

ST . C L E M E N T . D A N E S . S C H O O L



GCSE OPTIONS 2010 - 2012



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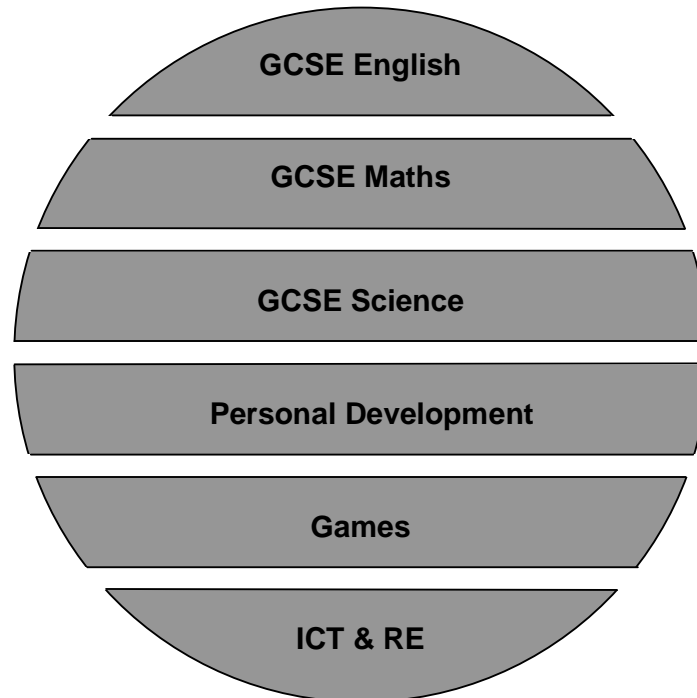
Introduction

At Key Stage 4 students study a number of Core subjects and a number of Option subjects, most of which lead to a GCSE qualification.

The following information outlines the structure for both Core and Option subjects and an explanation of the selection process involved.

The Key Stage 4 Curriculum – Core subjects

At Key Stage 4, some subjects are compulsory for every student. These make up the **Core subjects**. They are listed below.



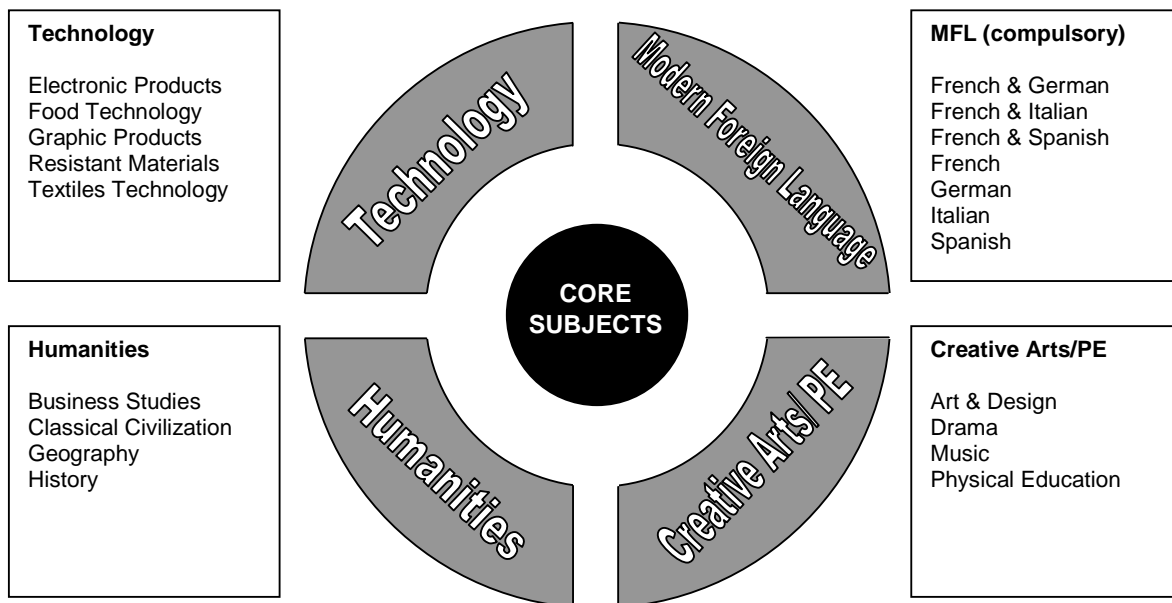
- Most students study GCSE English Language and GCSE English Literature (two GCSEs). Two sets will take GCSE English (one GCSE).
- All students take GCSE Maths.
- Most students study Core and Additional Science (two GCSEs). Two sets will take Core and Additional Applied Science (two GCSEs) and two sets will take Separate Science (three GCSEs).
- All students study ICT, leading to either a Level 1 or a Level 2 Award in Digital Applications for IT Users (AiDA).
- All students study RE.



The Key Stage 4 Curriculum – Option Subjects

The core subjects are supplemented by **Option** subjects. As the name suggests the students can choose which Option subjects they study. Students choose one Modern Foreign Language and three other Option subjects, which are studied to GCSE level.

In our opinion the majority of students are best served by taking a **balanced** curriculum at Key Stage 4. This will mean choosing one Modern Foreign Language, one Creative Arts/PE GCSE, one Humanities GCSE and one Technology GCSE.



Whilst we encourage students to take a balanced curriculum, **some** may wish to choose a different selection of subjects which they feel better represents their individual strengths and skills. We will endeavour to accommodate these requests if we are confident that the selection matches our assessment of the student's capabilities.

Possible alternative combinations are:

- a Modern Foreign Language, two Creative Arts/PE and either a Humanities or a Technology subject
- a Modern Foreign Language, two Humanities and either a Creative Arts/PE or a Technology subject

We **do not** allow students to study two Technology subjects.



Separate Science

Approximately 60 Year 9 students will have the opportunity to study Separate Science (three GCSEs). Those students who wish to study this course are required to select 'Separate Science' from Option block A (see page 6) and must be awarded a Science KS3 Teacher Assessment at Level 6 or 7 this Summer. Separate Science students will receive a total of thirteen periods of Science per fortnight.

Double Award MFL Students

The more able language students are encouraged to study two languages at GCSE. These students will study French plus German, French plus Italian or French plus Spanish, with both GCSEs examined in the Summer Term of Year 11.

The timetable allocation for double award languages is the same as it is for single award languages (five lessons per fortnight).

Alternative Curriculum

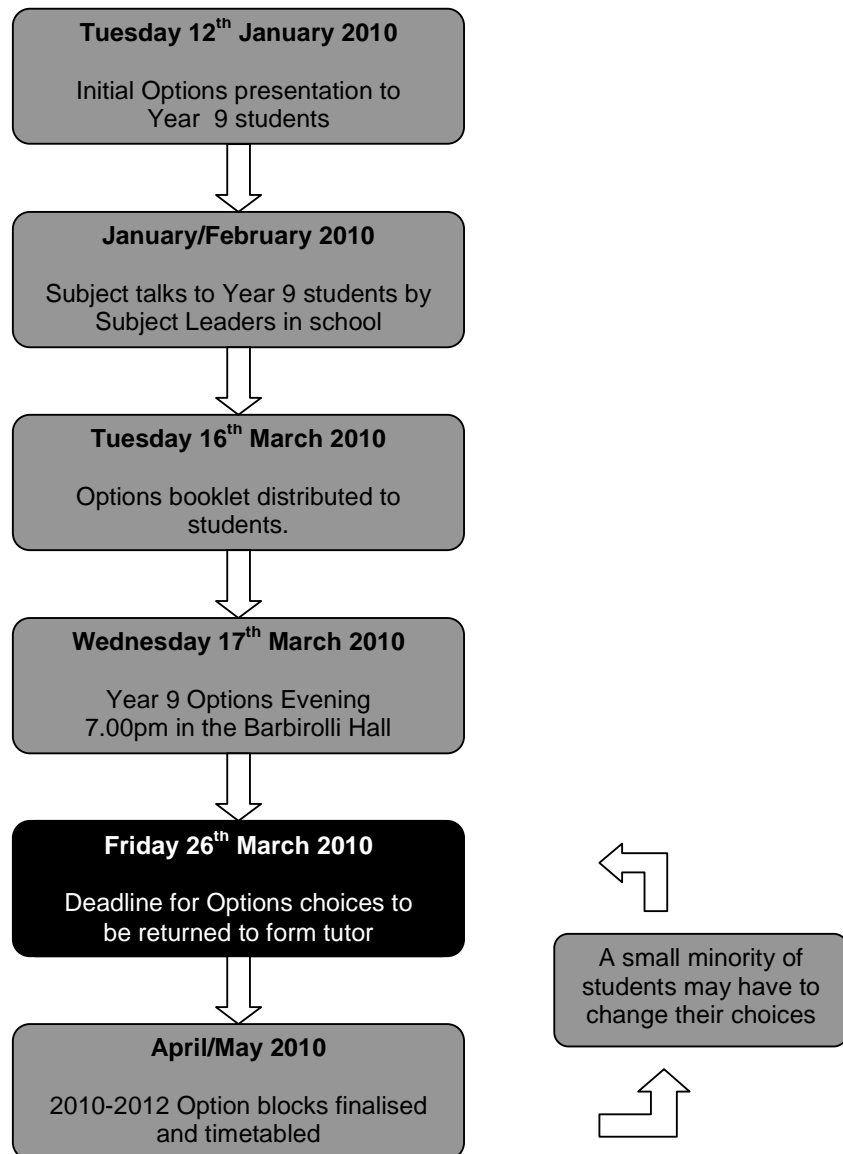
A small number of students will follow an alternative curriculum which will comprise of the Core subjects, fewer Option subjects and a vocational course leading to a recognised award (ASDAN). The programme is divided into modules which are adapted to suit the students' strengths and interests. The alternate course is nationally recognised at GCSE standard. It would replace choices from Option blocks A and B.

The first full cohort of students studying ASDAN successfully completed the course in 2009. Their results were outstanding and made a significant impact on their ability to access further education.



The Options Process

Students are already half-way through the Options Process



Why might a small minority of students have to change their options?

- If there is insufficient demand for a course it will not run.
- If the combination of Option subjects a student chooses cannot be accommodated.

It may be necessary to exchange students between tutor groups in Year 10 in order to facilitate maximum student choice.



Options Form – Student/Parent Copy

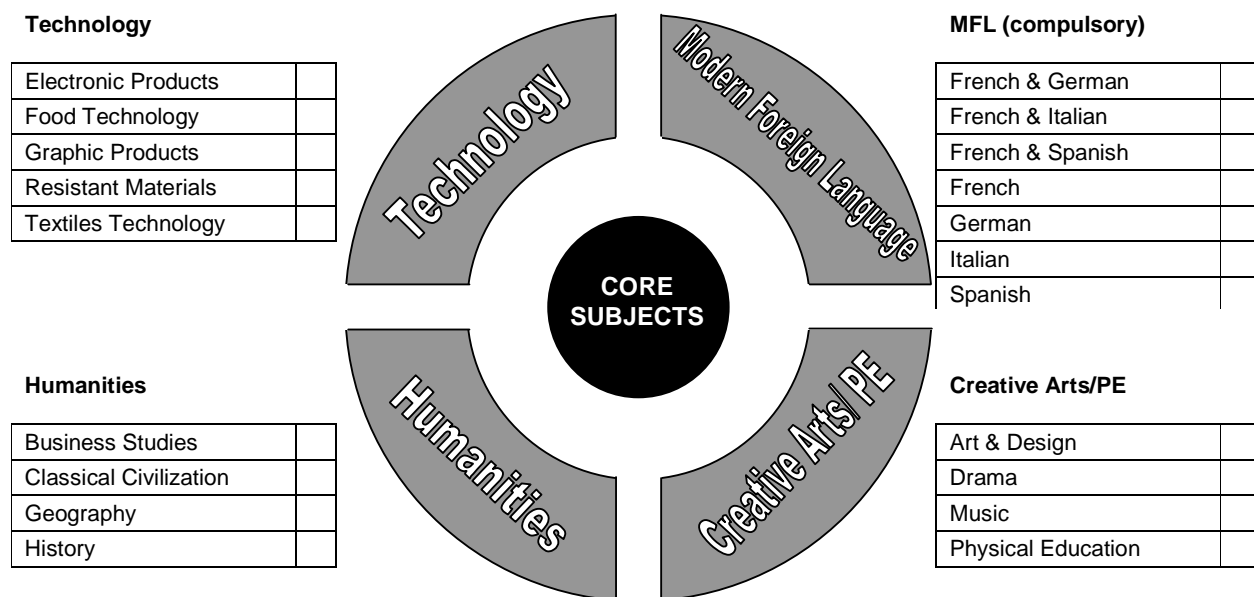
Please consider the advice given on pages three and four of this booklet when completing this form.

Options A, B, C & D – Choose one subject from each Option block

Option A	Option B	Option C	Option D
Business Studies	French & German	Business Studies	Art & Design
Classical Civilization	French & Italian	Drama	Business Studies
Geography	French & Spanish	Food Technology	Classical Civilization
History	French	Graphic Products	Drama
Music	German	Music	Electronic Products
Separate Science	Italian	Physical Education	Food Technology
ASDAN	Spanish	Resistant Materials	Geography
	ASDAN	Textiles Technology	History
			Textiles Technology

Checking procedure

To check that your choices represent a balance of subjects – see if you have chosen a subject from each of the four curriculum areas in the diagram below:



If your choice does not represent a balance of subjects, do you have good reasons for the choices you have made?

Now transfer your choices on to the form on page 7.



Options Form – School Copy

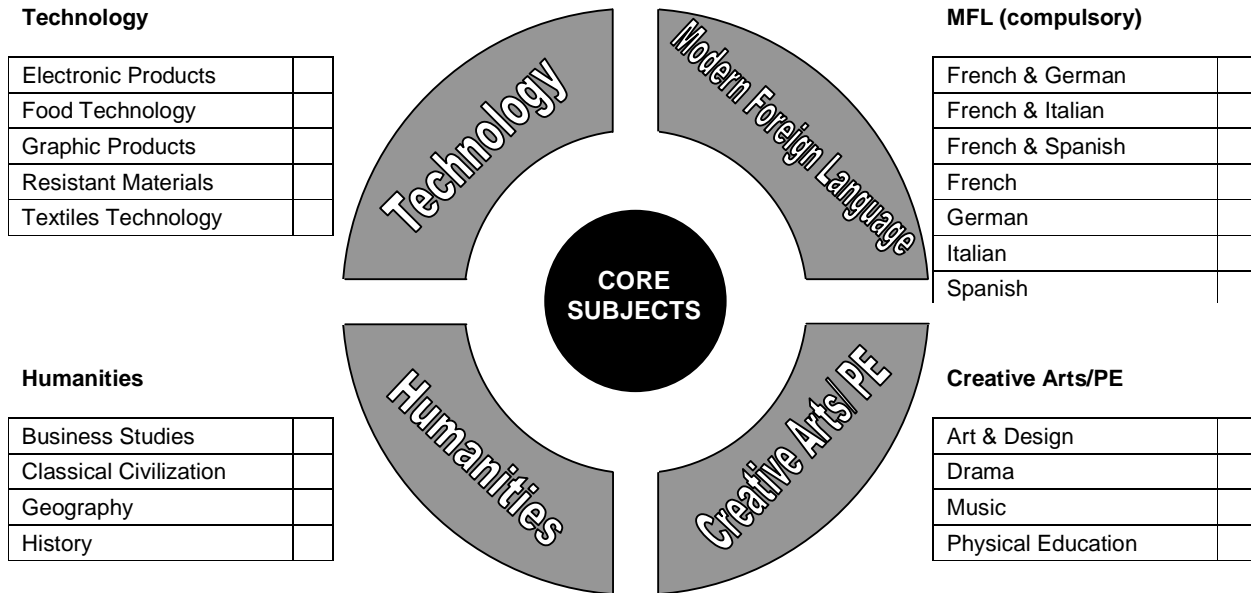
Student Name _____ Form _____

Options A, B, C & D – Choose one subject from each Option block

Option A	Option B	Option C	Option D
Business Studies	French & German	Business Studies	Art & Design
Classical Civilization	French & Italian	Drama	Business Studies
Geography	French & Spanish	Food Technology	Classical Civilization
History	French	Graphic Products	Drama
Music	German	Music	Electronic Products
Separate Science	Italian	Physical Education	Food Technology
ASDAN	Spanish	Resistant Materials	Geography
	ASDAN	Textiles Technology	History
			Textiles Technology

Checking procedure

To check that your choices represent a balance of subjects – see if you have chosen a subject from each of the four curriculum areas in the diagram below:



If you have not chosen one subject from each of the four curriculum areas, or if you have not been able to choose your ideal combination of subjects because of their positioning in the Option blocks, please inform us on the reverse side of this sheet. **This form must be returned to your form tutor by Friday 26th March 2010.**

Student's signature _____ Date _____

Parent's signature _____



Please indicate clearly below if you have been unable to choose your ideal combination of subjects

Reasons for not choosing a balance of subjects



CORE SUBJECTS

English, English Language and English Literature
Mathematics
Science
ICT
Personal Development (Non-Examination)
Core Physical Education/Games (Non-Examination)
Core Religious Education (Possible Examination)



ENGLISH, ENGLISH LANGUAGE AND ENGLISH LITERATURE

AQA Examining Board

GCSE

Introduction

Each student will follow a course of study for **either** English GCSE, a single qualification **or** English Language and English Literature, two separate GCSEs which are taught concurrently. Although the latter two are two independent subjects, the courses run together within the English timetable. Additionally, there are some common units between English and English Language.

As part of the English GCSE course, students will study a range of literature, including a text from the Literary Heritage, a text from a different culture and a Shakespearean play. The texts will mainly provide stimulus for the Controlled Assessment element of the final grade. Students will be assessed in Speaking and Listening skills in Controlled Assessments, and in understanding and producing creative texts. The examination itself tests reading and writing skills in a range of genres and styles.

Students who follow the English Language and English Literature combination will study a somewhat wider range of literature. Students will produce work as Controlled Assessments on some of these texts and be examined on others in the final examination. Students will be also assessed in Speaking and Listening skills, and in creative writing, in Controlled Assessments. In addition, students will produce a Spoken Language Study as a Controlled Assessment. The examination itself tests reading and writing skills in a range of genres and styles.

Setting Arrangements

The GCSE cohort is divided into half year groups, each comprising of five bands. Bands 1 – 4 will study English Language and English Literature whilst Band 5 will study English only. We believe that the opportunity for increased time to be spent on texts and skills in Band 5 offers some students the best prospect of gaining a good grade in English GCSE.

Students are allocated to a particular band on the basis of their performance throughout Year 9. The final Key Stage 3 Teacher Assessment will be considered along with other evidence, but should not be regarded as the sole criterion for band choices.

A final decision regarding tier entry levels for each examination is made in the January of Year 11, after the Mock examinations and discussion with students. Both Higher and Foundation tiers offer the opportunity to gain a C grade in the final examination. However, there is no ceiling on the grades awarded to any student in the Controlled Assessment elements of these subjects.

Whilst each year group has an individual profile, the following is a general guideline to banding arrangements:

- Bands 1-4 Higher Tier English Language and English Literature
- Band 5 Foundation Tier English



Assessment English

The final grade is determined by performance in Controlled Assessments and the final examination.

Controlled Assessment determines 60% of the final grade.

This is divided into two areas:

Speaking and Listening	20%
Understanding and Producing Creative Texts	40%

A range of Speaking and Listening activities is undertaken during the course. These cover a variety of situations and purposes, including the use of standard English.

Five pieces of controlled assessments are produced, three testing reading skills and two testing writing skills.

- Three tasks on literary reading, including Shakespeare
- Two creative writing tasks

Written Examination determines 40% of the final grade.

Students may be entered for either Foundation (C - G) and Higher (A* - D) Tier. There is one paper for each tier, testing a range of reading and writing skills.

Assessment English Language

The final grade is determined by performance in Controlled Assessments and the final examination. Some elements of this examination are held in common with English.

Controlled Assessment determines 60% of the final grade.

This is divided into two areas:

Speaking and Listening	20%
Understanding Spoken and Written Texts and Writing Creatively	40%

A range of Speaking and Listening activities is undertaken during the course. These cover a variety of situations and purposes, including the use of standard English.

Four Controlled Assessments are produced.

- One task on literary reading
- Two creative writing tasks
- One Spoken Language Study

Written Examination determines 40% of the final grade.

Students may be entered for either Foundation (C - G) and Higher (A* - D) Tier. There is one paper for each tier, each testing a range of reading and writing skills.

Assessment English Literature

Five substantial texts are to be studied, including Shakespeare and at least one novel.

Controlled Assessment determines 25% of the final grade

There are identical requirements for both tiers. One controlled assessment requires students to make links between a play from Shakespeare and any other text from the Literary Heritage.

Written examination determines 75% of the final grade

The students must cover a modern prose text, a text which explores different cultures and a range of poetry, including unseen poetry. There are two papers of 1 hours and 30 minutes and 1 hour 15 minutes duration.



MATHEMATICS

AQA Examining Board

GCSE

Aims	<ul style="list-style-type: none">• develop an ability to think and reason mathematically• realise the application of mathematics in the world• have the understanding of how to use mathematics up to GCSE level and create a firm foundation for those wishing to study the subject further• for students to have a positive attitude to Mathematics and to achieve to the best of their ability with confidence and enjoyment
Content	<p>The AQA syllabus enables students to demonstrate their knowledge, understanding and skills in three assessments:</p> <p>Unit 1: Statistics and Number - Content includes data collection, presentation, interpretation and analysis and Probability.</p> <p>Unit 2: Number and Algebra - Content includes working with numbers and the number system; fractions, decimals and percentages; ratio and proportion; expressions and equations; sequences and linear functions.</p> <p>Unit 3: Geometry and Algebra - Content includes properties of angles and shapes; geometrical reasoning and calculation; measures and construction; mensuration; graphical methods and solving problems with algebra.</p>
Setting Arrangements	Mathematics is taught across five ability sets.
Assessment	<p>The course is modular and students are assessed through Year 10 and 11 by three written papers:</p> <p>Unit 1 is assessed in a 1 hour calculator examination. (27% of the GCSE) Unit 2 is assessed in a 1 ¼ hour non-calculator examination. (33% of the GCSE) Unit 3 is assessed in a 1 ½ hour calculator examination. (40% of the GCSE)</p> <p>Students will be required to show their application of mathematics and their choice of skills in a variety of practical and investigational problems within these assessments. There is no coursework component.</p> <p>Entry to Mathematics GCSE is made in one of two overlapping tiers:</p> <p>Higher tier: Grades A* - D Foundation tier: Grades C – G</p> <p>Initially, students in sets 1 to 4 study the Higher tier course and students in Set 5 study the Foundation course.</p> <p>The final decision on tier of examination entry will be taken in March of Year 11 and will be based on the band of grades most appropriate for each student.</p>



SCIENCE

AQA Examining Board

GCSE

Aims	<ul style="list-style-type: none"> to develop interest in, and enthusiasm for, Science to develop a critical approach to scientific evidence and methods to acquire and apply skills, knowledge and understanding of how Science works and it's essential role in society to acquire scientific skills, knowledge and understanding necessary for progression to further learning
Content Year 10	<p>All students will study a Single Award Science GCSE, consisting of six modules, either at Higher or Foundation level.</p> <p>Biology 1a Human Biology Biology 1b Evolution and Environment Chemistry 1a Products from rocks Chemistry 1b Oils, Earth and Atmosphere Physics 1a Energy and Electricity Physics 1b Radiation and the Universe</p>
Assessment	<p>6 x 30 min: Multiple Choice Tests, B1a will be taken in June 10, the others in November/March/May - 75% Coursework: Investigative Skills - 25%</p>
Other Information	<p>By the end of Year 10, every student will have taken one Science GCSE</p>
Setting Arrangements	<p>Students will be placed in one of five sets, according to ability. There are opportunities to move sets at the end of Year 10.</p>
Content Year 11	<p>The top set will continue to study separate sciences. All other students will study either Additional Science GCSE or Additional Applied Science GCSE.</p> <p>Set 1 Separate Science Set 2 – 4 Additional Science Set 5 Additional Applied Science</p> <p>Additional Science GCSE Biology 2 Animals and Plants Chemistry 2 Particles and Chemical reactions Physics 2 Movement, Electricity and Radioactivity</p>



Assessment	3x 45 Min: Written papers - 75% Coursework: Investigative skills -25%																														
Content	Additional Applied Science GCSE Unit 1 – Science in the Workplace Unit 2 – Science at Work: Food science, Forensic science, Sports science Unit 3 – Using Scientific Skills																														
Assessment	Unit 1 – Two written reports, internally assessed - 20% Unit 2 – 1x 1hr written exam - 40% Unit 3 – One written report, internally assessed - 40%																														
Content	Separate Sciences <table border="1"><thead><tr><th colspan="2">Biology</th><th colspan="2">Chemistry</th><th colspan="2">Physics</th></tr></thead><tbody><tr><td>1a + 1b</td><td>25%</td><td>1a + 1b</td><td>25%</td><td>1a +1b</td><td>25%</td></tr><tr><td>Biology 2</td><td>25%</td><td>Chemistry 2</td><td>25%</td><td>Physics 2</td><td>25%</td></tr><tr><td>Biology 3</td><td>25%</td><td>Chemistry 3</td><td>25%</td><td>Physics 3</td><td>25%</td></tr><tr><td>Coursework</td><td>25%</td><td>Coursework</td><td>25%</td><td>Coursework</td><td>25%</td></tr></tbody></table>	Biology		Chemistry		Physics		1a + 1b	25%	1a + 1b	25%	1a +1b	25%	Biology 2	25%	Chemistry 2	25%	Physics 2	25%	Biology 3	25%	Chemistry 3	25%	Physics 3	25%	Coursework	25%	Coursework	25%	Coursework	25%
Biology		Chemistry		Physics																											
1a + 1b	25%	1a + 1b	25%	1a +1b	25%																										
Biology 2	25%	Chemistry 2	25%	Physics 2	25%																										
Biology 3	25%	Chemistry 3	25%	Physics 3	25%																										
Coursework	25%	Coursework	25%	Coursework	25%																										
Other Information	By the end of year 11 all students will have either taken two or three science GCSEs. This year separate science will be an option block. This will give separate science more curriculum time. To qualify, pupils will need to score at least a level 6 on the 5-7 paper in their internally assessed science national curriculum test.																														



ICT

EDEXCEL Level 2 Award in Digital Applications for IT Users (AiDA)

Introduction	In order to prepare students for university and the world of work we must ensure that ICT skills are developed and used appropriately and effectively allowing enjoyment and depth of learning. The Award in Digital Applications for IT Users is made up of one unit which is equivalent to one GCSE.
Aims	This qualification aims to : <ul style="list-style-type: none">• promote the use of digital applications for achieving a goal, rather than just for their own sake• create confident users of digital applications, able to apply their skills purposefully and effectively• enhance creativity and communication• develop project management skills• encourage students to reflect critically on their own and others' use of digital applications
Content	The course will be delivered through two lessons per week throughout Year 10. The main areas of the course are: <ul style="list-style-type: none">• to plan and manage a project• to select and capture information from a variety of primary and secondary sources• to collate and analyse data to produce information• to present and communicate information• to present evidence in an e-portfolio• to review the project
Other Information	Through this course the following software skills will be developed: <ul style="list-style-type: none">• Artwork and imaging• Database• E-mail• Spreadsheet• Website• Word processing• Presentation



PERSONAL DEVELOPMENT

(Non Examination)

Introduction	<p>There are four main areas of curriculum provision within the Personal Development programme.</p> <p>These are –</p> <ol style="list-style-type: none">1. Citizenship2. Careers Education, Information, Advice and Guidance [CEIAG]3. Economic Wellbeing4. Personal, Social and Health Education [PSHE] <p>This course seeks to build on the established learning in Key Stage 3 such as the Citizenship assessments. In addition to the above time is set aside to assist students with study skills and personal management during the GCSE course.</p> <p>The course is delivered through discreet lessons taught by form tutors together with a range of invited guest speakers with expertise in particular subjects. The school also monitors the above subject material as it appears in other areas of the curriculum. [E.G. health education in the context of Science or Sport]</p>
Citizenship	<ul style="list-style-type: none">• The provision and interpretation of the legal system• Human rights / responsibilities• Power and authority within political systems• Role of pressure groups
Careers Education, Information, Advice and Guidance (CEIAG)	<ul style="list-style-type: none">• Accessing research to facilitate lifelong learning• Work experience [Year 10]• Careers investigation / planning• Post 16 Options – Sixth Form, local colleges, etc
Economic Wellbeing	<ul style="list-style-type: none">• Enterprise education• Financial awareness• Personal financial management• Global financial challenges
Personal, Social and Health Education	<ul style="list-style-type: none">• Alcohol / drug awareness in reference to social norms / use / abuse / legal standing• Body image / eating disorders• Breast / testicular cancer awareness• Development of personal relationships



CORE PHYSICAL EDUCATION/GAMES

(Non Examination)

Aims	<ul style="list-style-type: none">• to enjoy physical activity and to provide opportunities to participate in a variety of activities• to become well motivated and adopt positive attitudes towards exercise• to acquire physical skills and co-ordination• to develop various leadership roles within sport e.g. coach/official
Content	<p>Year 10 - a variety of activities including basketball, badminton, cricket, hockey, rounders, athletics, rugby, softball, football, tennis, trampolining, badminton, aerobics and dance. They will have the choice of completing the Junior Sports Leaders Award, instead of these activities.</p> <p>Year 11 - as above. Also where possible, students can go out of school to play squash and use a fitness room at the local sports centre. Coaches will be brought in to deliver different activities to those taught in school.</p> <p>During both years, students will be involved in reading and officiating others during lesson time.</p>
Assesment	<p>This is a non-examination subject. Students wishing to obtain a qualification in Physical Education should refer to the GCSE course later in this brochure.</p> <ul style="list-style-type: none">• Students are expected to participate in all aspects of the Physical Education Curriculum. If Students cannot take part, a letter from a parent/guardian or doctor giving reasons for non-participation should be presented to the teacher before the lesson.• Students must wear the correct school PE/Games kit.• Extra-curricular activities - a number of clubs, practices and matches take place during lunchtime, after school, or on Saturday morning. If students commit themselves to any of these activities they are expected to attend all sessions and matches for the whole season.



CORE RELIGIOUS EDUCATION

Aims	<ul style="list-style-type: none">• to acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions• to consider the influence of the beliefs, values and traditions associated with one or more religions• to consider religious and other responses to moral issues• to identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life• to develop skills relevant to the study of religion
Content	Ethics Religion and Human Relationships Religion and Medical Ethics Religion and Equality Religion, Poverty and Wealth Religion, Peace and Justice
Assessment	<p>There is no coursework.</p> <p>The course offers all candidates equal opportunities to demonstrate their attainment, regardless of gender, religion and ethnic and social background. It is accessible to candidates of any religious persuasion or none.</p> <p>Students will develop the key skills of knowledge, understanding and evaluation. The course will require students to recall, select and organise facts, describe and analyse and explain the key elements of the religions studied and how these affect individual and corporate moral behaviour, attitudes, social practices and lifestyles. Students will produce evidence and arguments to support and evaluate different responses to religious and moral issues within a range of assessment tasks.</p> <p>In addition to furthering their own personal development, students will acquire many varied skills and qualities which are valued by many professionals including health, medical, the armed forces, caring and law.</p>



OPTIONAL EXAMINATION SUBJECTS

Modern Foreign Languages

French

German

Spanish

Italian



FRENCH / GERMAN / ITALIAN AND SPANISH

AQA Examining Board

GCSE

Aims

- Students will be expected, as they progress linguistically;
- to develop language skills in a variety of contexts
 - to cope with a greater degree of unpredictability;
 - to deal with a widening range of potential problems;
 - to understand and use more accurately a widening range of vocabulary and structures,
 - to understand issues and opinions;
 - to discuss issues and give opinions;
 - to give full descriptions and accounts

Content

The contexts for the above will be:

Health & Lifestyle: (Healthy and unhealthy lifestyles and their consequences, relationships with family and friends, Future plans regarding: marriage/ partnership, social issues and equality)

Free Time and the Media: (Free time activities, shopping, money, fashion and trends, advantages and disadvantages of new technology)

Holidays: (Plans, preferences, experiences, what to see and getting around)

Home and Local Area: (Special occasions celebrated in the home, home, town, neighbourhood and region, where it is and what it is like)

Environment: (current problems facing the planet, being environmentally friendly within the home and local area)

Work and Education: (school/college and future plans, what school/college is like, pressures and problems, current and future jobs, looking for and getting a job advantages and disadvantages of different jobs).

Assessment

The new GCSE in French, German, Italian & Spanish will:

have a more relevant, engaging and condensed content arranged in four separate contexts with **assessment weighted towards speaking and writing**. Students are also able to propose their own contexts and purposes for these two units.

have less stressful speaking assessments with new subject criteria.

have more choice of contexts in speaking and writing tests

will have January assessment opportunities for listening and reading to help tailor to individual student needs.

provide the ability to re-sit each skill area once before certification.

follow a unitised structure, as below.

Unit 1 Listening	Unit 2 Reading	Unit 3 Speaking	Unit 4 Writing
20% of the marks	20% of the marks	Controlled Assessment (externally assessed) 30% of the marks	Controlled Assessment (externally assessed) 30% of the marks
Foundation Tier - 30 min (+5 min reading time) Higher Tier - 40 min (+5 min reading time)	Foundation Tier 30 min Higher Tier 50 min		
A range of question types based on pre-recorded spoken material in the TL*	A range of question types based on written material in the TL*	Students submit for moderation two tasks	Students submit for marking two tasks

In listening and reading there are two tiers of assessment: Foundation (C–G) and Higher (A*–D). Students may be entered for either Foundation or Higher in each of these two skills, eg Foundation Listening and Higher Reading. Speaking and writing are un-tiered. Differentiation is by outcome, not by task. *TL = target language.



Listening: Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses **in English**. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions. The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and may include reference to past, present and future events and some unfamiliar language. Students will be expected to identify main points and extract details and points of view. The Higher Tier test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, draw conclusions and summarise what they have heard. **The use of dictionaries will not be permitted.**

Reading: Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses **in English**. The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details. The Higher Tier Test will contain items common to those in Foundation and also material which will include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material. Students will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, draw conclusions and summarise what they have heard. **The use of dictionaries will not be permitted.**

Speaking: Students will complete two controlled assessment tasks. **These tasks are un-tiered.** Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks AQA provide or they may be adapted by teachers for their students. Both tasks will be in the form of a dialogue. **The tasks will be marked by the teacher and submitted to AQA for moderation.** The work of individual students may be informed by working with others but they must provide an individual response. **Students must not submit the same task for Speaking and Writing.**

Writing (not coursework): Students will complete **two** controlled assessment tasks. **These tasks are un-tiered.** Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks AQA provide or they may be adapted by teachers for their students. **The tasks will be marked by AQA.** Students must complete all work independently. Students must have access to dictionaries while writing up their final version under supervision. Students aiming at grades G - D should produce 200 - 350 words across the two tasks whilst those aiming at grades C - A* should produce 400 - 600 across the two tasks.





OPTIONAL EXAMINATION SUBJECTS

Business Studies
Geography
History
Classic Civilisation



BUSINESS STUDIES

CCEA - Examining Board

GCSE

Aims	<ul style="list-style-type: none">• to create interest and understanding of the process of turning enterprising ideas into successful business models• to establish an understanding and appreciation of the perspectives and influences of different stake holders in relation to business and economy activity• to consider the extent to which business and economic activity can be ethical and sustainable
Contents	<p>The course comprises two units:</p> <p>Unit 1 <i>Business Start-up</i> is taught and assessed in Year 10</p> <ul style="list-style-type: none">• Business Start-up: this section focuses on business start-up and the importance of the role of the entrepreneur• Production: this section investigates the methods and quality consideration application to different industrial sectors and business situations• Marketing: this section considers the process of satisfying consumer needs and communicating with customers <p>Unit 2 <i>Business Development</i> is taught and assessed in Year 11</p> <ul style="list-style-type: none">• Finance: this section focuses on understanding and interpreting final accounts using ratio analysis to assist decision making• Managing People: this section considers the activity of human resource management from recruitment and selection; to training and motivating employees• Business Growth: this section investigates the process and implications of growth, including developing international markets and the importance of e-commerce• Business Plan: this section focuses on the process of construction and importance of developing a business plan
Setting Arrangements	<p>Students are taught in mixed ability sets to maximise the diversity of perspectives and enable students to share a wide range of business understanding.</p>
Assessment	<p>Written papers (single tier of entry):</p> <p>Unit 1 is assessed via an external assessment of 1 hour 20 minutes at the end of Year 10 (35%)</p> <p>Unit 2 is assessed via an external assessment of 1 hour 40 minutes at the end of the course (40%)</p> <p>Controlled assessment: The 'Business Development' controlled assessment is based upon a pre-release case study with research tasks for students to investigate. The assessment is undertaken in the form of a report which students complete in a 3 hour controlled environment. The task is based on the content of Unit 2 (25%).</p>
Other Information	<p>The nature of the specification and assessment methods, require strong literacy and analytical skills to achieve a good grade. Several topics require numerical calculations, including ratio analysis in Unit 2.</p>



GEOGRAPHY

EDEXCEL - Geog A

GCSE

Aims	<ul style="list-style-type: none"> • develop independent learners and create reflective thinkers • develop knowledge and understanding of geographical concepts in our changing world • appreciate the importance of the location of places and environments • understand values and attitudes to different environments, societies and cultures • develop a global citizen who recognises how they can contribute to a future that is sustainable • develop and apply learning through fieldwork, geographical skills, ICT and enquiry 				
Content	<p>There are four core units to study:</p> <table border="0"> <tr> <td data-bbox="391 806 877 974"> <p>Unit 1 - Geographical Skills & Challenges</p> <ul style="list-style-type: none"> • Geographical skills • Challenges for the planet </td> <td data-bbox="877 806 1466 974"> <p>Unit 2 - The Natural Environment</p> <ul style="list-style-type: none"> • Coastal and tectonic landscapes • A wasteful world </td> </tr> <tr> <td data-bbox="391 974 877 1142"> <p>Unit 3 - The Human Environment</p> <ul style="list-style-type: none"> • Population change • A tourists world </td> <td data-bbox="877 974 1466 1142"> <p>Unit 4 - Investigating Geography</p> <ul style="list-style-type: none"> • Controlled assessment on tourism </td> </tr> </table> <p>For each unit a wide range of case-studies at local, national and international levels are used. Contemporary problems such as pollution, famine, disease, extreme weather, global warming and earthquakes are examined, possibly as they happen or are reported in the news.</p> <p>Apart from the standard textbooks a wide variety of other material including powerpoint videos, slides, internet, databases and first-hand fieldwork is used. Students will gain a wide variety of skills such as map-reading, interpreting photographs and analysing statistical data.</p>	<p>Unit 1 - Geographical Skills & Challenges</p> <ul style="list-style-type: none"> • Geographical skills • Challenges for the planet 	<p>Unit 2 - The Natural Environment</p> <ul style="list-style-type: none"> • Coastal and tectonic landscapes • A wasteful world 	<p>Unit 3 - The Human Environment</p> <ul style="list-style-type: none"> • Population change • A tourists world 	<p>Unit 4 - Investigating Geography</p> <ul style="list-style-type: none"> • Controlled assessment on tourism
<p>Unit 1 - Geographical Skills & Challenges</p> <ul style="list-style-type: none"> • Geographical skills • Challenges for the planet 	<p>Unit 2 - The Natural Environment</p> <ul style="list-style-type: none"> • Coastal and tectonic landscapes • A wasteful world 				
<p>Unit 3 - The Human Environment</p> <ul style="list-style-type: none"> • Population change • A tourists world 	<p>Unit 4 - Investigating Geography</p> <ul style="list-style-type: none"> • Controlled assessment on tourism 				
Assessment	<p>Each module is with 25% and will be sat over the next two years of GCSE.</p>				
Other Information	<p>There is a planned field trip in England in the summer term of Year 10. Students will use the information collected to complete their controlled assessment.</p> <p>Whatever the student's ability, GCSE Geography will give a better understanding and knowledge of the world. As well as giving a valuable academic qualification, it will supply the information and skills to look after and improve the world we live in.</p>				



HISTORY

EDEXCEL Examining Board

GCSE

Aims	<ul style="list-style-type: none">• to develop critical and analytical skills in History by giving a broad idea of the events which have shaped the 20th century• to understand the issues of war, empire, discrimination and community• to develop the ability to analyse and evaluate source materials
Content	<p>There are four parts as part of the course:</p> <ul style="list-style-type: none">• Peace and War: International Relations 1918 - 56• The Rise of Hitler and Nazism• A Divided Union? USA 1941 - 70• Change in British society 1955 - 75 (Course-work module) <p>The work is thought-provoking and will enable students to develop their own ideas and opinions. Students of all abilities benefit from the course and it is an ideal introduction to AS and A level.</p> <p>Currently the History department organise a trip for Year 10 students to visit Berlin. Students are given the opportunity to visit sights such as the Reichstag, Sachsenhausen concentration camp, Checkpoint Charlie and The Brandenburg Gate.</p>
Assessment	<p>Each module is worth 25 % of the final grade. 75% of the marks are from 3 examination papers each paper lasting 1 hour 15 minutes. Examinations will be taken on a modular basis and will assess students' ability to analyse sources and construct arguments based on the knowledge they have acquired. Students will be required to submit a coursework assignment which is worth 25% of their final grade. The assignment is divided into two sections and is based on Change in British Society 1955-75 and will be completed under controlled conditions.</p>
Other Information	<p>The students will be expected to take an interest in current affairs and social issues. Much of the work will originate from or be centred around discussions of topics relating to today's society.</p> <p>A large number of students take GCSE History and a high proportion go on to study AS and A level History after acquiring excellent GCSE grades.</p> <p>The study of History develops analytical and presentation skills which can be used in a wide range of employment opportunities, including managerial positions, journalism, the legal profession and the travel industry.</p>



CLASSICAL CIVILISATION

AQA Examining Board

GCSE

Aims	<ul style="list-style-type: none"> • to acquire knowledge of a wide choice of topics in the areas of archaeology, art and architecture, history, literature and religion • to consider the influence of ancient beliefs and practices and their impact upon the modern world • to identify the origins of key ideas, beliefs and practices through literature, art, warfare and religion • to introduce students to highly influential classic texts • to encourage students to develop the critical and evaluative skills which will enable them to go on to study a wide range of A-level courses
Content	<p>There are four sections:</p> <p>Stories and Histories: The Odyssey Drama and Life: Social Life in Rome in 1AD Conflict and Carnage: Persian Wars Evaluative Study: Athenian Democracy / Nero / Iliad</p>
Assessment	<p>There are four assessments each worth 25%. There are three, one hour examinations and one piece of coursework. The course offers students equal opportunities to demonstrate their attainment as there are higher and foundation entry levels for the examination.</p>
Other Information	<p>The Classical Civilisation course will provide an invaluable understanding of human nature and the variety of political and religious beliefs of the ancient world as well as their influence upon modern thought. The origins of democracy as well as the modes of worship are all covered within the course. The relationship between Gods and mortals will be a constant theme and students will be allowed to consider the relevance of ancient religions in relation to contemporary faiths.</p> <p>The course will allow students to access and engage with a wide range original sources from the ancient world. Students will read Greek and Roman classical texts which will allow them to acquire an excellent understanding and a renewed appreciation of literature in general.</p> <p>The course will not limit or close off options but will develop sound academic skills that are essential for a variety of professions. Classics students are highly favoured among the intelligence services, Armed Forces, Journalism, Archaeology, Law and countless other vocations.</p>





OPTIONAL EXAMINATION SUBJECTS

Design & Technology Subjects

Electro-Mechanical Products

Food Technology

Graphic Products

Resistant Materials Technology

Textiles Technology



ELECTRO-MECHANICAL PRODUCTS

EDEXCEL Examining Board

GCSE

Aims	<ul style="list-style-type: none">• to foster individual flair, creativity and logical thinking• to encourage initiative, self motivation and a spirit of enterprise• to give students opportunities to develop practical abilities and the confidence to design, make, investigate and modify products and systems for identified purposes
Content	<p>The subject gives students the opportunity to gain experience in identifying and solving problems through the use of a range of electronic circuits, mechanical outputs and processes. The use of computer aided design now plays an important role during the design process with software packages such as Yenka which allows a circuit to be drawn and tested on the screen.</p> <p>For the major project, students design, develop, test and make an electro-mechanical toy.</p> <p>Projects include:</p> <ul style="list-style-type: none">• product deconstruction• mechanisms• sensors• timers• computer aided design• material investigations• circuit board manufacture
Assessment	<p>Paper 1 Coursework 60% A design folder with a practical outcome</p> <p>Paper 2 Written Exam 1½ hours 40% (Two tiers of entry Higher & Foundation)</p>
Other Information	<p>All students studying Electro-Mechanics will need a basic Graphics kit including good ICT skills and a memory stick.</p> <p>This course is suitable for students displaying a good knowledge of Mathematics or Physics combined with practical skills.</p>



FOOD TECHNOLOGY
EDEXCEL Examining Board

GCSE

Aims	<p>Food Technology requires students to demonstrate the application and understanding of:</p> <ul style="list-style-type: none"> • Nutrition • Food Safety and Hygiene • Primary and secondary foods • Preservation and processing • Product manufacture • Analysing products.
Content	<p>Students will develop knowledge and understanding of a wide range of food materials, nutrition, equipment, processes, current health issues and technological developments used in the Food Industry.</p> <p>Food Technology requires students to:</p> <ul style="list-style-type: none"> • design creatively, • make products, • apply systems and control, computer-aided design/computer-aided manufacturing (CAD/CAM), • digital media and new technologies (where appropriate), • analyse and evaluate processes and products.
Assessment	<p>The course is divided into 2 modules</p> <p>Module 1 - written examination (40% of the final qualification)</p> <p>Module 2 - 'creative design and make activities' (Coursework/ controlled assessment - 60% of the final qualification).</p> <p>Module 1 is taken at the end of Year 10 and Module 2 in Year 11.</p>
Other Information	<p>Many students have enjoyed studying GCSE Food Technology so much that they go on to study A Level Food Technology for a further two years.</p> <p>Alternatively, the GCSE could lead to AS/A2 Home Economics or NVQ / GNVQ in food related subjects: e.g. Hospitality Management & Catering (at intermediate or advanced level).</p> <p>There are many career opportunities linked to this course, such as Quality Assurance Advisor, Chef, Home Economist, Nutritional Analyst, Food Scientist, Nutritional Advisor, Dietician, Product Developer, Consumer Advisor, Food Stylist, Sensory Analyst, Retail Management or Food Buyer.</p> <p>That will be a requirement for students to provide ingredients weekly.</p>



GRAPHIC PRODUCTS

AQA Examining Board

GCSE

Aims	<ul style="list-style-type: none">• to foster individual flair, creativity and the ability to be innovative• to encourage initiative, self motivation and autonomy• to enable students to combine their designing and making skills with knowledge and understanding, in order to design, make, analyse and evaluate products of high quality
Content	<p>The subject gives students the opportunity to use the full range of graphic media to design and make models using a variety of modelling materials, such as Card, Foam and Balsa wood. CAD/CAM now plays an important role during the design process with new industrial packages such as Pro Desk Top, CS Photoshop, Illustrator and InDesign becoming available.</p> <p>Projects include: Cosmetic Packaging, Typography and Sign Design, Children's Blister Packaging, Alessi Product Design, CAD/CAM products, Confectionery (Packaging and Design), Paper Engineering and Pop -up Books.</p>
Assessment	<p>Unit 1 Controlled Assessment 60% A design folder and practical outcome (approx. 45 hours)</p> <p>Unit 2 Examination (One tier of entry) 40%</p> <ul style="list-style-type: none">• Two Hour Paper (A & B)• Section A (the design section)• Section B (specification)
Other Information	<p>This is an exciting design course which will suit any student who enjoys drawing and using a range of soft materials to make realistic models. The use of computer aided design software, such as Pro-desk top and 2D design is available for school use and for students to take home. The focus is based around practical model making and is classroom not workshop based.</p> <p>All students studying Graphic Products will need a basic Graphics kit including a range of coloured pencils and a fine liner pen.</p> <p>This course will suit students wishing to continue on the AS and A Level Product Design course, and those going to University to study a Design course at degree level. The course compliments many other subjects including Art, Science and Maths.</p>



RESISTANT MATERIALS TECHNOLOGY

AQA Examining Board

GCSE

Aims	<ul style="list-style-type: none"> to foster individual flair, creativity and the ability to innovate to encourage initiative, self motivation and a spirit of enterprise to give students opportunities to develop practical skills and the confidence to design, make and modify, analyse and evaluate products of high quality
Content	<p>The subject gives students the opportunity to gain experience in identifying and solving problems through the use of a range of materials and processes. The use of the computer now plays an important role during the design process with many new packages available to the students.</p> <p>Students will be able to design and make products using a range of different materials and, for the final exam project, design a product of their own choice.</p>
Assessment	<p>Unit 1 Controlled Assessment 60% A design folder and practical outcome</p> <p>Unit 2 Written Exam 2 hours 40% (One tier of entry)</p>
Other Information	<p>This is a lively, interesting and above all practical course. It enables students to design and make products ranging from table lights to furniture.</p> <p>All students studying Resistant Materials will need a basic Graphics kit including a range of coloured pencils and a fine liner pen.</p> <p>This course will suit students wishing to continue on to the AS and A Level Product Design course, and will suit those going to university to study a Design course at degree level.</p>



TEXTILES TECHNOLOGY

AQA Examining Board

GCSE

Aims	<ul style="list-style-type: none">• to encourage individual flair, creativity and the ability to be innovative• to develop practical skills and the confidence to design, make and modify products using a wide range of textile materials• to develop knowledge of social, cultural, economic and environmental issues linked to the textiles industry• to consider advances in technology in the design and construction of manufactured materials/garments
Content	<p>Students will be able to design and make a range of items and they will:</p> <ul style="list-style-type: none">• learn to develop their own fabrics using a range of creative techniques such as printing, dyeing, applique, embroidery, weaving and felting• learn how to make textile products and garments• develop fashion drawing and illustration skills including the use of CAD
Assessment	<p>Unit 1 Controlled Assessment 60% A design folder & the creation of a textile product</p> <p>Unit 2 Written Exam 2 hours 40% (One tier of entry)</p>
Other Information	<p>This is an innovative course which requires students to show their individual creative skills.</p> <p>It demands a commitment to work at the highest standard both in theoretical and practical aspects of the course.</p> <p>It links well with many other subjects including Art, the Humanities, Science and Maths.</p> <p>This course will suit students who enjoy being creative or who wish to continue Textiles at AS and A Level. It will also appeal to those with an interest in a career in the Fashion, Textile and Retail industries.</p>



OPTIONAL EXAMINATION SUBJECTS

Creative / Vocational Subjects

Art and Design

Drama

Music

Physical Education



ART AND DESIGN

EDEXCEL Examining Board

GCSE

Aims	<ul style="list-style-type: none">• to develop the ability to express and communicate ideas and feelings using visual language• to develop skills in the use of a range of art tools and techniques• to develop the understanding of the work of artists and designers• to develop the confidence and ability to plan, investigate, develop ideas and realise intentions with increasing independence• to provide students with the necessary skills and knowledge if they are considering a career related to art or if they are studying art to balance other subject choices• to celebrate talents and abilities within this subject
Content	<p>The course is structured through a series of projects which offer traditional practices such as drawing, painting and sculpture as well as opportunities for students to explore other disciplines such as photography, graphic design, digital imagery. Increasingly, students in Year 11 specialise and develop depth of knowledge and understanding within one or two disciplines. At the final stage of the course students will prepare for and undertake an externally set assignment involving preparatory work and a timed test.</p>
Assessment	<p>Final assessment is in the form of a display of work which contains the following two components.</p> <p>4 projects of coursework: 60% of total mark Timed test: 40% of total mark</p>
Other Information	<p>Careers directly related to Art & Design: Art GCSE can lead to careers in creative design, interior design, architectural design, furniture design, fashion design, fashion journalism, art illustration work, editorial work in magazines, art marketing and creative events, advertising, theatre set and costume design, photography, film, packaging design careers in FMCG (fast moving consumer goods), book cover illustration design, typographic and Graphic design of brochures, marketing promotion material, advertising, photography, web design and poster design.</p>



DRAMA

EDEXCEL Examining Board

GCSE

Aims	<ul style="list-style-type: none"> • to create a flexible approach to drama embracing a range of exploration techniques • to encourage personal and group co-operation • to identify with a variety of roles and situations and to develop a deeper understanding of context • to develop imagination, sensitivity and confidence • to gain a practical understanding of various dramatic forms • to evaluate drama, including that of peers, self and practitioners • to promote equal opportunities by avoiding forms of bias • to appreciate and create drama as an art form • to study dramatic texts from a practical point of view • to prepare for AS in Drama and Theatre Studies
Content	<ul style="list-style-type: none"> • Exploration of ideas and issues in response to stimulus material selected from different times or cultures. • Exploration of a complete, and substantial play chosen by the school. • Acquiring knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. • Learning effective evaluation skills for own work and the work of others. • Performance of work for an audience and knowledge of the skills involved. • The chance to devise a piece of drama for an audience. • Learning and using the language of drama.
Assessment	<p>Paper 1 (60%) Drama Exploration (I) and (II) - Teacher assessed practical supported by a portfolio of documentary evidence. Based on (I) exploration of stimulus (II) a whole and substantial play</p> <p>Paper 2 (40%) Performance - Externally assessed practical examination of one of the following options: (A) Devised performance (B) Performance support (C) Assessed scripted performance.</p>
Other Information	<p>Drama differs from most GCSE courses in the curriculum. It must be stressed that much depends on what the students themselves are prepared to put into it. However, for the well motivated, enthusiastic student it can provide not only a change from subjects which demand more written and theoretical work, but a rewarding, challenging and worthwhile experience.</p>



MUSIC

EDEXCEL Examining Board

GCSE

Aims	<ul style="list-style-type: none">• to develop creative and performance skills• to develop an awareness of music in many different genres through Listening, Performing & Composing
Content	<p>Listening and Appraising This unit encourages students to develop their listening and appraising skills through the study of music across a variety of styles and genres. The content is divided in four Areas of Study; Western Classical Music 1600-1899, Music in the 20th century, Popular music in context, World music.</p> <p>This unit is assessed through a 1-hour and 30-minute written examination.</p> <p>Performing In this unit students develop their performing skills in both a solo and ensemble context. The student should aim to perform at Grade IV standard. The unit is assessed through one recorded solo and one recorded ensemble performance.</p> <p>Composition Composing music emphasises the creative aspect of music and allows students to appreciate the process of creating music. Students will be encouraged to explore a range of techniques for developing and manipulating ideas, and turn them into completed pieces of music. Music ICT skills can be developed in composition by the use of 'Sibelius' and 'Cubase' software.</p>
Assessment	<p>Listening Students will sit a 1- hour 30-minute written paper at the end of the course (40%)</p> <p>Performing Students will perform both a solo and ensemble piece at the end of the course (30%)</p> <p>Composition Students will write and record 2 compositions for assessment (30%)</p>
Other Information	<p>Candidates are able to play a wide range of instruments for GCSE. All students must receive regular instrumental tuition during the course and regular practice is essential. As a GCSE music student, your son/daughter is entitled to a 15 minute instrumental bursary. You may choose to add to this time. All instrumental lessons at KS4/5 take place during break, assembly or lunch to avoid your son/daughter missing lessons.</p>



PHYSICAL EDUCATION

AQA Examining Board

GCSE

Aims	<p>To encourage pupils to:</p> <ul style="list-style-type: none"> • become increasingly physically competent through being actively engaged in a range of physical activities • become increasingly effective in their performance in different types of physical activity and roles as player/performer, leader and official • develop their ability to engage independently and successfully in the processes of different types of physical activity • develop and maintain their involvement in physical activity as part of a healthy active lifestyle
Content	<p>Theoretical Work:</p> <ul style="list-style-type: none"> • Basic anatomy and physiology • The demands of performance • Sports Injury • Aerobic and anaerobic exercise • Leisure and recreation • Health, fitness and a healthy active lifestyle • Training and Diet • School influences • Emotional health and wellbeing • Cultural and social factors • Opportunities and pathways for becoming or remaining involved in physical activity <p>Practical Work: Candidates will follow courses in performing Hockey, Netball, Football, Rugby, Basketball, Badminton, Fitness Training, Trampolining, Rounders and Athletics. They will also complete units of work in coaching / officiating / choreographing their chosen activities.</p>
Setting Arrangements	<p>Candidates will participate in practical work in groups which are set by gender. In theory lessons they will be set according to academic ability taken mainly from their Year 9 End of Year Science Exam result and their subsequent sets in Year 10 Science.</p>
Assessment	<p>There is a written paper of 1 ½ hours covering theoretical work. This is worth 40%. Each candidate is assessed for their performance in four activities – at least two must be practically demonstrated whilst pupils must demonstrate an ability to take on at least one other role (such as organiser, leader/coach, choreographer or official). This accounts for 60% of the total mark.</p> <p>The practical work is assessed on two occasions, the first time at the end of the period when the activity is followed as part of the course, and secondly during April or May in Year 11. This will take the form of an examination over two days when all four activities will be assessed.</p> <p>Students may participate in an activity such as swimming, horseriding or skiing outside school. Each student may substitute two outside activities for school taught activities for assessment if they wish, so activities that can be assessed in school will be.</p>





ALTERNATIVE CURRICULUM

ASDAN

Some students will follow an alternative curriculum which will comprise of the Core subjects, fewer Option subjects and a vocational course leading to a recognised award (ASDAN). The programme is divided into modules which are adapted to suit the students' strengths and interests. The alternate course is nationally recognised at GCSE standard. It would replace choices from Option blocks A and B. If students wish to study ASDAN they should tick the ASDAN box in both Option block A **and** Option block B.



COPE - Certificate of Personal Effectiveness Accredited through ASDAN (Award Scheme Development and Accreditation Network)

Aims

- to develop and demonstrate a range of personal, key and employability skills leading to improved personal effectiveness
- to broaden experience and manage learning through the enrichment activities provided by the ASDAN challenges
- to receive formal recognition and accreditation for the above

Content

To be eligible for the Certificate of Personal Effectiveness, candidates must complete the required challenges, through which evidence of skill development in six areas is demonstrated to the appropriate level. This involves three main strands:

- taking responsibility for planning, organising and carrying out a number of activities or challenges, and evidencing this work in a portfolio
- developing and evidencing three Wider Key Skills of *Working with Others, Improving own Learning and Performance and Problem Solving* at the required level. These must include the use of ASDAN's Plan/Do and Review recording documents.
- developing and evidencing the three additional skills of *Planning and Carrying out Research, Communicating through Discussion, and Planning and Giving an Oral Presentation*, at the appropriate level, based on the Key Skill of Communication.

Pupils will carry out challenges from the following type areas; communication, citizenship and the community, sport and leisure, independent living, the environment, vocational preparation, health and fitness, work related learning and enterprise, science and technology, international links, expressive arts and beliefs and values.

To achieve the ASDAN Certificate of Personal Effectiveness (the equivalent to a GCSE qualification) the student must gain credits by completing challenges, and providing evidence to demonstrate skills development at the appropriate level.

Assessment

This course is portfolio based and as such there is no exam. Once all the work has been carried out the candidate must complete and sign the Assessment Checklist to indicate the file reference of each piece of evidence. This must be checked and signed by the assessor, and in turn by the internal moderator. The work is then sent for external moderation. The result of which is either pass or fail.

Other Information

This is a GCSE equivalent qualification. The equivalent grade depends upon the level of entry and work completed in the two years of study.