

CURRICULUM CHOICES INFORMATION BOOKLET SPRING 2012

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INTRODUCTION

Welcome to your **Key Stage 4 Curriculum Choices Booklet**.

In here you will find information about all the courses you can choose from next year plus guidance about how to make your choices. There is a lot of information here which you will need to study very carefully. You also need to talk with your parents, Form Tutor and your subject teachers [The Year 9 Consultation Evening is on **Tuesday 21st February**]. In addition, you will have a meeting with a member of senior staff to discuss your choices and you may also be able to speak to a representative from **Youth Connexions** (the careers service).

More information will be available at the **Options Evening** on:

Wednesday 1st February 2012

The **deadline** for returning your completed “Learning Pathways” (Options) Form is:

Monday 5th March 2012

Please hand the form to your Form Tutor on or before that date. Enjoy choosing!

A BROAD AND BALANCED CURRICULUM

It is our responsibility to make sure that every student has access to a broad and balanced curriculum. Therefore, although there is some choice, there are certain subjects and types of subjects which you must study. This will make sure that you have the best range of opportunities when you complete these courses in Year 11. The subjects everyone follows make up the **Core Curriculum** and the option subjects you choose make up the **Choices Curriculum**. Putting your Core and Choices together will lead to a broad and balanced curriculum. Some students may choose to take Supported Study as one of their options. During Supported Study they will work independently on material from other subjects with support from staff. Other students may be invited to take part in the Youth Achievement programme to include the ASDAN key skills qualification. Not all course choices lead to qualifications, for example, Practical P.E. and Practical Engineering.

THE CORE CURRICULUM

All students take the subjects below:.

- **English Language**
- **English Literature**
- **Mathematics**
- **Science - Core GCSE Science and Additional GCSE Science (Double Award)**
- **A foreign language (French, German, Italian or Spanish)**
- **Personal, Social, Health, Citizenship & Economic Education (PSHCEE) - including aspects of Religious Education** - this is a non-examined subject
- **Information & Communication Technology (ICT)**
- **PE (GCSE, BTEC or Practical Activities)**

THE CHOICES CURRICULUM

We offer a wide range of choices at GCSE and BTEC level. There are **four choices** to be made and you must choose these very carefully, bearing in mind the courses you want to study after Year 11 and the type of career you may wish to follow in the future.

Many parents will remember from their own school experience being given option blocks and told to choose one subject from each – we now ask students what they would like and then put these subjects into teaching blocks to give the maximum number of students their preferences. However, not all combinations are possible and students must also give reserve choices as we may not be able to allocate every pupil all of their first four choices. If no reserve choices are given, students will be allocated any subject, if necessary. When allocating students to groups, we take into consideration the order of preference of the subjects they have listed.

Section A

This section of the options form lists again the **Core Subjects**. In this section you can choose the foreign language you wish to take or you can take the ASDAN course if you have been invited to do so. In Core Science you will study the double GCSE award. In core PE you will have the opportunity to follow PE GCSE, BTEC or Practical Activities.

Section B

In Section B students have the opportunity to select **four courses** they wish to follow throughout Key Stage 4. To ensure a broad and balanced curriculum, students can only select up to two subjects from any column.

Students who intend to study 'AS' French or German (having followed the "fast track" route through GCSE) might seriously consider also selecting the supervised study or practical engineering option. Both of these are non-examined but the supervised study will enable the students to keep pace with the additional work load associated with studying a subject at 'AS' level.

Please note the restrictions which apply to some subjects.

All of the websites listed in this booklet are available as direct links from the school's website. Click on the 'CURRICULUM' tab and then 'Key Stage 4 Options'.

An electronic copy of this booklet and the Options Form can also be found here.

The ENGLISH BACCALAUREATE or “E-Bacc”

The English Baccalaureate is not a qualification in itself but a combination of subjects which the Department for Education believes provides a core foundation for future study and employment.

‘The English Baccalaureate is intended to give pupils greater opportunity to study in and beyond the vital core of English, mathematics and the sciences. The subjects included are designed to ensure that all pupils have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for pupils hoping to go to university, **The Russell Group guide on making informed choices for post-16 education** identifies ‘facilitating subjects’ [see below]. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate – mathematics, English, physics, biology, chemistry [or Double Award Science], geography, history and languages (classical and modern).’

DfE website

<http://www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075975/theenglishbaccalaureate>

‘Many courses at university level build on knowledge which you will gain while still at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course. For this reason, some university courses may require you to have studied a specific subject prior to entry, others may not. However, there are some subjects that are required more often than others. These subjects are sometimes referred to as facilitating subjects.’

***‘Informed Choices for post-16 education’* The Russell Group**

<http://russellgroup.org/Informed%20Choices%20final.pdf>

Links to these two websites can be found on the school website.

The DfE has yet to decide on whether to make the E-Bacc a “stand alone” qualification with its own certificate for students achieving grade A*-C in the listed subjects but we would strongly advise students to consider including these subjects within their Core and Choice courses. This would require students to include either Geography or History as one of their four subject choices.

CHECKLIST – THINK!!



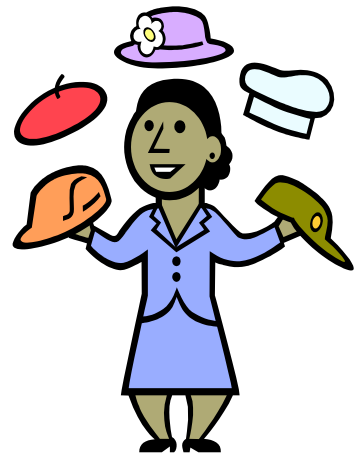
- ❖ **Choose subjects which you enjoy and where you feel you can succeed.**
- ❖ **Don't try to follow friends or teachers.**
- ❖ **Consider which courses you might like to follow after Year 11 and make sure you take the necessary subjects at GCSE.**
- ❖ **Try to look ahead long term; what you choose should provide the balance of subjects for the type of career you have in mind.**
- ❖ **Talk to your parents, your Form Tutor, your subject teachers and the careers staff.**

IMPARTIAL ADVICE & GUIDANCE

The Impartial Advice and Guidance programme enables students to make informed decisions about their futures, be it in employment at age 16 or in higher or further education. All Year 11 students can request a careers guidance interview with the school's *Youth Connexions* Personal Advisor, Jackie Duffy, at any time should they wish for one.

The *Careers/Youth Connexions* Library is located in the reference section of the school Library. It is well resourced with information about different careers pathways, university or college courses and Apprenticeships. The Library has open access throughout the school day and the Library staff are happy to provide guidance on how to use the resources available.

From Year 9, all students are also given guidance in and access to Careers Guidance software which they can use both in school and from home via the internet. The web address for this software can be found at the school's website (see page 3).



As part of your Impartial Advice & Guidance, you will:

- go on a one week Work Experience placement in the Summer Term of Year 10.
- be offered guidance in how to fill in application forms, write a CV, prepare for interviews etc.
- have a personal interview with a member of senior staff regarding Post 16 options.
- have opportunities within PSHCEE lessons to investigate different careers and education routes, learn how to action plan and make informed decisions.
- Take part in the Year 11 '*Moving On*' Curriculum Enrichment Day in which you learn about and practise interview techniques; consider effective choice-making; investigate how specific qualifications link to career paths and take part in a 'Careers Fair' attended by a range of local employers, colleges, universities and training providers.

For further information please contact Mr C Cross

LIKELY TRIPS & VISITS IN KS4

SUBJECT	YEAR	VISIT	APPROX. COST
Art	10	London Art Gallery	£6
ASDAN	10	Thorpe Park	£20
ASDAN	10	Wembley Stadium	£15
ASDAN	10	St Albans Magistrates Court	-
ASDAN	10	St Albans Museum or Volunteer Centre	-
Drama	10/11	Theatre visits (for coursework)	£25 - £30
Drama/ Music/BTEC Performing Arts (Acting)	10/11	Study trip to Lake Garda Easter 2014	£700
English	10	Drama day focusing on a Shakespeare text	-
English	10/11	Various theatre trips organised	£15 (average)
Geography	11	Voluntary trip to Norfolk to study coasts and settlements	£130
Geography	11	Local day trip focussing on urban Geography	£7
German	9/10/12	Exchange to Speyer (9 days) in October 2012. German students return in April 2013	£380
Music	10/11	Various Concert and Theatre trips	£25
Spanish	10	Rosas Study Visit	£700

CORE SUBJECTS

GCSE English



Topics & Ideas Studied

- Analysis of Literary texts: prose, drama and poetry
- Study of spoken language
- Creative writing
- The moving image
- Speaking and listening

Useful Skills

Essay-writing
Independent reading and research
Discussion and presentational skills

Course Assessment

Examinations

<u>English Language Exam</u>	Understanding and Producing Non-fiction	(40%)
	Speaking and Listening	(20%)
	Coursework	(40%)
<u>English Literature</u>	Exploring Modern Texts	(40%)
	Poetry Across Time	(35%)
	Shakespeare and English Heritage	(25%) coursework
Controlled Assessment <u>Language</u>	Extended Reading	(15%)
	Spoken Language	(10%)
	Creative writing	(15%)
	Spoken Language	(60%)

Qualification Two GCSEs: Two tiers of entry.
Higher Tier, A* - D grade; Foundation Tier C - G grade.

Further Information from

<http://web.aqa.org.uk/subjects/english.php>

Head of Subject Mrs T. M. Proudfoot

OCR Nationals ICT Core



Topics & Ideas Studied

All core pupils will complete:

Unit 1: ICT skills for business.

Unit 5: Desktop Publishing.

Unit 20: Creating animation for the WWW using ICT.

(1 GCSE equivalent)

Useful Skills

- Being able to create and develop real-world, practical skills that will motivate learning across a wide range of subjects.
- The ability to select and use digital applications appropriately and produce high quality outcomes.
- Being able to use digital applications.
- The ability to enhance creativity and communication.
- Being able to develop and skills which you will need in the workplace or in further education or training.
- The ability to reflect critically on your own and others' use of digital applications.

Course Assessment

Examinations OCR Nationals ICT Level 2

Assessment Will be the production of portfolios of work for each unit completed which will count as 100% percentage of overall assessment. This work is internally assessed and externally moderated

Qualification The number of GCSE equivalents achieved depends upon the number of units completed.

Further Information from

http://www.ocr.org.uk/qualifications/type/nationals_2010/ict/l2/

Head of Department – Mr A P Robinson

GCSE Mathematics



Topics & Ideas Studied

- The aim of the course is to promote the development of mathematical knowledge and oral written and practical skills which can be applied in everyday situations
- Topic areas include Number, Algebra, Geometry, Measures, Statistics and Probability
- Emphasis on problem solving selecting strategies and applying mathematical techniques are all prominent features of the work.
- There will be a greater emphasis in examinations on the assessment of applying mathematics and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world.

Useful Skills

- Problem solving
- Good written communication skills
- Thinking logically
- Recall of necessary methods and formulae

Course Assessment

Examinations Specification A - Linear, this means the two written examinations are taken at the end of the course and any part of the specification can be tested on any paper. No calculators are allowed for Paper 1. There are two tiers of entry: Higher and Foundation level and the course is entirely assessed by written examination.

Controlled Assessment N/A

Qualification Single GCSE: Two tiers of entry. Higher Tier A* - D grade; Foundation Tier C - G grade.

Further Information from

www.edexcel.com/quals/gcse/gcse10/maths/pages/default.aspx

Mr K Smith - Head of Mathematics

Modern Language: GCSE French



Topics & Ideas Studied

- Media and Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment

Useful Skills

- The ability to listen to and understand spoken French in a range of contexts and a variety of styles
- Being able to communicate in speech and writing for a variety of purposes
- Being able to understand and apply a range of vocabulary and structures
- Being able to develop language learning and communication skills

Course Assessment

Examinations Listening and reading comprehension exams taken in Summer term of Year 11. Mostly short answers/multiple choice. Students are entered at Foundation or Higher level. Each is worth 20% of final grade.

Controlled Assessment 2 x 250 word written assessments worth 30% of final grade
2 x 4-6 minute speaking assessments worth 30% of final grade.

Qualification Single GCSE: Two tiers of entry. Higher Tier A* - D grade; Foundation Tier C - G grade.

Further Information from

<http://www.edexcel.com/quals/gcse/gcse09/mfl/french>

Miss C Edison
Head of French

Mrs S Lutz
Head of Modern Languages

Modern Language: GCSE German



Topics & Ideas Studied

- Media and Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment

Useful Skills

- The ability to listen to and understand spoken German in a range of contexts and a variety of styles
- Being able to communicate in speech and writing for a variety of purposes
- Being able to understand and apply a range of vocabulary and structures
- Being able to develop language learning and communication skills

Course Assessment

Examinations Listening and reading comprehension exams taken in Summer term of Year 11. Mostly short answers/multiple choice. Students are entered at Foundation or Higher level. Each is worth 20% of final grade.

Controlled Assessment 2 x 250 word written assessments worth 30% of final grade
2 x 4-6 minute speaking assessments worth 30% of final grade.

Qualification Single GCSE: Two tiers of entry. Higher Tier A* - D grade; Foundation Tier C - G grade.

Further Information from

<http://www.edexcel.com/quals/gcse/gcse09/mfl/german>

Mrs L Yapp
Head of German

Mrs S Lutz
Head of Modern Languages



Topics & Ideas Studied

- Media and Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment

Useful Skills

- The ability to listen to and understand spoken Italian in a range of contexts and a variety of styles
- Being able to communicate in speech and writing for a variety of purposes
- Being able to understand and apply a range of vocabulary and structures
- Being able to develop language learning and communication skills

Course Assessment

Examinations	Listening and reading comprehension exams taken in Summer term of Year 11. Mostly short answers/multiple choice. Students are entered at Foundation or Higher level. Each is worth 20% of final grade.
Controlled Assessment	2 x 250 word written assessments worth 30% of final grade 2 x 4-6 minute speaking assessments worth 30% of final grade.
Qualification	Single GCSE: Two tiers of entry. Higher Tier A* - D grade; Foundation Tier C - G grade.

Further Information from

<http://www.edexcel.com/quals/gcse/gcse09/mfl/italian>

Miss V Snelson
GCSE Italian teacher

Mrs S Lutz
Head of Modern Languages

Modern Language: GCSE Spanish



Topics & Ideas Studied

- Media and Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment

Useful Skills

- The ability to listen to and understand spoken Spanish in a range of contexts and a variety of styles
- Being able to communicate in speech and writing for a variety of purposes
- Being able to understand and apply a range of vocabulary and structures
- Being able to develop language learning and communication skills

Course Assessment

Examinations	Listening and reading comprehension exams taken in Summer term of Year 11. Mostly short answers/multiple choice. Students are entered at Foundation or Higher level. Each is worth 20% of final grade.
Controlled Assessment	2 x 250 word written assessments worth 30% of final grade 2 x 4-6 minute speaking assessments worth 30% of final grade.
Qualification	Single GCSE: Two tiers of entry. Higher Tier A* - D grade; Foundation Tier C - G grade.

Further Information from

<http://www.edexcel.com/quals/gcse/gcse09/mfl/spanish>

Miss N Boggi
Head of Spanish

Mrs S Lutz
Head of Modern Languages

AS French



Topics & Ideas Studied

- Media (television, advertising, communication technology)
- Healthy Living (sport/exercise, health and well-being, holidays)
- Popular Culture (cinema, music, fashion/trends)
- Family/relationships
(Relationships within the family, friendships, marriage/partnerships)

Useful Skills

- Developing and build on the skills acquired at GCSE
- Developing an insight into another culture and society
- Listening to and understanding spoken French in a range of contexts and a variety of styles
- Communicating in speech and writing for a variety of purposes

Course Assessment

Unit 1 Listening, Reading and Writing (70% of AS Grade)

Two hour Examination taken in Summer term of Year 11

Listening material is on individual MP3 players controlled by the candidates

Unit 2 Speaking (30% of AS Grade)

15 minute speaking test taken in Summer term of Year 11

Qualification AS Level

Further Information from

<http://web.aqa.org.uk/subjects/mfl-specifications.php>

Miss C Edison
Head of French

Mrs S Lutz
Head of Modern Languages

AS German



Topics & Ideas Studied

- Media (television, advertising, communication technology)
- Healthy Living (sport/exercise, health and well-being, holidays)
- Popular Culture (cinema, music, fashion/trends)
- Family/relationships
(Relationships within the family, friendships, marriage/partnerships)

Useful Skills

- Developing and build on the skills acquired at GCSE
- Developing an insight into another culture and society
- Listening to and understanding spoken German in a range of contexts and a variety of styles
- Communicating in speech and writing for a variety of purposes

Course Assessment

Unit 1 Listening, Reading and Writing (70% of AS Grade)

Two hour Examination taken in Summer term of Year 11

Listening material is on individual MP3 players controlled by the candidates

Unit 2 Speaking (30% of AS Grade)

15 minute speaking test taken in Summer term of Year 11

Qualification AS Level

Further Information from

<http://web.aqa.org.uk/subjects/mfl-specifications.php>

Mrs L Yapp
Head of German

Mrs S Lutz
Head of Modern Languages

Physical Education GCSE Option



Topics & Ideas Studied

- 48% is practical in which pupils will study a range of physical activities from a variety of areas such as Invasion Games, Striking and Fielding Games, Aesthetic activities and Athletics.
- 12% is coursework which includes two written projects: one based on analysis of performance and the other on developing personal fitness.
- 40% is a final written exam sat in the Summer of Year 11.

Useful Skills

- All pupils need to have a basic knowledge of and interest in Human Biology
- All pupils should have an enthusiastic approach to a wide range of practical activities

Course Assessment

Examinations	40% awarded from a final exam of short and long answer questions on all areas covered throughout the two years of study.
Controlled Assessment	The analysis of performance coursework is completed in controlled conditions within lesson time.
Qualification	The successful completion will result in the award of a single PE GCSE (one tier of entry).

Further Information from

Two lessons per week will be practical lessons with the third lesson being a theory lesson based in a classroom.

Visit the PE blog for more information - <http://beaumontschoolgcsepe.blogspot.com/>

Mr S Jump - Head of P.E.

Physical Education BTEC Level 1/2 First in Sport



Beaumont School
Physical
Education & Sport

Topics & Ideas Studied

The following information is based on Edexcel's specifications submitted to Ofqual and may be subject to change in the final accredited qualification

- Health and fitness in sport and physical activity
- Practical sports performance
- Leading sports activities
- The mind in sports performance

Useful Skills

- All pupils need to have a basic knowledge of and interest in Human Biology
- All pupils should have basic skills in ICT
- All pupils should have an interest in participating in practical activities

Course Assessment

Examinations	A variety of school assessed assignments completed in lesson time and externally assessed online examinations.
Controlled Assessment	All work produced will be completed in controlled conditions during lesson time.
Qualification	The successful completion of the course will result in the award a BTEC Sport Level 1 or Level 2 qualification (depending on the standard of work produced). A Level 1 is the equivalent of one GCSE whilst Level 2 is the equivalent of two GCSE grades

Students are awarded a Pass, Merit or Distinction grade for this qualification.

Further Information from

Please be aware that this information is based on a 'draft' Edexcel document which may be subject to change.

Visit the Edexcel website for more information -

<http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BTEC-Firsts-2012-L1L2-Specification-in-Sport-pre-accred-draft.pdf>

Mr S Jump - Head of P.E.

Physical Education Practical Option



Topics & Ideas Studied

- In Year 9 and 10 pupils will follow a Games Making module where they will create and play a variety of games in small groups. This will last for no more than two complete terms.
- In Year 11, pupils will have the opportunity to complete a Sports Leader Qualification. This qualification is 90% practical and will last no longer than two terms.
- During the remainder of Year 10 and 11 pupils will take part in a variety of familiar sporting activities as they have done throughout Key Stage Three.

Course Assessment

Controlled Assessment The Sports Leader Qualification will involve the completion of a small workbook which will be done during lesson time.

Qualification The successful completion of this course will result in the award of Sport Leader Level 1 Qualification which is a nationally recognised coaching qualification.

Further Information from

More information can be found by visiting:

<http://www.sportsleaders.org/>

Mr S Jump - Head of P.E.

Personal, Social, Health, Citizenship and Economic Education



Topics & Ideas Studied

The Media and Public Opinion	Work Experience Preparation	Financial Awareness	Work Experience Preparation
Criminal Justice System	Moral Dilemmas	Freedom of Speech	Employment Rights and Responsibilities

Useful Skills

Through involvement with this course, it is hoped that students will develop:

- Confidence and responsibility for making the most of their abilities.
- A healthy, safer lifestyle.
- Good relationships and respect the differences between people.
- Knowledge and understanding about becoming informed citizens.
- Skills of enquiry and communication.
- Skills of participation and responsible action.

Course Assessment

As a non-examined component of the curriculum, students are not given a GCSE grade for this subject. They do however receive a summative comment written by their PSHCEE provider as part of their Year 10 report.

Further Information from

Many of the topics covered feature on the following Youth Connexions web-site:

www.channelmogo.com

Miss E Cleverly
Head of PSHCEE

GCSE Science (Year 10 course)



Topics & Ideas Studied

- Biology: diet & exercise, defending against disease, nerves & hormones, drugs, adaptation, food chains, waste material, genetic variation, evolution
- Chemistry: atoms & elements, limestone & concrete, metals, crude oil & fuels, products from crude oil, plant oils, earth & atmosphere
- Physics: heat transfer, energy & efficiency, electrical appliances, generating electricity, waves (light & sound), the Big Bang theory

Useful Skills

- Revision skills: there is a lot of content in the course. Students need to revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exam.
- Literacy: students need to express scientific ideas clearly, in good English
- Practical skills: a careful and thorough approach to practical work is needed, both in lessons as part of the learning process and in the practical assessment (ISA)

Course Assessment

Examinations	3 theory papers, in Biology, Chemistry and Physics, taken in the Summer of Year 10 and each counting 25%
Controlled Assessment	ISA (investigative Skills Assignment). Students will undertake two assessments during Year 10 (the better score will count). This also counts 25%.
Qualification	Single GCSE Science: Two tiers of entry. Higher Tier A* - D grade; Foundation Tier C – G grade

Further Information from

AQA website: course is Science A
<http://www.sciencelab.org.uk/gcses/>

Head of Subject: Mr G Sargen

GCSE Additional Science (Year 11 course)



Topics & Ideas Studied

- Biology: cell structure, tissues & organs, photosynthesis, organisms and their environment, proteins, respiration, cell division & inheritance, old & new species.
- Chemistry: structure & bonding, chemical properties, analytical and quantitative chemistry, rates of reaction, exothermic & endothermic reactions, acids & bases, electrolysis
- Physics: forces and motion, kinetic energy, electrical circuits, mains electricity, radioactive decay, nuclear fission, nuclear fusion and life cycle of a star

Useful Skills

- Revision skills: there is a lot of content in the course. Students need to revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exam.
- Literacy: students need to express scientific ideas clearly, in good English
- Practical skills: a careful and thorough approach to practical work is needed, both in lessons as part of the learning process and in the practical assessment (ISA)

Course Assessment

Examinations	Three theory papers, in Biology, Chemistry and Physics, taken in the Summer of Year 11 and each counting 25%
Controlled Assessment	ISA (investigative Skills Assignment). Students will undertake two assessments during Year 11 (the better score will count). This also counts 25%.
Qualification	Single GCSE Additional Science: Two tiers of entry. Higher Tier A* - D grade; Foundation Tier C – G grade

Further Information from

AQA website: course is Additional Science
<http://www.sciencelab.org.uk/gcses/>

Head of Subject: Mr G Sargen

OPTION SUBJECTS

GCSE Art and Design



Topics & Ideas Studied

GCSE Art and Design will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department.

As an Art student, you will be given the opportunity to explore a broad range of skills, materials and techniques. This includes: painting, drawing, photography, Photoshop and graphical work, ceramics, textiles, and print-making.

Students will explore media in both 2D and 3D formats.

As an Art student, you will be studying a variety of 'themed' projects, in which you can develop your ideas in a personal and creative way.

Useful Skills

To study GCSE Art and Design, the following skills will come in useful:

- A passion for Art and Design
- Creativity and Imagination
- Communicating your Ideas
- An interest in the work of other Artists and Designers

Course Assessment

At GCSE students will produce a 'Personal Portfolio' of coursework with a supported sketchbook. In Year 11, students will complete an Art Exam on a 'given theme' but may choose freely the media in which they complete the exam and they are given eight planned weeks to prepare for it.

Unit 1: Personal Portfolio (Coursework) 60% (Externally moderated)

Unit 2: Externally Set Assignment (Exam). Students are given eight weeks to prepare for the exam, including the production of a sketchbook and final piece)
40% (Externally moderated)

Qualification Single GCSE (grades A*-G), one tier of entry.

Further Information from

<http://www.edexcel.com/quals/gcse/gcse09/Art/Pages/default.aspx>

Please come and visit any member of the Art Department who can show you exemplar work and sketchbooks.

Ms V Findlay

BTEC First Art and Design



Topics & Ideas Studied

The following information is based on Edexcel's preliminary specifications submitted to Ofqual and may be subject to change in the final accredited qualification.

BTEC Art and Design will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department. BTEC Art and Design follows a vocational aspect and students work to a design brief throughout Years 10 and 11. As a BTEC Art student, you will be given the opportunity to explore a broad range of skills, materials and techniques. This includes: painting, drawing, photography, Photoshop and graphical work, ceramics, textiles, and printmaking.

Students will explore media in both 2D and 3D formats.

As an Art student, you will be studying a variety of vocational projects, in which you can develop your ideas in a personal and creative way.

Useful Skills

To study BTEC Art and Design, the following skills will come in useful:

- A passion for Art and Design
- Creativity and Imagination
- Communicating your Ideas
- An interest in the work of other Artists and Designers

Course Assessment

The BTEC qualification will allow students will produce a 'Personal Portfolio' of coursework with supported sketchbooks. They will follow the following Units:

- Communication Ideas in 2D
- Communicating Ideas in 3D
- Producing a Personal Portfolio
- Investigating Contextual References in Art and Design.

In January of Year 11, students will be set an External 'Creative Project' by the Edexcel Exam Board, which is externally moderated.

Students are awarded a Pass, Merit or Distinction grade for this qualification.

Further Information from

<http://www.edexcel.com/quals/firsts2012/art-and-design/Pages/default.aspx>

Please come and visit any member of the Art Department who can show you exemplar work and sketchbooks.

Ms V Findlay

BTEC First Performing Arts (Dance)



Topics & Ideas Studied

BTEC Dance is a lively and enjoyable subject choice. It allows for individuality and personal exploration of dance. There is no written exam.

The following information is based on Edexcel's preliminary specifications submitted to Ofqual and may be subject to change in the final accredited qualification.

- Selecting material for audition
- Develop a performance as part of an audition
- Explore and develop your dance skills and review your own practice
- Use of rehearsal time

Useful Skills

- Teamwork/collaboration, creativity, imagination
- Communication
- Evaluation of your own work
- Versatility

Course Assessment

Unit 1: Individual Showcase:

Externally assessed unit

- Understand the skills required for the selected progression opportunity
- Present a self-promotional response to the selected progression opportunity.

Unit 2: Preparation, Performance and Production: Internally assessed unit

- Take part in the preparations for a live performance
- Demonstrate performance or production skills and techniques in a performance.

Examples of skills from other specialist units:

- Developing dance skills in a variety of styles: e.g. Bhangara; Contemporary; Jazz; Musical Theatre.
- Use of musicality and appreciation of musical accompaniment
- Other externally assessed units

Students are awarded a Pass, Merit or Distinction grade for this qualification.

Further Information from

<http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BTEC-Firsts-2012-L1L2-Specification-in-Performing-Arts-pre-accred-draft.pdf>

Mrs. RiggottJones

BTEC First Performing Arts (Acting)



Topics & Ideas Studied

BTEC Acting is a great option if you enjoy performing. It allows you to develop your skills and prepares you for auditions as well as helping your confidence.

The following information is based on Edexcel's specifications submitted to Ofqual and may be subject to change in the final accredited qualification.

- Voice and movement skills
- Selecting material for audition
- Develop a performance as part of a production company
- Explore and develop your acting skills and review your own practice

Useful Skills

- Teamwork/collaboration, creativity, imagination
- Communication
- Evaluation of your own work
- Versatility

Course Assessment

Core Unit 1: Individual Showcase Externally assessed unit

Core Unit 2: Preparation, Performance and Production. Internally assessed unit

Examples of skills from other Specialist Units:

Acting Skills, Devising plays, Performing Scripted plays, Physical Theatre and Character Exploration

Students are awarded a Pass, Merit or Distinction grade for this qualification.

Further Information from

<http://www.edexcel.com/migrationdocuments/BTEC%20Firsts%20from%202012/BTEC-Firsts-2012-L1L2-Specification-in-Performing-Arts-pre-accred-draft.pdf>

Drama Department blog: <http://dramaatbeaumontschool.blogspot.com/>

Twitter@BeaumontDrama

Miss Z Shepherd

GCSE Business and Economics



Topics & Ideas Studied

- The main challenges to the creation and running of a small business
- Enterprise skills
- The economic aspects on a small and large scale, within the local, national and international arenas
- The effects of competition
- The determination of price and its effects
- The independent behaviour of individuals, groups, organisations and governments within the local, national and international context

Useful Skills

- extended writing
- creativity
- independent research
- mathematical computation
- decision making

Course Assessment

Examinations (subject to change from Sept 2012)

Year 10 – Unit 1 – Introduction to Small Business - 25%

Multiple choice and objective test

Year 11 – Unit 5 – Introduction to Economic Understanding – 50%

Controlled Assessment

Mixture of multiple choice, short and extended answers and data response questions

Year 10 – Unit 2 - Investigating Small Business – 25%

Research assignment into a small, local business.

Qualification

Single GCSE (grades A*-G), one tier of entry.

Further Information from

<http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20in%20Business%20Issue%202%20for%20web.pdf>

Beaumontbusiness.blogspot.com

Ms Beaumont – Head of Subject

GCSE Business Studies



Topics & Ideas Studied

- The main challenges to the creation and running of a small business
- Enterprise skills
- The factors affecting a firm from outside influences
- The effects of competition
- The determination of price and its effects
- The effects of marketing on a business
- How to satisfy customers' needs
- Effective financial management
- How to manage people

Useful Skills

- extended writing
- creativity
- independent research
- mathematical computation
- decision making

Course Assessment

Examinations (Subject to change from 2012)

Year 10 – Unit 1 – Introduction to Small Business - 25%

Multiple choice and objective test

Year 11 – Unit 3 – Building a Business – 50%

Mixture of multiple choice, short and extended answers and data response questions

Controlled Assessment Year 10 – Unit 2 - Investigating Small Business – 25%
Research assignment into a small, local business.

Qualification

Single GCSE (grades A*-G), one tier of entry.

Further Information from

<http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20in%20Business%20Issue%20%20for%20web.pdf>

Beaumontbusiness.blogspot.com

Ms Beaumont - Head of Subject



Topics & Ideas Studied

- Nutrition, diet and health throughout life
- Nutritional, physical, chemical and sensory properties of food
- Techniques and skills in food storage, preparation and cooking
- Factors affecting consumer choice (social and economic)
- Food hygiene and safety

Useful Skills

- Practical skills in preparing a range of foods and ingredients (meat, fish, poultry, bread, cakes, pastries, dairy foods, rice, pasta, fruits and vegetables)
- Research, analysis, planning and evaluation techniques

Course Assessment

Examinations Unit 1: Food and Nutrition Written Examination Paper (45851)
External Examination 1 hour and 30 minutes. 40% of marks.

Controlled Assessment
Unit 2: Food and Nutrition in Practice (45852) Controlled
Assessment. 60% total marks, 2 assignments.

Qualification
Single GCSE (grades A*-G), one tier of entry.

Further Information from

http://web.aqa.org.uk/qual/newgcse/dandt/new/home_fn_overview.php

Mrs J. Johnston

GCSE OCR D&T: Graphics J303



Topics & Ideas Studied

- The design and development of flat pack packaging with particular reference to the fast food industry
- The design and development of a children's pop-up book with particular reference to sustainability
- Sustainability in terms of graphic materials
- Technical aspects of designing and making in terms of graphic materials

Useful Skills

- Freehand drawing
- ICT especially Power point, Photoshop and Google sketch up
- Model making and manufacturing skills using card
- Rendering techniques using pencil crayon and watercolour

Course Assessment

Examinations Unit A532: 1 hour un-tiered written paper with a weighting of 20%
Unit A534: 1 hour and 15 minute un-tiered written paper with a weighting of 20%

Controlled Assessment Unit A531 20 hour design and make task with a weighting of 30%
Unit A533: 20 hour design and make task with a weighting of 30%

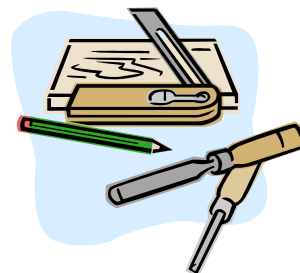
Qualification
Single GCSE (grades A*-G), one tier of entry.

Further Information from

<http://www.ocr.org.uk/qualifications/type/gcse/dt/graphics/index.html>

Mr C Jeffcoate

GCSE AQA D&T: RESISTANT MATERIALS



Topics & Ideas Studied

- Correct and safe use of both wood and metalworking tools
- Making several projects in both wood and metal to develop practical making skills
- Researching and Designing individual projects
- Industrial practice in industry.

Useful Skills

- Enjoy designing and solving practical problems
- Enjoy making.
- Independent researcher.
- Enthusiasm for learning new and useful skills

Course Assessment

Examinations:

AQA: 45601 Design and Technology Resistant Materials.

Written paper: 40% of overall mark; a 2 hour exam. Types of questions include: drawn design pages, written short and long answers.

Controlled Assessment:

60% coursework: a 21 page coursework folder with a wood/metal practical piece.

Past coursework has included: boxes, toys, tables and games.

Qualification

Single GCSE (grades A*-G), one tier of entry.

Further Information from

http://web.aqa.org.uk/qual/newgcse/dandt/new/resistant_overview.php?id=06&prev=07

Mr Polding

GCSE AQA D&T: Textiles



Topics & Ideas Studied

- Textiles decorative techniques.
- Research into fashion: A day visit to the Victoria and Albert Museum, an opportunity to explore fashion drawing and fashion history.
- Textiles construction.
- Industrial practice in fashion industry.

Useful Skills

- Enjoy designing and using colour to create ideas.
- Enjoy drawing and practical work.
- Independent research.
- Enthusiasm for Textiles!

Course Assessment

Examinations: AQA: 45701 Design and Technology Textiles.

Written paper: 40% of overall mark: a 2 hour exam. Types of questions include: drawn design pages, written short and long answers.

Controlled Assessment:

60% coursework: a 21 page coursework folder with a textiles practical piece.
Past coursework has included: floor cushions, wall hangings and bags.

Qualification

Single GCSE (grades A*-G), one tier of entry.

Further Information from

http://web.aqa.org.uk/qual/newgcse/dandt/new/textiles_overview2.php?id=06&prev=#?id=06&prev=06

Ms Crompton (Selby) and Mrs Lloyd

GCSE Drama Edexcel



Topics & Ideas Studied

- Unit 1: Creating Drama on a topic/theme/issue. Practical exploration. Written Controlled Assessment about your own work and that of others.
- Unit 2: Exploring playtexts. Practical exploration. Written Controlled Assessment on your own work and that of others.
- Live theatre review: Watch a professional theatre production and write a review
- Unit 3: Final practical exam in front of external examiner. Students can choose either acting or performance support.
- Technical aspects of designing and making in terms of graphic materials.

Useful Skills

- Teamwork/collaboration, creativity, imagination
- Communication
- Essay writing
- Evaluation of your own work and that of others

Course Assessment

Controlled Assessment

- Unit 1 5DR01: 6 hours practical exploration. Documentary response (2000 word maximum)
Unit 2 5DR02: 6 hours practical exploration. Documentary response (1000 word maximum)
Response to Live Theatre (2000 word maximum)

Examination

Unit 3 5DR03: Students will present their work as either performers or performance support students in a single performance to an examiner appointed by Edexcel.

Qualification

Single GCSE (grades A*-G), one tier of entry.

Further Information from

<http://www.edexcel.com/quals/gcse/gcse09/drama/Pages/default.aspx>

Drama Department blog: <http://dramaatbeaumontschool.blogspot.com/>

Twitter@BeaumontDrama

Miss Z Shepherd



Topics & Ideas Studied

- **Unit 1: Dynamic Planet.** Students complete the units Restless Earth, Climate and Change, Battle of the Biosphere, Water World, Coastal Change and Oceans on the Edge.
- **Unit 2: People and Planet.** Students complete the units Population Dynamics, Consuming Resources, Living Spaces, Making a Living, Changing Countryside and Development Dilemmas.
- **Unit 3: Making Geographical Decisions.** A resource booklet is released before the exam about a current topic and students study the different pressures, conflicts and people involved.
- **Unit 4: Researching Geography.** Internally assessment controlled assessment based on a fieldwork investigation on either coasts or an issue in the local area.

Useful Skills

- Extended writing skills
- Effective researching
- Working independently and in small groups
- Being able to analyse a range of information
- Good ICT skills

Course Assessment

Examination

Unit 1: 5GB1 Dynamic Planet – 1 hour exam with a range of short and long mark questions.

Unit 2: 5GB2 People and Planet – 1 hour exam with a range of short and long mark questions.

Unit 3: 5GB3 Making Geographical Decisions– 1 hour exam with a range of short and long mark questions.

Unit 4: 5GB04 Controlled Assessment – extended fieldwork investigation internally marked.

Each unit is worth 25% of the GCSE qualification.

Qualification

Single GCSE: Two tiers of entry. Higher: A* – D grade: Foundation C – G grade

Further Information from

<http://www.edexcel.com/quals/gcse/gcse09/geography/b/Pages/default.aspx>

Geography Department blog: www.beaumontgeoggers.blogspot.com

Miss S Hosegood

GCSE History



Topics & Ideas Studied

In **Year 10**, two units are covered: USA 1919-41 (looking at the boom years of the 20s covering the share crazes, flappers, prohibition, gangsters and the impact of intolerance and the years of depression and Roosevelt's controversial changes); USA 1945-70 (continuing some of the issues from the earlier unit such as the Red Scare, intolerance and the methods used to gain Civil Rights by campaigners such as Martin Luther King and Malcolm X and the campaigns undertaken by students against the Vietnam War and women for equality).

In **Year 11** there are a further two units: Crime, Policing and Punishment in England (with a special focus on the Jack the Ripper era Victorian police force) and The Cold War (with a focus on the development of the animosity between the two sides, the Berlin Wall, Cuban Missiles Crisis, invasion of Afghanistan and collapse of the Soviet Union).

Useful Skills

History develops many useful skills:

- The ability to write longer structured pieces of work that are analytical, selective and present a coherent argument.
- The ability to select useful and reliable evidence to support an argument
- To write precisely and concisely in timed conditions

Course Assessment

Examinations Three written examinations in the summer of Year 11 (USA 1919-41, USA 1945-70, The Cold War). Each exam is 1hr 15 minutes and they cover source and essay-style questions.

Controlled Assessment Three written tasks (½ hour, 1 hour and 1 hour) on a question which the students are informed of 2 weeks prior to the task. They are able to research and bring notes in to the write-up sessions.

Qualification Single GCSE (grades A*-G), one tier of entry.

Further Information from

<http://www1.edexcel.org.uk/espec-gcse/historya/wrapper.html>

For further details of the unit content please see pages 11, 12, 18, 19, 25, 26, and 31.

Head of Department: Miss Pearson

OCR Nationals ICT Option



Topics & Ideas Studied

Option pupils will have the opportunity to complete some or all of the following units:

Unit 2:	Webpage creation
Unit 4:	Design and produce multimedia products
Unit 6:	Spreadsheets
Unit 7:	Databases
Unit 8:	Technological innovation and e-commerce
Unit 21:	Computer Graphics
Unit 22:	Sound and
Unit 23:	Video

Useful Skills

- Being able to create and develop real-world, practical skills that will motivate learning across a wide range of subjects.
- Developing the ability to select and use digital applications appropriately and produce high quality outcomes.
- Being able to use digital applications.
- Enhancing creativity and communication.
- Developing skills which the students will need in the workplace or in further education or training.
- Encouraging students to reflect critically on their own and others' use of digital applications.

Course Assessment

Examinations	OCR Nationals ICT Level 2
Assessment	Will be the production of portfolios of work for each unit completed which will count as 100% percentage of overall assessment. This work is internally assessed and externally moderated
Qualification	The number of GCSE equivalents achieved depends upon the number of units completed.

Further Information from

http://www.ocr.org.uk/qualifications/type/nationals_2010/ict/l2/

Head of Department – Mr A P Robinson

GCSE Music (OCR)



Topics & Ideas Studied

- **Area of Study 1 (My Music)** Students study their own instrument or voice, focussing on a piece of music written for their instrument. Students must complete performance, appraising and composition tasks based on their studies, which is all part of controlled coursework.
- **Area of Study 2 (Shared Music)** Students explore the relationships and roles of voices in instruments in a variety of ensemble music throughout the ages.
- **Area of Study 3 (Dance Music)** Students Study different types of dance music from across the ages
- **Area of Study 4 (Descriptive Music)** Students study descriptive music from the Romantic period to the present day, including Programme Music (Symphonic music from 1820 onwards) and Film Music.

Useful Skills

- Creativity, imagination, composition
- Communication, performing and evaluating
- Analysis and essay writing

Course Assessment

Controlled Assessment

- 1) B351 (30%) 10 hours: 1 solo performance, 1 composition and a written performance appraisal, composition brief and appraisal (400 words in total).
- 2) B352 (30%) 12 hours: 1 ensemble performance, 1 composition, log and evaluation

Examinations

- 1) B353 (15%) Creative Task Exam: 45 minute composition exam in response to a stimulus
- 2) B354 (25%) Listening Exam: 1 hour (approx.) exam responding to extracts of music from Areas of Study 2, 3 and 4

Qualification

Single GCSE (grades A*-G), one tier of entry.

Further Information from

Specification: http://www.ocr.org.uk/download/kd/ocr_9994_kd_gcse_spec.pdf
Music Department Blog: www.musicatbeaumontschool.blogspot.com
Twitter: <http://twitter.com/BeaumontMusic>

Ms H Doan

Philosophy and Ethics (Religious Studies)



Topics & Ideas Studied

PHILOSOPHY

- Beliefs about God
- Religious and spiritual experiences
- Death and beyond
- Good and evil
- Reason and revelation

ETHICS

- Human relationships
- Medical ethics
- Poverty and wealth
- Peace and justice
- Equality
- The media

Useful Skills

- Essay writing
- Independent research
- Class discussion and debate
- Role play
- Group work

Course Assessment

Examinations

OCR Religious Studies B, Two two-hour papers (one in Philosophy and one in Ethics) worth 100% of overall grade, mixture of short and long answers and essays

Controlled Assessment No Controlled Assessment

Qualification

Single GCSE (grades A*-G), one tier of entry.

Further Information from

http://www.ocr.org.uk/qualifications/type/gcse/hss/rs_b/

Mrs L Sidney – Head of Religious Studies

GCSE Biology (Triple Science)



Topics & Ideas Studied

- Unit 1: diet & exercise, defending against disease, nerves & hormones, drugs, adaptation, food chains, waste material, genetic variation, evolution
- Unit 2: cell structure, tissues & organs, photosynthesis, organisms and their environment, proteins, respiration, cell division & inheritance, old & new species.
- Unit 3: movement of molecules in and out of cells, transport systems, homeostasis, humans and their environment

Useful Skills

- Revision skills: there is a lot of content in the course. Students need to revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exam.
- Literacy: students need to express scientific ideas clearly, in good English
- Practical skills: a careful and thorough approach to practical work is needed, both in lessons as part of the learning process and in the practical assessment (ISA)

Course Assessment

Examinations Three theory papers to be taken in the Summer of Year 11 and each counting 25% of the course assessment.

Controlled Assessment ISA (investigative Skills Assignment). Students will undertake two assessments (the better score will count). It counts as 25%.

Qualification

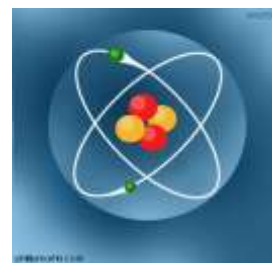
Single GCSE: Two tiers of entry. Higher: A* – D grade: Foundation C – G grade

Further Information from

AQA website: GCSE Biology
<http://www.sciencelab.org.uk/gcses/>

Head of Subject: Mr P Lavin

GCSE Chemistry (Triple Science)



Topics & Ideas Studied

- Unit 1: atoms & elements, limestone & concrete, metals, crude oil & fuels, products from crude oil, plant oils, earth & atmosphere
- Unit 2: structure & bonding, chemical properties, analytical and quantitative chemistry, rates of reaction, exothermic & endothermic reactions, acids & bases, electrolysis
- Unit 3: the periodic table, water, calculating energy changes, analysing substances, production of ammonia, alcohols, carboxylic acids and esters

Useful Skills

- Revision skills: there is a lot of content in the course. Students need to revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exam.
- Literacy: students need to express scientific ideas clearly, in good English
- Practical skills: A careful and thorough approach to practical work is needed, both in lessons as part of the learning process and in the practical assessment (ISA)

Course Assessment

Examinations Three theory papers to be taken in the Summer of Year 11 and each counting 25% of the course assessment.

Controlled Assessment ISA (investigative Skills Assignment). Students will undertake two assessments (the better score will count). It counts as 25%.

Qualification

Single GCSE: Two tiers of entry. Higher: A* – D grade: Foundation C – G grade

Further Information from

AQA website: GCSE Chemistry
<http://www.sciencelab.org.uk/gcses/>

Head of Subject: Mr H Parmar

GCSE Physics (Triple Science)



Topics & Ideas Studied

- Unit 1: heat transfer, energy & efficiency, electrical appliances, generating electricity, waves (light & sound), Big Bang theory
- Unit 2: forces and motion, kinetic energy, electrical circuits, mains electricity, radioactive decay, nuclear fission, nuclear fusion & life cycle of a star
- Unit 3: medical physics (e.g. X-rays, ultrasound, lenses, physics of the eye), mechanics incl. moments and circular motion, electric motors & transformers

Useful Skills

- Revision skills: there is a lot of content in the course. Students need to revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exam.
- Literacy: students need to express scientific ideas clearly, in good English
- Practical skills: a careful and thorough approach to practical work is needed, both in lessons as part of the learning process and in the practical assessment (ISA)

Course Assessment

Examinations Three theory papers to be taken in the Summer of Year 11 and each counting 25% of the course assessment.

Controlled Assessment ISA (investigative Skills Assignment). Students will undertake two assessments (the better score will count). It counts as 25%.

Qualification

Single GCSE: Two tiers of entry. Higher: A* – D grade: Foundation C – G grade

Further Information from

AQA website: GCSE Physics
<http://www.sciencelab.org.uk/gcses/>

Head of Subject: Mr K Fernandez

SUPERVISED STUDY

The Supervised Study Option is an alternative to one GCSE subject option. It is an opportunity for students to consolidate learning across the curriculum and to receive support with their homework and class work where this is necessary.



For further information please contact Mr C Cross

PRACTICAL ENGINEERING

This is a non-examined subject, taken in the place of an option subject. Students can use the three periods in the week to enjoy making projects in Technology. This is purely a recreational course.



For further information please contact Mr C Cross

ASDAN (*by invitation only*)



The ASDAN awards are recognised by the Department for Education with programmes progressing through Bronze, Silver, Gold and Universities levels. Each programme is designed to develop, assess and accredit Key Skills and recognise personal achievements.

Each Award programme contains a choice of challenges which will encourage students to become more skilled at:

- **Improving their own learning and performance**
- **Working with others**
- **Problem solving**

In addition challenges and activities may develop other skills and provide evidence of:

- **Communication**
- **Application of number**
- **Information technology**

Students carry out tasks and challenges from the following list of modules: Information Handling, The Community, Sport and Leisure, Home Management, The Environment, Number Handling, Health and Survival, World of Work, Technology, The Wider World, Expressive Arts, and Beliefs and Values.

It is anticipated that students will be able to achieve the Bronze Award by the end of Year 10.

The course is aimed at students who would benefit from additional support to develop key learning skills. These students should have received a letter of invitation from **Mr Levoir** before the Options Evening.

MY NOTES

SUBJECT: _____ Questions I have about this subject:
<ul style="list-style-type: none">••••

Initial decision: Definite <input type="checkbox"/> Possible <input type="checkbox"/> Rejected <input type="checkbox"/>
Reasons for your choice. Comment on:
<ul style="list-style-type: none">• Career• Balance (see page 4)• Interest

SUBJECT: _____ Questions I have about this subject:
<ul style="list-style-type: none">••••

Initial decision: Definite <input type="checkbox"/> Possible <input type="checkbox"/> Rejected <input type="checkbox"/>
Reasons for your choice. Comment on:
<ul style="list-style-type: none">• Career• Balance (see page 4)• Interest

MY NOTES

SUBJECT: _____ Questions I have about this subject:

-
-
-
-

Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
- Balance (see page 4)
- Interest

SUBJECT: _____ Questions I have about this subject:

-
-
-
-

Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
- Balance (see page 4)
- Interest

MY NOTES

SUBJECT: _____ Questions I have about this subject:

-
-
-
-

Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
- Balance (see page 4)
- Interest

SUBJECT: _____ Questions I have about this subject:

-
-
-
-

Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
- Balance (see page 4)
- Interest

Name.....

Key Stage 4 Learning Pathways: 2012-14

Form.....

Section A Your **Core** subjects are
English Language, English Literature, Mathematics, Core & Additional Science, Core ICT, PSHCEE,
PLUS
 a Foreign Language (or ASDAN) and a PE option

1. Choose your additional Core Subjects. Tick ONE box to show which main Foreign Language or ASDAN you are choosing, and ONE box to show which Core PE you are choosing from Section A. Please also write down a Reserve Choice for your Core PE in the space provided.

2. Choose FOUR subjects from Section B, but no more than TWO from any column.

Main Foreign Language, or ASDAN

Choose one subject

- GCSE French
- GCSE German
- GCSE Spanish
- 'AS' French
- 'AS' German
- ASDAN (by invitation)

AND **Core PE**

Rank your choices 1 to 3
 (with choice 1 being the most preferred)

- GCSE PE
- BTEC Sport
- Practical Activities and Sports Leader Award

Section B

Choices

Choose **four** subjects you wish to study but **no more than two from any column.**

Place a number 1 - 4 in the relevant box to indicate your order of preference (where 1 is the highest priority).

Please note:-

You cannot take more than one Design and Technology subject. You cannot choose both Business and Business & Economics. You cannot choose both BTEC Performing Arts (Acting) and Drama. You cannot choose both BTEC Art and Art. You can choose Supervised Study or Practical Engineering (at the bottom of the table) as one of your four choices instead of selecting all four from the columns.

Humanities	Arts	Languages	Science & Technology	BTEC subjects
Business <input type="checkbox"/>	Art <input type="checkbox"/>	GCSE French <input type="checkbox"/>	Design & Technology	BTEC Performing Arts (Acting) <input type="checkbox"/>
Business & Economics <input type="checkbox"/>	Drama <input type="checkbox"/>	GCSE German <input type="checkbox"/>	D&T Graphics <input type="checkbox"/>	BTEC Art <input type="checkbox"/>
Geography * <input type="checkbox"/>	Music <input type="checkbox"/>	GCSE Spanish <input type="checkbox"/>	D&T Resistant Materials <input type="checkbox"/>	BTEC Performing Arts (Dance) <input type="checkbox"/>
History * <input type="checkbox"/>		GCSE Italian (new start) <input type="checkbox"/>	D&T Food & Nutrition <input type="checkbox"/>	
Philosophy & Ethics <input type="checkbox"/>			D&T Textiles <input type="checkbox"/>	
			Triple Science <input type="checkbox"/>	
			ICT (OCR Nationals) <input type="checkbox"/>	

Supervised Study

Practical Engineering

3. Indicate TWO RESERVE choices of subjects.

Section C **Reserve choices**

First choice

Second choice

*** You must include Geography and/or History GCSE in your choices if you wish to be eligible for the English Baccalaureate qualification**