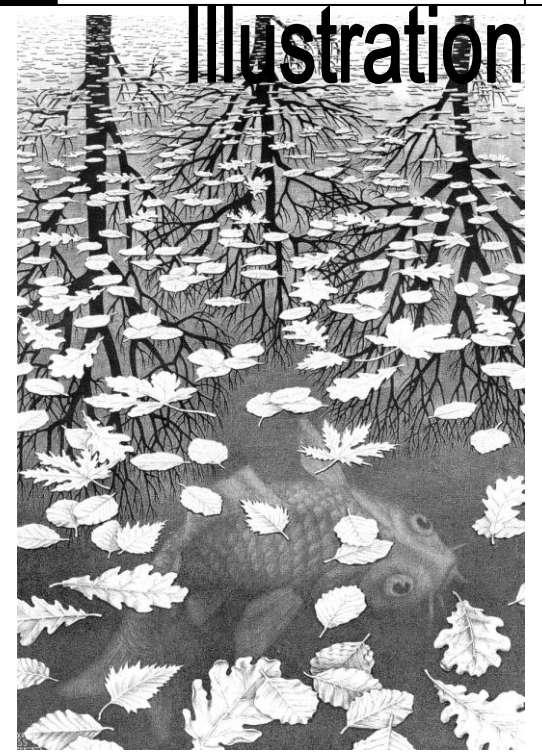
**POSTERWORK**

## DRAWING & PAINTING



Landscape

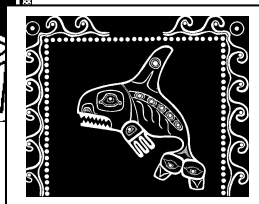
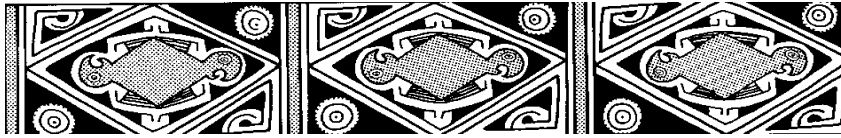
**Lettering**



## Illustration

**Wider skills you will develop during the course relate to:**  
 Written communication, application of numbers, ICT, spiritual, moral, ethical, social, cultural and environmental issues. Citizenship, health & safety, European initiatives & sustainability.

**Imaginative  
Composition**



motif batik  
repeat pattern  
collage

**Jobs and further training opportunities**

Art and Design is recognised as an acceptable qualification for entry to many careers and higher education courses.

**Further Training** in Art & Design can include AS/Advanced GCE, Advanced Vocational Certificate of Education (VCE) or BTEC National Diploma. Art College Foundation Course. Degree Course.

**Careers** are numerous and include advertising, marketing, architecture, publishing and media, fashion, interior design, photography, etc. If you are unsure about your next step, your art teacher will be happy to discuss this with you.

**creative stitching padding applique**

Art and Design is a costly subject and it would be hoped that you would make every effort to supply basic items for both class and homework - If there are difficulties in this respect please contact Mr Heaton.

**stylization motif**

**Textile Design**

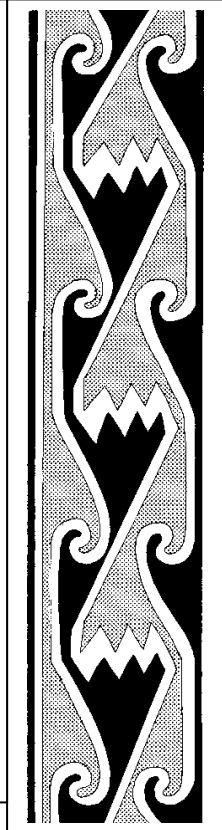


At the end of the course, you will be marked on the following **TWO** units:

- 1. Unit 1. Personal Portfolio in Art and Design**— This unit will be supported by the work journal, which contains evidence of the development of your ideas, including references to the work of other artists, showing understanding of meanings, contexts, and the ability to make skilled judgements using an appropriate visual/verbal form.
- 2. Unit 2. EXTERNALLY SET ASSIGNMENT** – ten hour test. You will be given a period of time to enable you to prepare your ideas in support of your exam piece, in your work journal.

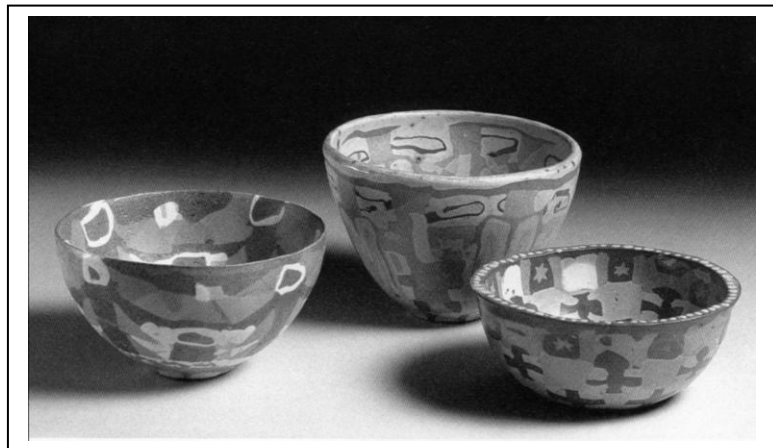
**ASSESSMENT** will carry the following weighting of marks:

**Personal Portfolio = 60%**  
**Ten hour test = 40%**



LOOKING AT AND TALKING ABOUT OTHER WORKS OF ART, CRAFT & DESIGN

**ceramics relief sculpture**



**Three-Dimensional Studies**

# GCSE ART AND DESIGN

<b>Exam Board</b> Edexcel	<b>Specifications</b> Unendorsed 2AD01	<b>Coursework</b> 60%
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## Key subject aims

This specification aims to develop:

- creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design
- investigate, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Prior to starting the course in September you will be given extensive research to undertake during the summer vacation. This will form the basis of all work produced in the first year of the course. The second summer break will be spent researching work for the final year.

## Option Block A continued

**French GCSE** - see Modern Foreign Languages subject page 18.

**Spanish GCSE** - see Modern Foreign Languages subject page 18.

**Business Studies GCSE** - See Humanities subject pages 8, 9 and 10.

**Students will be considered for GCSE Business Studies who have not studied it in Years 8 and 9.**

# Music GCSE

**Exam Board**  
**OCR**

**Specification**  
**J535**

## Intro to GCSE Music

Music GCSE is primarily a practical course that caters for the full comprehensive range of musical instruments, styles and interests. If you can play any instrument, sing or are eager to learn then the GCSE Music course might be right for you. All instruments that we teach in school, including percussion, guitar, keyboard and voice are accepted for GCSE. You do not have to have any music grades to take music but must show willingness to learn and perform in front of others.

You will be required to record all your performances and compositions on to CD/Digital Recording. We are fortunate in possessing the latest recording equipment and music computer software. You may compose and perform on any instrument and in any style. An ability to read musical notation will help your progression throughout the course, but this is not essential.

## The Course

The course is made up of four units, two of which offer Controlled Assessment (by your teacher) and two of which are externally assessed.

Unit Code	Unit Title	Assessment	Duration	Weighting
B351	Integrated Tasks	Controlled	Over the course	30%
	This unit includes 1 performance, 1 composition and a commentary			
B352	Practical Portfolio	Controlled	Over the course	30%
	This unit includes a group performance, a composition and a log or commentary			
B353	Creative Task	Externally	45 mins	15%
	Short compositional task			
B354	Listening Exam	Externally	1hr 30 mins	25%
	A written paper assessing knowledge and understanding			

## What do we study at GCSE music?

GCSE music gives students the opportunity to develop their performances and composition skills. We study a range of music to develop an awareness of music through time and the different styles of music.

Music continued

There is a particular focus on traditional/modern Dance music (Waltz, Latin Dance, Bhangra, Disco and Club Dance) and Descriptive Music (Romantic Programme music and Film Music).

**History GCSE** - see Humanities subject page 8.

## **Physical Education GCSE**

**You can choose GCSE PE in either option A or B but not both.**

<b>Exam Board</b>	<b>Specification</b>	<b>20% Coursework</b>
<b>AQA</b>	<b>1271</b>	<b>50% Practical</b>
		<b>30% Examination</b>

The course consists of three components:

1. An assessment of practical performance in four sports taken from two areas of The National Curriculum, which includes Gymnastics, Games, Outdoor Education, Swimming, Dance and Athletics. This section gives 50% of the final assessment mark and is marked continuously over the two years.
2. Theory work on the human body and the function and effect of exercise upon it. Topics include the skeleton, muscles, respiratory, circulatory and digestive systems, fitness and training. You will also consider other issues connected with sport such as sponsorship, media coverage, drugs and political issues, sporting organisations and the organisation of sporting events. This section gives 30% of the final assessment mark tested in a final written exam.
3. You will also be required to submit a personal study on an area of Physical Education. This section gives 20% of the final assessment mark for the coursework component of the course.

**Please note: The practical course follows a set curriculum of activities which all students undertake. Over the two years, some of the activities incur a cost (to pay for transport and facility hire). Whilst the college subsidises this heavily, in order for the course to run effectively a parental contribution is required. This can be paid in instalments during the September to December term. Anyone in need of financial assistance to cover this cost should seek advice from the Principal.**

## Science GCSE

This is available here only if you have chosen to do the three separate sciences (Triple Award). If you have chosen this course you will do two sciences in the main Science subject block and your other here. This is the ideal course for those who are particularly strong in Science or are sure they wish to take it further after leaving Soham Village College. Please see details on **page 21**.

## ICT – OCR Level 2 Nationals in ICT

### Option Blocks A & B

**You can choose ICT in either option A or B but not both.**

### Overview

OCR Nationals are an exam free alternative to GCSE ICT taking a more engaging, practical approach to learning and assessment. This course develops the student's skills, knowledge and understanding of ICT in a modern, practical way that is relevant to the workplace. They will learn how to:

- use software such as multimedia, databases, spreadsheets, web design, digital video, digital imaging and animations
- apply ICT to real life situations and solve problems
- use ICT to research, acquire, manipulate and present information

### Qualification structure

OCR Nationals in ICT at Level 2 are offered as four separate qualifications (with most students achieving two qualifications). All four qualifications are based on the same 23 units (1 mandatory and 22 optional) and are graded as Pass, Merit and Distinction.

- National First Award (two units) – equivalent to 1 GCSE
- National Award (minimum of three units) – equivalent to 2 GCSE's
- National First Certificate (minimum of five units) – equivalent to 3 GCSE's
- National Certificate (minimum of six units) – equivalent to 4 GCSE's

### **This course is suitable for:**

- Students who have an interest in ICT and possibly doing further study or training in this area after leaving school
- Students possibly wanting to go into employment in the ICT sector where they will be expected to use ICT skills
- Students wishing to gain a Level 2 qualification to support further study in FE and provides progression to the other awards
- Students of all ability ranges

ICT continued

The class will be limited to 25 students because of the limited number of computers available in the teaching room.

## **Entry Level BTEC Certificate in Skills for Working Life**

### **Course Outline**

This is a very practical course for students who may find GCSEs difficult. They will be given an opportunity to acquire knowledge and understanding of the skills needed for the world of work in a vocational setting. All students will cover a compulsory unit where they will learn about Health and Safety in the workplace. They will then study a range of modules, including looking at the skills and qualities needed for a range of jobs, interview skills, writing a CV and presenting themselves appropriately for work.

During the course students will study a range of modules:

- Growing plants
- Investigating land and environment
- Introduction to motor vehicle care and maintenance
- Working together
- Producing a product
- Interview Skills

It is a very practical course, with a variety of trips and outside speakers coming in. The students compile a portfolio of evidence during the two years.

### **Option Block B**

**Art & Design GCSE** - see Option A for details

You can choose Art & Design in either Option A or Option B but not in both

### **Home Economics Food and Nutrition GCSE**

**Exam Board**  
**OCR**

**Specification**  
**J4311**

**Coursework**  
**60%**

This challenging course uses a problem solving approach to develop subject knowledge and skills. There will be weekly practical classes during Year 10 when students will be required to use their theory, knowledge and experience to independently select two dishes to fit a specific task brief. Each student will take

## Home Economics Food and Nutrition continued

responsibility for choosing the recipes, selecting and purchasing the necessary ingredients. These tasks will be assessed as part of their coursework.

In Year 11, each student will choose a further area of nutrition to study in depth, undertaking a major project which will consist of assessed practical work supported by a written portfolio. This will make up the remainder of the coursework.

The main subject areas covered in the course include: nutrition and health; food choices for different population groups; food preservation and processing in the home; food safety; marketing; advertising and consumer education.

Students who have good practical skills, an ability to plan, are well organised and are able to work on their own will perform well in the subject.

## Media Studies GCSE

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
<b>AQA</b>	<b>4810</b>	<b>60%</b>

### Why study media?

Many students spend over four hours a day in a mediated environment – web, TV, or film; it informs us, entertains us and even persuades us which MP3 player to buy and who to vote for. Studying the mass media will shape you into a competent decoder of the messages that surround us and influence our lives, allowing you to be an independent thinker.

### What are the prospects?

Not only will this GCSE prove useful for potential journalists or those seeking to work in media industries such as web design, marketing and film, it will also equip you with transferable analytical and production skills. Media Studies GCSE provides an invaluable grounding for GCE or other media-based diplomas and qualifications.

### How will I be assessed?

60% Coursework:

Carried out *under controlled conditions*, these will be chosen from a bank of assignments created by AQA which include:

- an introductory assignment
- a cross-media assignment involving moving image and new media

## Media Studies continued

- a practical production such as the opening sequence of a teaser trailer  
40% external assessment:

A different media topic is set each year. The exam paper is released a month in advance to prepare.

### **Is it for me?**

The emphasis on detailed analysis makes Media Studies a demanding subject. Candidates need to be able to communicate their ideas and understanding fluently, therefore it is strongly recommended that only students with a real interest in film, TV, the Internet, the press, and a level 5 or above in their KS3 English SATS should choose this option. Despite some perceptions that this is a ‘soft’ subject, it is both demanding and fascinating. A familiarity and competence with ICT is essential since the use of computers is at the heart of media studies. For more details, go to the following web site:

<http://www.aqa.org.uk/qual/newgcse/pdf/AQA-4810-W-SP-10.PDF>

## **BTEC in Media**

### **Option B**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
<b>Edexcel</b>	<b>Level 2 First Certificate</b>	<b>100%</b>

### **Key features of the BTEC Firsts in Media**

The BTEC Firsts in Media have been developed in the Media sector to focus on:

- education and training for those who work or who are intending to work in the Media industry
- providing opportunities for those who work or are intending to work in the Media industry to achieve a nationally recognised Level 2 vocationally specific qualification
- providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in the Media sector or to progress to higher education vocational qualifications such as the Edexcel Level 3 BTEC National in Media
- providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

## BTEC in Media continued

Grading for BTEC is on a pass, merit and distinction basis. The final award is worth 2 GCSEs. A pass is worth 2 GCSEs at C grade, a merit is equivalent to a B grade and distinction is equivalent to two A\* grades. This is a vocational qualification, with a focus on practical application of learning – students will be using cameras, sound recordings and professional video editing software to produce their coursework assignments.

### **Unit 1: Introduction to Media Industries**

**NQF Level 2: BTEC First**

**Guided learning hours: 30**

**Learning outcomes**

**On completion of this unit a learner should:**

1. Understand research methods and techniques
2. Be able to identify and gather research material
3. Be able to collate and store research material
4. Be able to present results of research.

### **Unit 4: Video Production**

**NQF Level 2: BTEC First**

**Guided learning hours: 60**

**Learning outcomes**

**On completion of this unit a learner should:**

1. Understand pre-production, production and post-production techniques
2. Be able to contribute to each stage of the creation of a finished video product
3. Be able to review own video production work.

### **Unit 14: Reviewing Computer Games**

**NQF Level 2: BTEC First**

**Guided learning hours: 60**

**Learning outcomes**

**On completion of this unit a learner should:**

1. Know about the history of computer games
2. Understand the main game elements
3. Be able to recognise game genres
4. Be able to produce a game review.

## Latin GCSE

**You may choose this option only if you have been studying Latin in Years 8 and 9.**

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
WJEC		None

Students will follow a balanced course in language, prose literature and verse literature into Roman civilisation. Thus candidates will follow a two year course for which there will be:

Unit 21: - Latin language written Paper – 1 hour 15 minutes (65%)

Unit 22: - Roman Civilisation – written paper: 45 minutes (35%)

One topic to be chose from three:

Daily Life in Rome; Entertainment: The Roman Army

The qualification totals (21) credits at Level 2.

## Latin Literature

Level 2

Unit 25: - Verse Literature – written paper – (50%)

Unit 26: - Prose Literature – written paper – (50%)

The qualification is Latin Literature totals 14 credits at Level 2.

## Drama GCSE

<b>Exam Board</b>	<b>Specification</b>	<b>Coursework</b>
<b>AQA</b>	<b>4240 single tier entry</b>	<b>60%</b>

The GCSE Drama specification is made up of the following two units –

### Unit 1 – The written paper

The paper lasts for 1 hour 30 minutes and carries 80 marks, 40% of the total. There are three sections.

Section A – an analysis of a piece of practical work completed during the course

Section B – study and performance of a scripted play

Section C – study of a live theatre production seen during the course

Drama continued

Candidates will answer question 1 from Section A and one further question from either Section B or C.

### **Unit 2 – Practical work**

Candidates will submit marks for **two** controlled assessment options from the practical work done during the course. Each will carry 60 marks, or 30% of the total.

The controlled assessment options are:

- Devised thematic work
- Acting – i.e. working from a script
- Improvisation
- Theatre in Education
- Physical Theatre
- Set design
- Costume
- Make-up
- Properties
- Masks
- Puppets
- Lighting
- Sound
- Stage Management

Assessment Objective 1 – the process and understanding of the skills involved – carries a maximum of 15 marks.

Assessment Objective 2 – the final performance or demonstration – carries a maximum of 45 marks.

More than two controlled assessments will take place, and the best two marks from different options will be submitted. Our experience shows that the performance options are the more popular, while there is the opportunity for candidates with particular experience and talent in the design or technical options to develop and demonstrate their skills.

The performance options (bullet points 1-5) will involve five minutes performance exposure per candidate, and candidates must work in groups of at least two performers.

The design and technical options (bullet points 6-14) must be worked in conjunction with an actual group performance and be used or demonstrated in the final assessed performance. Candidates offering Option 6, Set Design, will produce a model of the set as their final artefact, rather than the set itself.

**Geography GCSE** - see Humanities subject pages 11, 12

**Physical Education GCSE** - see Option A

**Engineering GCSE** - See Design and Technology pages 26, 27

**Religious Education GCSE** - see Humanities subject pages 15, 16

*We look forward to meeting you at the Year 9 Parents' Evening's to discuss option procedures and answer any questions you may have. Please do not complete the options form until you have considered all alternatives in respect of the information provided.*

*Option Forms are to be returned to your form tutors by Friday 6 March 2009. There is an attached copy to keep a personalised record of your choices.*

**Soham Village College Option Reply Form**  
**To be returned to your Form Tutor on Friday 6 March 2009**

Name..... Tutor Group..... Y9 Maths Set .....

In the boxes below indicate your first and second choice in each column. The College will do all that is possible to allow students to follow their first choice.

- **If you choose Triple Award Science you must pick out Science from option A.**
- **Diploma in Society, Health & Development must be chosen in both Humanities and Option B.**
- **Engineering must be chosen in Technology and Option B.**

<b>Humanities</b>	<b>Languages</b>	<b>Science</b>
Business Studies	French	Double Award
History	German	Triple Award (+Option A)
Geography	ASDAN International + CoPE	
Travel & Tourism BTEC Level 2		
Classical Civilisation		
Hospitality, Travel & Tourism Level 1		
Diploma in Society, Health & Development (+Option B)		
Religious Education		
1st choice	1st choice	1st choice

2nd choice	2nd choice	2nd choice
<b>Technology</b>	<b>Option A</b>	<b>Option B</b>
D&T (Food)	Art & Design	Art & Design
D&T (Textiles)	Business Studies	Drama
D&T (Electronic Products)	French	Engineering (+Technology)
D&T (Resistant Materials)	Spanish	Geography
D&T (Graphic products)	History	Diploma in Society, Health & Development (+Humanities)
Engineering (+Option B)	Music	Home Economics (Food)
	PE	Latin
	Science (and Triple in Science Column)	Media Studies GCSE
	ICT	BTEC Media Studies Level 2
	Skills for Working Life Entry Level	PE
		ICT
		Religious Education
1st choice	1st choice	1st choice

2nd choice	2nd choice	2nd choice
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I confirm that I have discussed the choice of subjects with my son/daughter and that I agree with the options indicated above.

Signed ..... Parent/Carer.