

Millthorpe School

Specialist Language College



Key Stage 4 Options

2012 - 2014



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

www.millthorpeschool.co.uk

Millthorpe School



Contents

Page 3 - A message from the Headteacher
Page 4 - Key dates and information
Page 5 - Qualifications available at Millthorpe School
Page 6- Foundation Learning
Page 7 - English Bacculaureate and Science choices
Page 8 - List of subjects
Page 9 - Art and Design (Fine Art)
Page 10 - BTEC Sport
Page 11 - Computing
Page 12 - Core and Additional Science
Page 13 - Creative iMedia
Page 14 - Dance
Page 15 - Drama
Page 16 - Food Technology
Page 17 - GCSE PE
Page 18 - Geography
Page 19 - Graphic Products
Page 20 - Health and Social Care
Page 21 - History
Pages 22 - 26 Languages information and choices (French, German and Spanish)
Page 27 - Music
Page 28 - Resistant Materials
Page 29 - Textile Technology
Page 30 - Triple Science
Pages 31 - 32 - Copy of KS4 Options Form

Millthorpe School



A message from the Headteacher

Welcome to our Key Stage 4 Options information booklet. We recently asked students, staff, parents and governors what our values and expectations were. They all said we should have the highest expectations of our young people and provide high value qualifications for further education or employment. They also recognised the importance of the softer social skills needed for success in the 21st century. I believe our Key Stage 4 curriculum supports both of those aspirations.

We make our choices so that it is almost impossible to make a "bad" choice at this age. However, it is important that Year 9 students take time to talk to staff, older students and of course, their parents/carers so that they make an informed decision.

Our Key Stage 4 programme is relevant, balanced and increasingly personalised. Students need to follow a broad and balanced curriculum and **we strongly advise** that if a student is thinking of progressing into higher education that two sciences and a humanity forms part of their Key Stage 4 choices.

The range of courses available is designed to ensure that all students have the opportunity to achieve their potential. We are particularly pleased to be offering Foundation Learning. These courses will build students' confidence and interests preparing them for the next phase of their education.

I would particularly like to advise all students that these choices are **personal**. They should not be concerned about older brothers and sisters, or their friends' choices. If there is any doubt, choose subjects they enjoy – they are far more likely to be successful if they enjoy a subject than if they or others think it "important".

The key dates below will keep you informed of the Key Stage 4 Options process. You may wish to come to school to talk individually with senior staff about your child's choices. You will be most welcome and need only to make a mutually convenient appointment.

A handwritten signature in black ink, appearing to read 'T Burton', written in a cursive style.

T Burton
Headteacher

Millthorpe School



Key dates and information

Thursday 5th January 2012

Key Stage 4 Options Evening 6pm.

Monday 9th January 2012

Students will receive the Key Stage 4 Options Form.

Tuesday 10th January 2012

Year 9 Parents Evening 4pm - 6 30pm.

Monday 23rd January 2012

Deadline for completed Key Stage 4 Options Form to be returned to the student's Form Tutor.

March/April 2012

Parents and students informed of a suitable programme and any follow up discussions that are needed will take place.

Personal Interview

All students will have a personal interview with a senior member of staff to discuss a suitable programme. These interviews may be very brief in cases when the range of courses the student wishes to follow is suitable both in terms of the aspirations and abilities of the student. However, there may be the need for several interviews over a period to consider other courses.

Availability of chosen courses

We try very hard to accommodate every student's choice of subjects. We can, however, run a course only if there are places available and there is sufficient demand from pupils and sufficient staff are available.

Course content and assessment

The information is correct at time of printing.

Key Stage 4 Core Curriculum

All students must study these subjects at Key Stage 4

- ◆ English Language
- ◆ Mathematics
- ◆ Science
- ◆ Information Technology
- ◆ Religious Education
- ◆ Physical Education
- ◆ PSHCE (Personal, Social, Health and Citizenship Education)

The vast majority of students will also study

- ◆ English Literature
- ◆ A Modern Foreign Language

Millthorpe School



Qualifications available at Millthorpe School

GCSE: General Certificate of Secondary Education

GCSEs are the main qualification taken by 14–16 year olds. They involve studying the theory of a subject, with some investigative work and, depending on the subject, some practical work. Usually they take up two to three hours of teaching time per week over two years. GCSEs are graded A*–G and U (Unclassified). Some subjects have two tiers: Higher Tier GCSEs lead to A*– D grades, Foundation Tier GCSEs lead to C– G grades.

GCSEs are mainly assessed through externally marked exams. Some have elements assessed through controlled assessments (supervised coursework). This is because subjects have different requirements such as speaking (Modern Languages) and performing (Music, Drama).

BTEC: BTEC qualifications are offered in vocational subjects, they are equivalent to GCSEs

BTECs are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. They can be taken as well as, or in place of, GCSEs and A levels in schools and colleges. BTECs are recognized by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide. BTECs are non exam-based qualifications. Exams work well for some students but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.

Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied.

In order to complete each unit, students must achieve against a set of outcomes. The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyze and improve their own performance through their course in much the same way as they would in a real workplace.

The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

What are BTECs worth?

Level 2 BTEC First Certificate: Equivalent to 2 GCSEs A* -C.

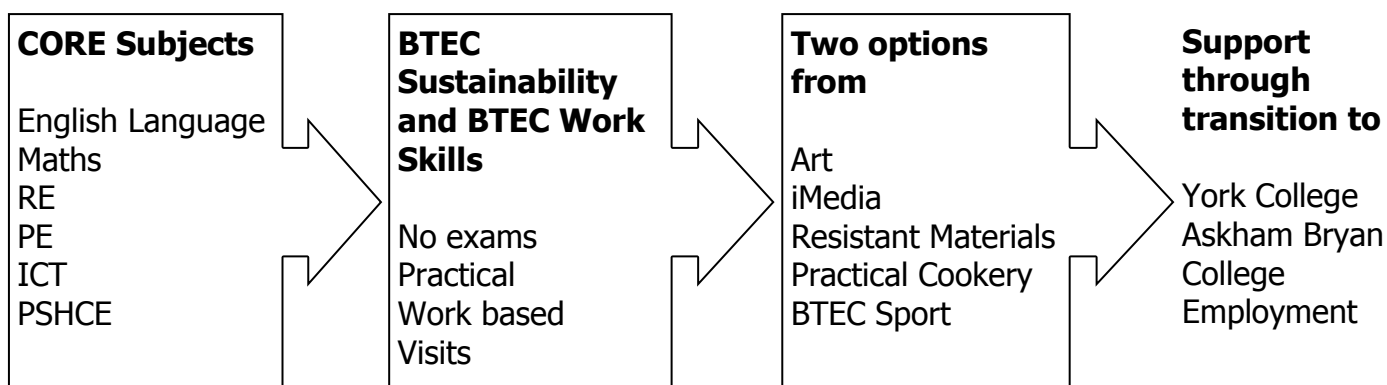
Level 1 BTEC First Certificate: Equivalent to 2 GCSEs D - G.

Millthorpe School



Foundation Learning

Students who are invited to follow the foundation learning pathway will study the core curriculum (as shown on page 4) without a modern foreign language. In addition they will study accessible work related learning courses, following an engaging and worthwhile curriculum, which focuses on the development of social and life skills. A variety of practical activities chosen by the young people will provide portfolio evidence, which leads towards accreditation. Typical activities will be work experience, volunteering, trips, educational visits, developing new skills or community projects. We will work closely with students to provide a curriculum which is best suited to their needs and validates different kinds of learning and skills. All the qualifications followed on this pathway are recognised widely by York College, Askham Bryan College and potential employers.



BTEC Work Skills and BTEC Sustainability

All students involved in Foundation Learning will study BTEC Work Skills and BTEC Sustainability. These are both nationally recognised qualifications at Entry level or Level 1. The courses develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life. They allow participation in the wider curriculum and community activities and promote integrated learning.

The practical approaches used in BTEC qualifications give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

These full qualifications are non exam courses and students will build a portfolio of work through KS4. Learning experiences are tailored to the future aspirations and interests of students in the group and will include alternative / flexible approaches to learning.

BTEC Work Skills will include an extended / supported work placement.

Students invited to take part in Foundation Learning will have already been informed by Mrs Griffiths, Director of Inclusion. She will also be available on the Options Evening to discuss Foundation Learning with parents.

Millthorpe School



English Baccalaureate

What is the English Baccalaureate?

The Government believes that schools should offer pupils a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration.

The EBacc is not a new qualification in itself. It recognises students' achievements across a core of selected academic subjects in getting good passes (A*-C) in rigorous GCSEs or iGCSEs (international GCSEs). The English Baccalaureate will cover achievement in English, mathematics, sciences, a language and a humanities subject (History or Geography). The Government intends to mark individual students' future achievements through a certificate.

If a student intends in the future to go to University subjects making up the English Baccalaureate will give a very strong foundation.

Science choices

All students study science at Key Stage 4. Students who wish to study the separate sciences Biology, Chemistry and Physics and therefore gain three separate GCSEs need to choose Triple Science as one of their options (see page 30). Students who wish to gain two Science GCSEs need to choose Core and Additional Science as one of their options. The Core and Additional Science curriculum covers aspects of Biology, Chemistry and Physics (see page 12). Because Triple Science is studied in the same amount of time as Core and Additional Science students who choose Triple Science need to be Teacher Assessed at a high Level 6 or better. Some students may wish not to study Core and Additional or Triple Science. For those students, there is a BTEC Science course. This allows progression to Level 3 BTEC Science at York College, but it will not count in the EBacc, and will not fulfil the requirement of a Science GCSE for teacher training for example. Science teachers can advise if this course is suitable for your child. All science choices will be guided by the Science Department.

Millthorpe School



List of subjects

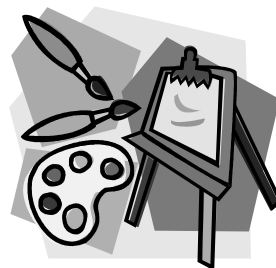
Students can choose three subjects and one reserve from the following list:

- ◆ Art and Design (Fine Art)
- ◆ BTEC Sport
- ◆ Computing
- ◆ Core and Additional Science
- ◆ Creative iMedia
- ◆ Dance
- ◆ Drama
- ◆ Foundation Learning
- ◆ Food Technology
- ◆ French
- ◆ GCSE PE
- ◆ Geography
- ◆ German
- ◆ Graphic Products
- ◆ Health and Social Care
- ◆ History
- ◆ Music
- ◆ Resistant Materials
- ◆ Spanish
- ◆ Textile Technology
- ◆ Triple Science (Biology, Chemistry and Physics)

Millthorpe School



GCSE Title: Art and Design (Fine Art) (AQA)



Content

The course is broadly based and requires candidates to develop an understanding of Fine Art through the practical activities of making and investigating. The evaluation of their own work and that of other artists, craftspersons and designers from different periods and cultures is a statutory component of the course. This, in turn, leads to a more lively appreciation of the natural and man made environment and enables students to make informed responses to their experiences.

Account is taken of candidates' personal aptitudes and interests in order that they may develop their potential to the full.

By the end of the course, candidates will have experienced working in at least two of the following areas which may overlap and combine.

Drawing and/or Painting
Printmaking
Mixed Media

Sculpture, land art or installation
Photography, Film or Video

Coursework

Candidates are expected to develop a personal portfolio of work undertaken during the course of study which must include more than one project. Students' coursework portfolios account for 60% of the total marks awarded.

Externally Set Task

This examination accounts for 40% of the final marks and consists of a series of general themes or starting points from which the candidates have to select one and make a personal response. The paper is set by the Examination Board and is issued from 1st January in Year 11. After the preparation period candidates have to complete their personal project in ten hours of supervised time. Choice of media is at the discretion and preference of individual students.

Progression

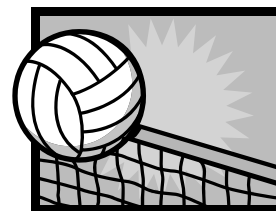
The AQA Fine Art GCSE is highly regarded by Further Education institutions and employers. Students wishing to pursue the subject further may progress to A Level or embark upon a range of higher education Art and Design related courses.

Art
and
Design

Millthorpe School



BTEC Title: Level 2 BTEC First Sport (Extended Certificate)



Sport and leisure is a growing industry, with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration. Edexcel's BTEC Level 2 First Extended Certificate in Sport is designed to introduce learners to working in the sector or prepare them for further study, such as a BTEC National qualification or an appropriate NVQ.

The optional units are chosen in consultation with students, typically they have covered unit 5 and unit 11.

Content

The course prepares young people for careers in the sports sector. It features fitness, coaching, outdoor pursuits, physiotherapy.

Core Unit

Unit 1: Fitness Testing and Training

Mandatory Units: One of the following

Unit 2: Practical Sport

Unit 3: Outdoor and Adventurous Activities

Optional Units:

Unit 4: Anatomy and Physiology for Sport

Unit 5: Injury in Sport

Unit 6: Sports Development

Unit 7: Planning and Leading Sports Activities

Unit 8: Technical Skills and Tactical Awareness for Sport

Unit 9: Psychology for Sports Performance

Unit 10: Nutrition for Sports Performance

Unit 11: Development of Personal Fitness

Unit 12: Lifestyle and the Sports Performer

Unit 13: Work Experience in the Sports Industry

Unit 14: Exercise and Fitness Instruction

Unit 15: Sport and Leisure Facility Operations

Unit 16: Leading Outdoor and Adventurous Activities

Unit 17: Expedition Experience

Unit 18: Effects of Exercise on the Body Systems

BTEC
Sport

Millthorpe School



GCSE Title: Computing (OCR)

Content



Unit A451 Computer systems and programming
Written paper: Candidates answer all questions. 1.5 hours
80 marks / 40% of the qualification

Unit A452 Practical investigation
Controlled assessment: An investigative task. Approx 20 hours
45 marks / 30% of the qualification

Unit A453 Programming project
Controlled assessment: create solutions to computing tasks. Approx 20 hours
45 marks / 30% of the qualification

A modern course for a modern world

This is a course that has real relevance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, they will investigate computer programming, which many students find interesting.

The fun of computing

Through this study of computer programming, the course will help students develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

Looking to the future

In fact, information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Students who have taken a Computing GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

GCSE
E
C
O
M
P
U
T
I
N
G

Millthorpe School



GCSE Titles: Core Science (AQA), Additional Science (AQA)

Most students will take AQA Core Science in Year 10 for and AQA Additional Science in Year 11, which leads to **two separate** GCSE awards. These students will still be able to progress to 'AS/A2' levels in Science.



Content

The relevance of science at a global, national, local and personal level can inspire students to develop enquiring minds and become successful learners who enjoy learning, make progress and achieve.

The investigative and practical nature of the subject provides opportunities for students to explore and learn through various approaches. In addition, the science programme of study supports the development of essential:

literacy skills, through discussion and the use of scientific vocabulary and terminology

numeracy skills, through obtaining, recording and analysing data

ICT skills, through using data logging and analysis, internet research, modeling and simulation software, and appropriate methods for communicating scientific information.

Science encourages students to think creatively and be resourceful, through processing information, reasoning, questioning and evaluating, in order to solve a range of scientific problems. Each science course combines all the major topics found in Biology, Chemistry and Physics into a broad and balanced Science scheme with the emphasis on understanding 'How Science Works'. Topical issues such as drugs, genetic engineering, evolution and the 'Big Bang' are covered in Year 10.

Practical Investigations

In all courses practical investigations are carried out as part of the normal laboratory work. These seek to extend the student's understanding in each of the three disciplines in Science. Investigative Skills Assessment (ISA) are controlled assessments for practical assessments that contribute to their final exam result.

Examination

The ISA counts for 25% of the final grade, the remainder being achieved by means of written exams on each unit of the course in Year 10 and written papers in Year 11.

Progression

Students who study Core and Additional Science can progress to any of the AS/A level Sciences or other courses with a major Science component.

Core & Additional Sciences

Millthorpe School



OCR Title: Creative iMedia (OCR)

Content

Creative iMedia is suitable for everyone who is passionate about the creative aspects of ICT. This suite offers vocationally-related, high quality, industry-recognised qualifications that develop skills and techniques for using digital media. Qualifications enable students to gain relevant workplace skills and techniques, keeping them one step ahead in a highly competitive market. Students need good existing IT skills, creative thinking and above all a passion for digital media. They can choose to specialise in exciting and engaging digital and interactive media areas such as web authoring, digital graphics, digital animation or interactive multimedia design.



Benefits

- Develop students ability to manage information and data in a variety of applications.
- Develop students ability to plan and prioritize tasks effectively.
- Develop students ability to accurately test and evaluate their own work.
- ◆ Encourage progression by assisting in the development of skills and knowledge that learners will need to undertake further study.

Unit 1

This unit helps students to familiarise themselves with the more advanced aspects of digital graphics editing for the creative and media sector.

- ◆ Students will investigate different types of digital graphics editing and discuss the concepts, principles and techniques and where they are used
- ◆ Create and maintain a project plan for the creation of a digital graphics editing to the client brief
- ◆ Create, edit and evaluate the digital graphics

Unit 2

This unit helps students to familiarise themselves with the more advanced aspects of enhanced websites. Students will investigate different types of enhanced websites and discuss the features and principles

- ◆ Create and maintain a project plan for the creation of an enhanced website to the client brief
- ◆ Create, edit and evaluate the enhanced website

Assessment

All units are assessed using the OCR provided e-portfolio solution. All the evidence required is completed through coursework. There is no exam

C
r
e
a
t
i
v
e

i
M
e
d
i
a

Millthorpe School



GCSE Title: Dance (AQA)



Content

This course is for pupils who love to perform, create and watch all types and styles of dance.

The course is split into 3 main components:

Performance

Pupils will be assessed on two performances. A group Dance and a Set Solo Study (40% of overall mark)

Choreography

Pupils must choreograph (make up) 2 dances for a final assessment. One must be a solo worth 15% of the overall marks and the other can be a solo/duo/ group worth 25% of the overall mark.

Appreciation

Pupils will have a 1-hour written exam on various professional dance works (20% of overall mark)

The emphasis of this subject is practical and will be physically demanding at times. All performance work will be videoed and used as evidence for assessment. Pupils will be working mostly in groups and will need to be prepared to organise and rehearse group pieces at lunch times and after school when required.

Pupils must be prepared to perform in front of an audience at certain times throughout the course. Appreciation of different dance styles is very important and therefore optional trips to see professional Dance companies will be organised and may incur extra costs. It is important that pupils are interested in different types of dance and do not think this GCSE is a two year course in Street Dance!

There is also an element of theory work involved which will require students to analyse professional dance works.

D
a
n
c
e

Millthorpe School



GCSE Title: Drama (AQA)



Content

This is a practical and creative course for those who enjoy working in Drama and who wish to develop their skills in the subject. It is a challenging but immensely enjoyable course that will enable students to learn new and exciting things about themselves and their abilities. As well as acting from scripts, students will devise and perform their own work from a range of stimulus materials and create Theatre-in-Education programmes. There will also be an introduction to technical skills such as lighting, sound, design and stage management. Teamwork is essential and the willingness to work with others, be motivated and share ideas is more important than acting experience. Students will be expected to maintain good attendance and, when necessary, to rehearse in their own time; commitment and a focussed hard-working approach are essential if success is to be achieved on this course.

This subject helps build confidence, self-esteem and social skills and is useful for students wishing to take up jobs working directly with the public. It is an excellent preparation for 'A' level Drama and Theatre Studies, for those who wish to audition for Drama colleges and other further qualifications in Drama or Performing Arts.

Practical Work

Practical work is worth 60% of the total marks. A range of controlled assessments are completed in 6-7 week modules and the final coursework mark is made up of the best two assessments from those undertaken over the two years. These will include:

Acting. Students will prepare and perform scenes from a scripted play.

Devised Performance/Theatre-in-Education. Students will have to research, prepare and perform their own material.

As they prepare and perform each unit of practical work, students will be assessed on their approach to rehearsal as well as the final performance; this method of awarding marks has the advantage of rewarding hard-working and enthusiastic students as well as strong performers.

Written Paper

There is a final written exam of one hour thirty minutes' duration covering a choice of three areas, based on practical work completed during the course, study and performance of a scripted play and study of a live theatre production seen. This accounts for the remaining 40% of the total marks.

D
r
a
m
a

Millthorpe School



Food Technology

GCSE Title: Food Technology (AQA)

Content

The Food technology course focuses on students designing products on paper, evaluating and testing them, then making the ideas into actual products using food ingredients that are brought from home. Students must be aware this is not a cookery course. However a large proportion of the work consists of practical investigations to reinforce and build up skills. Students will be expected to cook at least once a week and complete the follow-up design work to build up a design folio of work. A strong emphasis is placed on Food product design and making. During Year 10, work is covered to provide a solid knowledge and understanding of the complete design process, manufacturing processes and the implication of social, moral and environmental issues. We will develop practical skills by making and evaluating a range of products.

Some of the topics covered are:

- Nutritional properties of food and Special Dietary needs
- Function of ingredients
- Combining ingredients
- Standard components in Food
- Food Hygiene & Safety
- Labelling and packaging information
- Food production methods

Assessment

Year 10: Students are developing their understanding in order to complete the two hour exam paper in June this forms 40% of the GCSE (unit 1)

Year 11: Students work towards their major project which counts for 60% of their final GCSE grade. They will chose a design brief from a list set by the exam board (unit 2) The coursework is marked by their class teacher and moderated by the exam board.

Throughout the two year course it is vital students keep up to date with all aspects of their work. You will cook once a week so it is therefore essential that you are prepared to provide your ingredients. If there have been issues with you bringing your ingredients in Key stage 3 then you need to consider carefully whether this option is suitable for you. There is no problem studying Food if you are a vegetarian as we always offer alternatives, but you should be willing to try a range of foods and not just cook the ones you like.



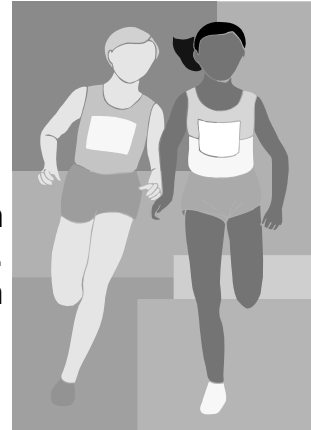
Millthorpe School



GCSE Title: Physical Education (EDEXCEL)

Content

It needs to be stressed that this GCSE is heavily theoretical with a lot of written work and study, particularly of a scientific nature. It does include practical games work but it is not a continuation of the normal Physical Education curriculum.



The course will cover:

- Training and Exercise
- Applied anatomy and physiology
- Safety aspects and Risk Assessment
- Analysis of performance.
- Practical performance.

Students will be expected to demonstrate a degree of competence in a range of practical activities.

Coursework

Practical Performance: 50%

students will be assessed in a controlled assessment in four practical areas in either performance, officiating or coaching.

Analysis of Performance and Personal Exercise Plan: 10%

Examination

There is a one hour and forty five minute written examination: 40%.

Despite the explanation that this GCSE involves a large proportion of theoretical written work, we feel that more students than can be accommodated may choose this course. If that should be the case, we shall give preference to those students who have shown a strong and reliable commitment to PE and Games either in class or school teams or whose organisation has been consistently good.

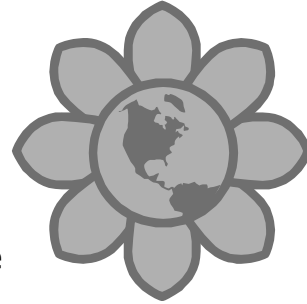
GCSE
PE

Millthorpe School

GCSE Title: Geography (AQA)

Why study Geography?

In our ever changing world, Geography allows you to keep up to date with interesting global events and topical issues; to see how they will impact on our everyday lives. Have you ever considered how our clothes can be produced so cheaply, or what will happen when the world's supply of precious energy resources runs out? Perhaps you have considered the global impacts of the miles travelled by the food on your plate, or you have worried about whether there will ever be enough houses for you to buy one, and get on the property ladder? Geography is one of the few subjects that can help you to find the answers to all of these questions.



Content

As well as studying traditional but dynamic Physical Geography topics such as **Ice on the Land** (Glaciation), **Water on the Land** (Rivers) and **The Restless Earth** (Earthquakes and Volcanoes), we will also study Human Geography units on **Population Change, Changing Cities and Tourism**. The specification is designed to provide a balance between the Physical and Human aspects of Geography and follows a people-environment theme, with the concept of sustainability underpinning all of the teaching. Within these topics, students are tested on their application of Ordnance Survey map skills and their interpretation of photographs, satellite images, GIS (Geographical Information Systems) and graphs.

Students will do two exams, that are each worth 37.5% of the final mark. Paper one will be a Physical Geography exam and paper two, Human Geography. Paper one is sat in Year 10 and paper two in Year 11. The exams are tiered and students can be entered for the Foundation paper (grades C-G) or the Higher (grades A*-D).

A local fieldwork investigation will be worth 25%, of the students' final mark. After collecting data in the local area, each student will produce a piece of work of no more than 2000 words. In a change from past specifications, the students will be producing the written component in lessons, supervised by teachers.

An optional residential field trip to the Alps, has been offered for the last four years, in the Spring term of Year 10, which provides practical experience of the Glaciation, Rivers, Settlement and Tourism units.



Geography

Millthorpe School



GCSE Title: Graphic Products (AQA)

Content

In GCSE Graphic Products students combine practical skills with creative thinking to design and make a range of exciting and innovative 3D products.

Students are set design briefs and use materials such as plastics, foam core board, card and modelling foam to manufacture their products.

This GCSE will appeal to students who enjoy making, learning new skills and using new technology. Throughout the course, students will develop many skills from drawing techniques, designing on computers, digital photography to computer-aided manufacturing. Students will also learn about techniques and technologies that are used in industry today.

In Year 10, students complete 5 short skills based projects that include; promoting a DVD and display for a film, designing a perfume bottle and packaging, promoting of a new CD for a band and designing and manufacturing a board game. Students find these projects engaging and appealing. These projects specifically develop the skills that students will need in Year 11.

In Year 11, students complete one practical task set by the exam board. This practical task, completed over the whole year, allows students to create interesting and exciting individual work. The final practical piece and associated design folder constitutes 60% of a student's final GCSE grade. The emphasis on coursework gives students the opportunity to excel.

Students sit an exam for the remaining 40% of the final GCSE grade. The exam tests student's drawing and design skills as well as their knowledge and understanding of Graphics theory.

Assessment

Examination - One paper counting for 40%. Completed in Year 10

Coursework - Design Folder and supporting 3D products counting for 60%



Graphic Products

Millthorpe School

GCSE Title: Health & Social Care (OCR)



This course was designed to provide insight into all aspects of Health & Social Care. This includes the needs of client groups and the type of care they can access, roles of professionals within care services, human growth and development, relationships and factors that affect health and well-being. It is not a vocational course and although some visits may take place students will be required to work independently to collect research and write reports.

Content

The course is broken into two units.

Unit 1: Health, Social & Early Years provision: this looks in depth at the types of care available within all three services including the roles of the NHS & Primary Care Trusts, local authority social services and all types of child care. Students will study the needs of clients, barriers to accessing care, job roles and codes of practice used to empower clients using each service. A two half day fact finding placement forms an essential part of this unit.

Unit 2: The focus of this unit is to make students aware of how we grow and develop and that a range of factors/life events/experiences can influence our physical, intellectual, social and emotional developments, with all life stages covered in detail. Students also study the different types of relationships and how self concept can impact on development.

A mature approach is essential if you are choosing this course as many sensitive issues are discussed.

Assessment

Unit 1 is assessed through a controlled assignment task. This contributes to 50% of the final grade.

Unit 2 is assessed through an external exam, usually taken in June and makes up the remaining 50% of the marks.



Health & Social Care

Millthorpe School



GCSE Title: History (AQA)



Content

Paper 1: is worth 37.5% of the final mark

This study gives an outline of the main events of the 20th century focussing on the following:

The causes of the First World War

The League of Nations

Hitler's foreign policy and the origins of the Second World War

Students will study for Paper 1 between September and February in Year 10 and sit the exam in June of Year 10.

Paper 2: is worth 37.5% of the final mark

There will be the opportunity to study in depth either:

The Roaring 20s: USA 1919-1929 or Weimar Germany 1919-1929

and also to study two of the following

Hitler's Germany 1929-1939

The USA and Vietnam: Failure Abroad and at Home 1965-1975

Depression and the New Deal: USA 1929-1941

Rave Relations in the USA, 1955-1968

Students will study for Paper 2 in Year 11 and sit the exam in June of Year 11.

Controlled Assessments: is worth 25% of the final mark

This forms a two part enquiry about the following topic area:

The changing role and status of women in Britain since 1900

Students will study for the controlled assessment between February and May in Year 10.

Trips

The department is keen to take students out of the classroom to learn. Current Year 10 GCSE Historians have had the opportunity to visit the First World War battlefields on the Western Front. Year 11 historians have worked with German students on a History project which culminated in a visit to Berlin.

H
i
s
t
o
r
y

Millthorpe School



As a Language College, we want all students to have the opportunity to study a foreign language, both for pleasure and the increased job prospects this brings. 73% employers interviewed in the 'CBI Education and Skills Survey 2011' said that they were seeking employees with conversational foreign language skills in order to strengthen existing trade partners and establish contacts in new markets. French, German and Spanish, requested by 61%, 52% and 40% employers respectively, are still in greatest demand. People who speak more than one foreign language, and people with specialist skills and a foreign language alongside these, certainly enjoy increased career opportunities and often also financial rewards.

Because we are Language College, all students except for those who are invited to follow a Foundation Learning course, must choose either French or German. This is not one of their 3 free choice options – it is part of Millthorpe's compulsory core.



Students wishing to study more than one language can follow one of three routes:

The first route is to take the second language as a GCSE option on-timetable. This second language can be French/German or Spanish. In order to study both French and German, students need to achieve a Level 6 in both languages by the end of Year 9. Spanish is only available to those students who have learned Spanish in twilight lessons throughout years 8 and 9. We are delighted to be able to offer Spanish on-timetable for the first time this year, as this means students who have opted for early-bird French/German (see Route 2 below) do not need to have a twilight class after school as well as an early-bird class before school. If our on-timetable group turns out to be too small to be viable, students will be invited to join our Spanish twilight class (see Route 3 below).

The second route is to attend early bird classes in French/German. The early bird course runs four mornings per week from 8.20 a.m. until 9.00 a.m. and for those who embark on the course, it is a normal part of their timetable, with all the usual expectations in terms of homework and attendance. Here is what some of our early bird students have said:

'It's an extra GCSE and you soon get used to the early mornings.'

'It's good because you get a whole extra GCSE by coming in a bit earlier four times a week.'

'Taking the early bird option meant that not only could I do two languages, I could also use the GCSE options column to do something else – very useful if you want to do Graphics and Art, for example, as well as both languages.'

'Having two languages looks very good on your CV and may give you an advantage when you're looking for a job.'

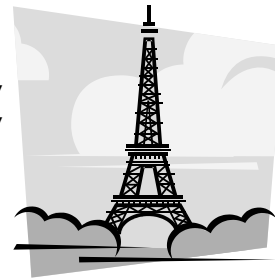
The third route is to attend a twilight course in Spanish. As explained above, Spanish is only available to those students who have learned Spanish in twilight lessons throughout years 8 and 9. Twilight lessons take place twice a week after school from 3.15pm until 4.45pm. Again, students are expected to attend all lessons and to complete the same amount of homework as for an on-timetable course.

Millthorpe School



GCSE Title: French (AQA)

Generally, student achieving level 5 and above will follow a GCSE course, and students achieving level 4 and below will study Asset Languages, although there will be exceptions to this general rule.



Content

This is a two year full GCSE. It follows the AQA specification, which covers four main topic areas:

Work and Education (school, college, future plans, current and future jobs)

Leisure (free time and the media, holidays)

Home and Environment (home and local area, environmental issues)

Lifestyle (health, relationships, choices)

Assessment

Unit 1 Listening: 20% of total grade

This is assessed by a short exam in May/June of Year 11. You can be entered at either Foundation Tier (30 minute exam) or Higher Tier (40 minute exam).

Unit 2 Reading: 20% of total grade

This is assessed by a short exam in May/June of Year 11. You can be entered at either Foundation Tier (30 minute exam) or Higher Tier (50 minute exam).

Unit 3 Speaking: 30% of total grade

This is assessed by Controlled Assessment. Over the 2 year course you do 3 assessments with your teacher. Your teacher marks your speaking tests. The best 2 count towards your final mark.

Unit 4 Writing: 30% of total grade

This is a Controlled Assessment. Over the 2 year course you write 3 different pieces under controlled conditions in class. The best 2 are submitted for assessment by AQA.

We will be using Expo textbooks (Heinemann)
Further information at www.aqa.org.uk

F
r
e
n
c
h

Millthorpe School



GCSE Title: German (AQA)

Generally, student achieving level 5 and above will follow a GCSE course, and students achieving level 4 and below will study Asset Languages, although there will be exceptions to this general rule.



Content

This is a two year full GCSE. It follows the AQA specification, which covers four main topic areas:

- Work and Education** (school, college, future plans, current and future jobs)
- Leisure** (free time and the media, holidays)
- Home and Environment** (home and local area, environmental issues)
- Lifestyle** (health, relationships, choices)

Assessment

Unit 1 Listening: 20% of total grade

This is assessed by a short exam in May/June of Year 11. You can be entered at either Foundation Tier (30 minute exam) or Higher Tier (40 minute exam).

Unit 2 Reading: 20% of total grade

This is assessed by a short exam in May/June of Year 11. You can be entered at either Foundation Tier (30 minute exam) or Higher Tier (50 minute exam).

Unit 3 Speaking: 30% of total grade

This is assessed by Controlled Assessment. Over the 2 year course you do 3 assessments with your teacher. Your teacher marks your speaking tests. The best 2 count towards your final mark.

Module 4 Writing: 30% of total grade

This is a Controlled Assessment. Over the 2 year course you write 3 different pieces under controlled conditions in class. The best 2 are submitted for assessment by AQA.

We will be using Echo textbooks (Heinemann)
Further information at www.aqa.org.uk

G
e
r
m
a
n

Millthorpe School



Titles: Asset French (OCR), Asset German (OCR)

Most students who achieve levels 5C-7A at Key Stage 3 will study a GCSE language. Most students who achieve levels 3C-4A at the end of Key Stage 3 will take an Asset Languages qualification.

Some students who achieve level 5C at the end of Key Stage 3 will also study Asset Languages. Languages teachers will decide which qualification best suits each student. In some cases, this decision will be made in consultation with parents.



Content

Asset Languages is a national certificate (similar to GCSE), which is recognised by colleges, universities and employers. The points awarded for Asset Languages qualifications are worth exactly the same as, and are counted alongside, the points awarded for GCSE qualifications.

However, unlike GCSE languages, Asset Languages measures each skill separately, so Listening, Speaking, Reading and Writing are all awarded as separate qualifications. This allows students to show in which skill or skills they are strongest, perhaps even focussing on the skill most relevant to the path they wish to follow after Key Stage 4.

The Asset Languages external assessments are designed to be more accessible to those pupils not necessarily suited to the large amount of learning by heart required to do well in the new GCSE assessments, particularly the Controlled Writing and Speaking assessments.

Assessment

The external assessments for Asset Languages are taken in the classroom, removing some of the 'exam hall stress' which many students feel prior to exams. The course is broken into smaller, 'bite-size' chunks than the GCSE course, and accordingly there are four assessment windows throughout the year, during which students can take external assessments. These assessment windows fall in November, March, May and June.

If a student is entered for an external assessment and they underperform, they can be re-entered later in the year. The advantage of this system is that if a student performs well in one of the external assessments, they can then go on to focus on their other, perhaps weaker, skills, in order to ensure that they achieve as well as possible across the board. It will be through discussion with their teacher and ongoing assessment of their individual skills that decisions will be made on which assessments students will be entered for throughout the course.

Asset Languages

Millthorpe School



GCSE Titles: Spanish (AQA)

Spanish is only available at GCSE to those pupils who have attended twilight Spanish lessons throughout years 8 and 9.



Content

This is a two year full GCSE. It follows the AQA specification, which covers four main topic areas:

- Work and Education** (school, college, future plans, current and future jobs)
- Leisure** (free time and the media, holidays)
- Home and Environment** (home and local area, environmental issues)
- Lifestyle** (health, relationships, choices)

Assessment

Unit 1 Listening: 20% of total grade

This is assessed by a short exam in May/June of Year 11. You can be entered at either Foundation Tier (30 minute exam) or Higher Tier (40 minute exam).

Unit 2 Reading: 20% of total grade

This is assessed by a short exam in May/June of Year 11. You can be entered at either Foundation Tier (30 minute exam) or Higher Tier (50 minute exam).

Unit 3 Speaking: 30% of total grade

This is assessed by Controlled Assessment. Over the 2 year course you do 3 assessments with your teacher. Your teacher marks your speaking tests. The best 2 count towards your final mark.

Module 4 Writing: 30% of total grade

This is a Controlled Assessment. Over the 2 year course you write 3 different pieces under controlled conditions in class. The best 2 are submitted for assessment by AQA.

We will be using Mira textbooks (Heinemann)
Further information at www.aqa.org.uk

S
p
a
n
i
s
h

Millthorpe School



GCSE Title: Music (AQA)

Content

The course is designed not only to develop the musical interests of the students but also to broaden their understanding of other musical cultures and styles. The three main skills which have been developed at key stage 3 (Performing, Composing and Listening) are continued through topic work at key stage 4.

The Areas of study include:

Rhythm and Metre, Harmony and Tonality
Texture and Melody, Timbre and Dynamics
Structure and Form

These will be explored through three strands;

The Western Classical Tradition, Popular Music of the 20th and 21st Centuries
and World Music

Listening and Appraising skills are developed alongside these topics. The emphasis is very much on the practical side: students are encouraged to bring their chosen instrument into the classroom in order to develop these skills. It is not essential to play an instrument but it is advisable to learn one during the course.

Students are encouraged to use computer skills to develop their composition work and will use 'Sibelius' notation software. In order to develop performance skills (performance counts for 40% of the course), students should be willing to take part in one of the school ensembles or start their own band: ideally students should already be having lessons on their chosen instrument.

Performance

Students will perform one solo piece and one ensemble piece in a controlled assessment, which will count towards 40% of their GCSE.

Composing

Students will compose one piece based on two or more Areas of Study. This is a controlled assessment and counts for 20% of their GCSE.

Listening and Appraising

Students sit a one hour written examination counting towards 20% of their GCSE.

Integrated Assignment

This is an assigned composition and subsequent student appraisal set by the examination board. It is based upon the Areas of Study. This is externally assessed and counts for 20% of the GCSE.



M
u
s
i
c

Millthorpe School



GCSE Title: Resistant Materials (AQA)

Content

In GCSE Resistant Materials students design and make 3D products using a range of materials. These include: plastic, wood and metal. They are encouraged to be imaginative, and to make their products carefully and accurately. In so doing they gain an understanding of the properties of materials, and manufacturing techniques.

Students use a range of tools and machinery to make their products. These include traditional hand tools, and new techniques like CAD (Computer Aided Design) which controls a laser beam to cut materials; skills currently used in industry.

Drawing skills are very important, and freehand sketching (in 2D and 3D); geometrical construction; and CAD are all taught. These skills enable students to design effectively; mark-out their practical work accurately; and to understand industrial manufacturing techniques better.

In Year 10, students complete five short skills-based projects. These include: designing and constructing an adjustable lamp; a stationery holder for drawing materials; and a tool caddy. Students find these hands-on projects engaging and appealing; leaving them well-prepared for Year 11.

In Year 11, students complete one practical task set by the examination board. This task, completed during the academic year, allows students to create adventurous and innovative projects. The final practical piece and associated design folder will account for 60% of a student's final GCSE grade. This emphasis on coursework gives students the opportunity to excel.

The remaining 40% of their final grade is achieved in a formal examination that tests students' drawing and design skills, and knowledge and understanding of Resistant Materials theory.

Assessment

Examination - One paper counting for 40%. Completed in Year 10

Coursework - Design Folder and supporting 3D products counting for 60%



Resistant Materials

Millthorpe School



GCSE Title: Textiles Technology (AQA)

Content

Textiles Technology is a GCSE forming part of the Design & Technology suite of subjects. It involves students designing products on paper and then making them using fabrics. Skills are developed in Year 10 through a short focussed 'Design and Make' assignment.

During Year 10 students also develop a sketchbook of ideas and sample work and, through the sketchbook, are encouraged to develop their drawing and presentation skills. The GCSE exam will be studied for and sat during Year 10 giving more time for the major project in Year 11.

The short design and make tasks covered include areas of study such as:

- Researching ideas
- Designing for clients
- Decorative techniques
- Using the sewing machine
- Finishing and presentation techniques

Assessment

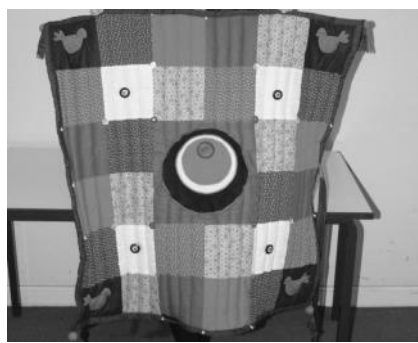
In Year 10 pupils sit a two hour (40%) exam to test their knowledge and designing skills. In Year 11 students work on their major project (60%) which is based around fashion or textile furnishings. The coursework consists of a concise Design folder of about twenty sheets and a textile product. Students receive extra support for their coursework during Year 11 in the form of evening and lunchtime sessions.

Visits

In Year 10 students visit the Knitting & Stitching Show in Harrogate to look at fabrics and components available and take part in workshops.

In Year 11 students have the opportunity to visit London for research in the Victoria and Albert Museum together with some specialist fabric shops. This is a day trip and is usually very popular.

Students are expected to purchase fabric from school for some of the projects and then, in Year 11, to provide their own fabric materials.



Millthorpe School

GCSE Titles: Biology (AQA), Chemistry (AQA), Physics (AQA)

Content

Students who achieve at least a Level 6+ on their Year 9 assessment may embark on a two year separate science course. The student has to study each of the main Science disciplines and leads to three separate GCSE awards in Biology, Chemistry and Physics.



The relevance of science at a global, national, local and personal level can inspire students to develop enquiring minds and become successful learners who enjoy learning, make progress and achieve.

The investigative and practical nature of the subject provides opportunities for students to explore and learn through various approaches. In addition, the science programme of study supports the development of essential:

literacy skills, through discussion and the use of scientific vocabulary and terminology and numeracy skills, through obtaining, recording and analysing data

ICT skills, through using data logging and analysis, internet research, modelling and simulation software, and appropriate methods for communicating scientific information. Science encourages students to think creatively and be resourceful, through processing information, reasoning, questioning and evaluating, in order to solve a range of scientific problems.

Each science course combines all the major topics found in Biology, Chemistry and Physics into a broad and balanced Science scheme with the emphasis on understanding 'How Science Works'. Topical issues such as drugs, genetic engineering, evolution and the 'Big Bang' are covered in Year 10 which is co-ordinated with the work in Personal and Social Education and Religious education.

Practical Investigations

In all courses practical investigations are carried out as part of the normal laboratory work. These seek to extend the student's understanding in each of the three disciplines in Science. Investigative Skills Assessment (ISA) are controlled assessments for practical assessments that contribute to their final exam result.

Examination

The ISA counts for 25% of the final grade, the remainder being achieved by means of written papers on each unit in Year 10 and Year 11.

Progression

Triple Science is designed to help students progress to AS/A level Sciences and will allow them to continue to access any of the Science post-16 courses. It will identify your child as a high achieving student in Science.



Triple
Science

KS4 Options Form

{COPY}

2012 - 2014

Name _____

Form _____

1. Choose a language

Language	Tick One
French	
German	
Foundation Learning**	

** If you choose Foundation Learning then it must also be one of your options below

2. Then choose three options and a reserve

Art and Design (Fine Art)	First choice:
BTEC Sport	
Computing	
Core and Additional Science	
Creative iMedia	
Dance	Second choice:
Drama	
Food Technology	
Foundation Learning**	
French	
GCSE PE	Third choice:
Geography	
German	
Graphic Products	
Health and Social Care	
History	Reserve choice:
Music	
Resistant Materials	
Spanish	
Textile Technology	
Triple Science	

Students may also choose to study an additional language before school and/or after school

	Please tick
Early Bird French/German	
Twilight Spanish	

Return to your Form Tutor by Monday 23rd January 2012

Student:

Date:

Parent/Carer:

Date:

Form Tutor:

Date: