

# Fairley House

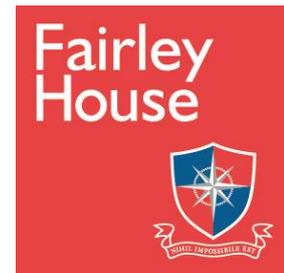


## Options Booklet

2018

Mr Denton

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## KEY STAGE 4 CURRICULUM OPTIONS BOOKLET (2018)

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## Foreword

This booklet is designed to help students and parents make informed decisions about option choices for the next three years of schooling at Fairley House. There are a range of exciting option choices to look at with consideration of pupil ability and interest being of the utmost importance. We would like subjects to be selected because pupils find that they are stimulating therefore encouraging a desire to learn. Pupils should decide which subjects they find interesting and whether they see this qualification being useful in the future.

Form tutors and subject teachers will support pupils through the options process by offering advice and taster lessons. Subject teachers are likely to assess pupil skillsets in order to gain an insight into whether their subject is suitable for individuals to select. Senior teachers will guide pupils through option choices and help them make informed decisions. However, as parents/guardians, you will need to sign the *options form* to confirm subject preference. This must be to reception by Friday 18<sup>th</sup> May (marked FAO Mr Denton).

GCSE English, Mathematics, and Science will be undertaken by all pupils in the first instance with the aim of receiving a 9-1 grade. However, if this undertaking appears inaccessible then an entry-level qualification will be attempted first. All pupils will work towards gaining an entry-level qualification in Science during Year 9 as this provides pupils with the fundamentals of GCSE Combined Science, which will begin in Year 10.

All pupils will have two option subjects included in their timetable in Year 9-11 alongside Games and PSHE added. Pupils should make two option choices with a 3<sup>rd</sup> option being selected as a reserve. Uptake by other pupils will dictate whether running the option subject is viable. Combination choices may also affect whether a selected option is viable. However, this has rarely occurred in the past.



# Compulsory Subjects

|  |                              |                    |     |
|--|------------------------------|--------------------|-----|
| Subject:   | <b>English Language GCSE</b> | Examination Board: | AQA |
| Specification Number:  | 8700                         |                    |     |
| <b>Brief Description of Course</b>   |                              |                    |     |
| <p>English language is composed of three elements: reading, writing and spoken language. Pupils read a range of fiction and non-fiction texts, whilst reflecting on the writers' methods. They analyse and evaluate how language and structural choices communicate meaning. Additionally, texts are compared and evidence is located to support arguments. Within the writing component, pupils craft their work consciously with their readers and their purpose in mind. Both creative and point of view pieces are constructed, including the script for a presentation. The result (pass, merit or distinction) does not contribute to the final level but does appear on exam certification.</p> |                              |                    |     |
| <b>How Lessons will be Taught</b>  |                              |                    |     |
| <p>Discussion will assist when generating ideas. Colour-coding, diagrams, tables, story boards, drawings and other pictorial stimulus will help organisation and also memory. There will be opportunities to reduce, connect, classify, contrast, enlarge and assemble the course content, in order to work with the material and feel thoroughly comfortable when forming detailed and perceptive responses.</p>  |                              |                    |     |
| <b>Method of Assessment</b>  |                              |                    |     |
| <p><b>Paper 1 – Explorations in Creative Reading and Writing</b> (1 hour 45 minutes)<br/> Reading Literary Fiction – one text (40 marks)<br/> Extended creative writing – descriptive or narrative (40 marks)</p> <p><b>Paper 2 – Writers' Viewpoints and Perspectives</b> (1 hour 45 minutes)<br/> Reading non-fiction – two texts (40 marks)<br/> Extended writing to present a viewpoint (40 marks)</p> <p><b>Spoken Language</b><br/> A presentation, including answering questions, regarding a topic of their choice (pass, merit, distinction)</p>  |                              |                    |     |
| For more information contact:  | Miss Hamilton                |                    |     |
| Email:   | ah@fairleyhouse.org.uk       |                    |     |

|          |                                     |                    |                        |
|----------|-------------------------------------|--------------------|------------------------|
| Subject: | <b>Functional Skills in English</b> | Examination Board: | <b>Pearson Edexcel</b> |
|----------|-------------------------------------|--------------------|------------------------|

|                       |   |            |
|-----------------------|---|------------|
| Specification Number: | Pearson Edexcel Functional Skills qualification in English at Entry 1 | 500/8494/X |
|                       | Pearson Edexcel Functional Skills qualification in English at Entry 2 | 500/8467/7 |
|                       | Pearson Functional Skills qualification in English at Entry 3         | 500/8464/1 |

### Brief Description of Course

The Functional Skills qualification is designed to equip learners with the skills they need to operate confidently, effectively and independently in education, work and everyday life.

English Functional Skills qualifications are available at Entry level 1-3, Level 1 and Level 2. Students work towards different levels in each of these three areas, depending on where their skill level lies at the beginning of the course. The table below shows the equivalences with GCSE.

| Level           | Equivalent                      |
|-----------------|---------------------------------|
| Entry Level 1-3 | Achievement is below GCSE level |
| Level 1         | Half a GCSE at grade D/E        |
| Level 2         | Half a GCSE at grade B          |

Functional Skills covers three main skill areas in English:

- reading
- writing
- speaking and listening.

Assessment criteria differ at each level. For example, Entry 2 level is as follows:

#### Reading

Students will read and understand short, simple texts that explain or recount information.

#### Writing

Students will write short texts with some awareness of the intended audience.

#### Speaking and listening

Students will participate in discussions/exchanges about familiar topics making active contributions, with one or more people in familiar situations.

### How Lessons will be Taught

Students initially sit a placement test, which will ascertain which the level they are currently working at in reading and writing. They will then embark upon strengthening and developing their skills in the three different areas. Reading and writing tasks will relate to 'real life' uses of basic literacy, such as writing an email, or reading a leisure centre timetable and extracting the required information. Speaking and listening tasks will require

students to be prepared for the topic of discussion, using relevant vocabulary and expressing their ideas clearly in grammatically sound sentences.

**Method of Assessment**

Entry level Functional Skills qualifications are assessed on demand by the teacher and results are externally verified by Edexcel.

For more information contact:

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|  |                         |                    |     |
|--|-------------------------|--------------------|-----|
| Subject:   | <b>Mathematics GCSE</b> | Examination Board: | AQA |
| Specification Number:  | 8300                    |                    |     |
| <b>Brief Description of Course</b>   |                         |                    |     |
| <p>The study of mathematics will enable you to:</p> <ul style="list-style-type: none"> <li>• develop knowledge, skills and understanding of mathematical methods and concepts</li> <li>• acquire and use problem-solving strategies</li> <li>• select and apply mathematical techniques and methods in mathematical, every-day and real-world situations</li> <li>• reason mathematically, make deductions and inferences and draw conclusions</li> <li>• Interpret and communicate mathematical information in a variety of forms appropriate to the information and context</li> </ul> <p>You will study topics from six broad areas of mathematics:</p> <ol style="list-style-type: none"> <li>1. Number</li> <li>2. Algebra</li> <li>3. Geometry and Measure</li> <li>4. Ratio, proportion and rates of change</li> <li>5. Statistics</li> <li>6. Probability</li> </ol> |                         |                    |     |
| <b>How Lessons will be Taught</b>  |                         |                    |     |
| <p>You will continue to study mathematics at an appropriate level for you. Your knowledge and understanding of the subject will develop as you experience and participate in a range of activities such as:</p> <ul style="list-style-type: none"> <li>• Practising and consolidating skills in class and at home</li> <li>• Working in pairs and groups to share ideas and compare strategies when solving problems</li> <li>• Using ICT efficiently to explore patterns; shapes and graphs</li> <li>• Investigating and solving problems in real-life contexts</li> </ul>  |                         |                    |     |
| <b>Method of Assessment</b>  |                         |                    |     |
| <ul style="list-style-type: none"> <li>• This course is Linear and is assessed with three exams at the end of the course in Year 11</li> <li>• Each exam paper contributes to 33.3% of the qualification</li> <li>• Each paper lasts 1 hour 30 minutes</li> <li>• Each paper contains 80 marks in total</li> <li>• Paper 1 is Non-calculator, Paper 2 and 3 are Calculator</li> <li>• Higher grades range from 9-4 (grade 3 allowed), Foundation grades range from 5-1</li> <li>• Assessment objectives mean that pupils will be questioned on their mathematical fluency, reasoning and problem solving abilities</li> </ul>  |                         |                    |     |
| For more information contact:  | Mr Stevens              |                    |     |
| Email:   | js@fairleyhouse.org.uk  |                    |     |

|   |                                      |                    |         |
|---|--------------------------------------|--------------------|---------|
| Subject:  | <b>Functional Skills Mathematics</b> | Examination Board: | Edexcel |
| Specification Number:   | Level 1 – FSM01<br>Level 2 – FSM02   |                    |         |
| <b>Brief Description of Course</b>  |                                      |                    |         |
| Functional Skills Maths level 1 and 2 involve representing and using mathematics; analysing situations mathematically; interpreting solutions to problems using mathematics and coverage of mathematical content in number, algebra, geometry and statistics. |                                      |                    |         |
| <b>How Lessons will be Taught</b>   |                                      |                    |         |
| Lessons are taught in small classes, five times a week and involve a wide range of practical scenarios in which to apply learned mathematical content. Level 1 will be targeted in year 10 and level 2 in year 11 for students who pass level 1.              |                                      |                    |         |
| <b>Method of Assessment</b>   |                                      |                    |         |
| The Pearson Edexcel Functional Skills qualifications in Mathematics at Levels 1 and 2 are externally assessed. There will be up to eight assessment windows each year. Assessments are available within a five-day window.                                    |                                      |                    |         |
| For more information contact:   | Mr Stevens                           |                    |         |
| Email:  | js@fairleyhouse.org.uk               |                    |         |

|   |                              |                    |     |
|---|------------------------------|--------------------|-----|
| Subject:  | <b>Combined Science GCSE</b> | Examination Board: | OCR |
| Specification Number:   | J260                         |                    |     |
| <b>Brief Description of Course</b>  |                              |                    |     |
| <p>Students will study key concepts in historical and contemporary science. This will include topics such as exploring the history of our understanding of atomic structure and how this is applied in modern chemistry. As well as acquiring subject knowledge, students will learn to examine the ethical debates in modern scientific advances, for example the use of embryonic stem cells in medicine. They will also learn practical skills such as working with laboratory equipment and analysing data.</p> |                              |                    |     |
| <b>How Lessons will be Taught</b>   |                              |                    |     |
| <p>Students will have the majority of their science lessons in the lab. They will be guided in their learning using a multisensory approach; for example by making models of compounds. Exam practice will underpin classroom teaching and the homework activities set weekly.</p>  |                              |                    |     |
| <b>Method of Assessment</b>   |                              |                    |     |
| <p>The students will sit four paper:<br/> Biology (1 hour 45 minutes)<br/> Chemistry (1 hour 45 minutes)<br/> Physics (1 hour 45 minutes)<br/> Combined (1 hour 45 minutes)</p> <p>The exams will be sat in the summer term in year 11.</p> <p>Students will be awarded <b>two</b> GCSE's.</p>  |                              |                    |     |
| For more information contact:   | Dr Montse Morla              |                    |     |
| Email:  | montse@fairleyhouse.org.uk   |                    |     |

|  |   |   |     |
|--|---|---|-----|
| Subject:   | <b>Entry Level Certificate in Science</b> | Examination Board:  | OCR |
| Specification Number:  | R483 (for first assessment in 2017)       |   |     |
| <b>Brief Description of Course</b>   |   |   |     |
| <p>The Entry Level Science covers those aspects of the Science National Curriculum Programme of Study for Key Stage 4 appropriate for students working at this level. OCR's Entry Level Certificate in Science is a course designed to provide students with realistic targets encouraging them to develop scientific skills. This enables students to progress to GCSE (9-1) Combined Science. The specification consists of 36 topics, equally divided between Biology, Chemistry and Physics, Can-Do Tasks (experiments) and a Practical task.</p> <p><b><u>Biology topics</u></b><br/> B1 Dead or alive (cells)<br/> B2 Babies (reproduction)<br/> B3 Control systems<br/> B4 Fooling your senses<br/> B5 Gasping for breath<br/> B6 Casualty<br/> B7 You can only have one life – look after it<br/> B8 Body wars<br/> B9 Creepy crawlies<br/> B10 Extinction<br/> B11 My genes<br/> B12 Food factory</p> |   | <p><b><u>Chemistry topics</u></b><br/> C1 Physical or chemical change<br/> C2 Acids and alkalis<br/> C3 Everything in its place<br/> C4 Clean air and water<br/> C5 Novel materials C6 Sorting out<br/> C7 Let's get together<br/> C8 Heavy metal<br/> C9 Fuels<br/> C10 Are you overreacting?<br/> C11 How fast? How slow?<br/> C12 CSI plus</p> <p><b><u>Physics topics</u></b><br/> P1 Getting the message<br/> P2 Full spectrum<br/> P3 Medical rays<br/> P4 Hot stuff<br/> P5 Alternative energy<br/> P6 Nuclear power<br/> P7 Our electricity supply<br/> P8 Attractive forces<br/> P9 Pushes and pulls<br/> P10 Driving along<br/> P11 Fly me to the moon<br/> P12 Final frontiers</p> |     |
| <b>How Lessons will be Taught</b>  |   |   |     |
| <p>The aim of the lessons is to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged. The way of teaching this course is cover a topic which includes questions, challenge questions and Can-Do Tasks using science and maths skills. At the end of each topic, students will be 100% internally assessed. Homework will be set after each lesson. When all topics and Can-Do tasks have been covered and assessed, a Practical task needs to be done individually: students will perform an experiment by themselves following the scientific method.</p>   |   |   |     |
| <b>Method of Assessment</b>  |   |   |     |

OCR's Entry Level Certificate in Science consists of three components that are assessed by the centre and externally moderated by OCR.

1. Tests: 72% of the total. The marks for each test are converted into points. Each test is worth a maximum of two points.
2. Can-Do Tasks: 8% of the total. There are 16 Can-Do Tasks. For each task students have done 0.5 can be awarded.
3. Practical Task: 20% of the total. Students can attempt more than one of these but the points must be awarded from one task.

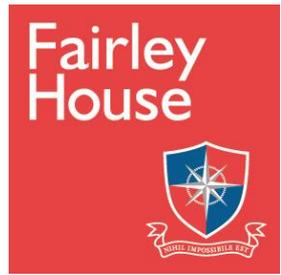
Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Students who fail to reach the minimum standard of Entry Level 1 will be Unclassified (U).

For more information contact:

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# Option Subjects

|  |                       |                    |                            |
|--|-----------------------|--------------------|----------------------------|
| Subject:   | <b>Art and Design</b> | Examination Board: | NCFE level 1/2 certificate |
| Specification Number:  | 601/0677              |                    |                            |
| <b>Brief Description of Course</b>   |                       |                    |                            |
| <p>In Year 8 students will get the choice as to whether they want to continue with Art or Design in Year 9. We currently offer the following courses: NCFE LEVEL 1 or Level 2 CERTIFICATE IN ART AND DESIGN. The Level 1 is equivalent to the old GCSE D and the Level 2 is equivalent to the old GCSE A-C. Please note that students will be expected to complete at least one hour's art homework every week as well as attend one tutorial session. Art is about building up a body of work which forms the assessment. Therefore, every piece of work counts. Art work which meets the assessment criteria takes time and the student must be happy to invest the time.</p>  |                       |                    |                            |
| <b>How Lessons will be Taught</b>  |                       |                    |                            |
| <p>All the projects will give students the opportunity to build on their own strengths and to try out different materials. Students are introduced to a variety of experiences exploring a wide range of mediums, techniques and processes, including both traditional and new technologies. Themes this year have included 'Still Life and Natural Forms' and 'Reinventing bookends'. All students gather information about the theme, completing sketches, initial ideas and designs. This research could then be developed through a variety of different media, including drawing, painting, print-making, photography and three dimensional work. Students are encouraged to develop their own ideas, producing many different outcomes.</p> <p>Throughout the course, visits will be made to galleries, and visiting artists will deliver bespoke workshops. Students will be taught elements of art history and will be expected to complete critical study pages. 100 per cent of this qualification focuses on the development of the formal elements, skills and knowledge to support progression within art and design.</p> |                       |                    |                            |
| <b>Method of Assessment</b>  |                       |                    |                            |
| <b><u>NCFE Level 1 Certificate In Art And Design</u></b>   |                       |                    |                            |
| <p>This qualification is designed for students who wish to explore Art and Design concepts and materials. This qualification aims to:</p> <ul style="list-style-type: none"> <li>• Allow students to explore ideas and techniques and use visual language in a chosen art and design medium</li> <li>• Allow students to develop their knowledge and understanding of the design process and apply this to a design project</li> <li>• Provide students with the opportunity for personal development</li> </ul> <p>The objective of this qualification are to help students to:</p> <ul style="list-style-type: none"> <li>• Use raw materials, tools and equipment safely and competently</li> <li>• Research and experiment with techniques, materials and tools to develop ideas for experimental pieces</li> <li>• Progress these ideas and produce own work</li> </ul>   |                       |                    |                            |

- Evaluate own work, ideas and learning through the design process
- Prepare for further study

To be awarded the NCFE Level 1 Certificate in Art and Design, students are required to successfully complete 2 mandatory units and 2 optional units.

This qualification consists of 2 mandatory units:

- Unit 01 Experiment with art and design ideas and techniques
- Unit 02 Complete a final art and design project

and 4 optional units:

- Unit 03 Create art and design work using 2-dimensional techniques
- Unit 04 Create art and design work using 3-dimensional techniques
- Unit 05 Create art and design work using mixed media techniques
- Unit 06 Create art and design work using digital media

To achieve the NCFE Level 1 Certificate in Art and Design, students must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units

### **NCFE Level 2 Certificate in Art and Design**

The qualification provides students with underpinning knowledge of the art and design process which gives students the basis for progression onto further study. The aim of this qualification is to provide you with an underpinning knowledge and the opportunity to develop skills in art and design techniques. Students will develop skills and techniques and use visual language and formal elements in art and design. Students will extend their knowledge and understanding of the design process and the health and safety issues within art and design. This qualification was developed in partnership with industry experts within the Art and Design sector and will provide students with a nationally recognised qualification in art and design.

During this qualification you'll develop your analytical and research skills, be able to develop ideas and learning through the design process, and evaluate your own work.

This qualification consists of 3 mandatory units:

- Unit 01 Investigate sources of ideas in art and design
- Unit 02 Explore the use of art and design materials, techniques and visual language
- Unit 03 Produce final art and design work

Students will plan and prepare for the production of your final work, using their developed ideas. Students will produce this work using materials and techniques competently and using visual language effectively. On completion of work students will evaluate it in the context of what they have learnt and how their ideas have developed.

## Optional units

To support the knowledge and skills gained in the mandatory units

2 optional units:

- Unit 04 Working in the art and design industry
- Unit 05 Building an art and design portfolio
- Unit 06 3D visual communication
- Unit 07 2D visual communication
- 

The units give students the opportunity to gain an insight into working in the industry and to build a portfolio with 2D and 3D visual communication.

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|  |                                |                    |     |
|--|--------------------------------|--------------------|-----|
| Subject:   | <b>Citizenship Studies</b>     | Examination Board: | AQA |
| Specification Number:  | 8100                           |                    |     |
| <b>Brief Description of Course</b>   |                                |                    |     |
| <p>GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.</p> |                                |                    |     |
| <b>How Lessons will be Taught</b>  |                                |                    |     |
| <p>The GCSE qualification is a linear three- year course, with students sitting their exams at the end of year 11. It includes the following subject content:</p> <ol style="list-style-type: none"> <li>1. Citizenship skills, processes and methods</li> <li>2. Life in modern Britain</li> <li>3. Rights and responsibilities</li> <li>4. Politics and participation</li> <li>5. Active citizenship</li> </ol> <p>Lessons are supplemented by after school tutorials, and SLT support is available where necessary.</p>   |                                |                    |     |
| <b>Method of Assessment</b>  |                                |                    |     |
| <p><b>Paper 1</b><br/> Section A: Active citizenship<br/> Section B: Politics and participation<br/> How it's assessed</p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Paper 2</b><br/> Section A: Life in modern Britain<br/> Section B: Rights and responsibilities<br/> How it's assessed</p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>   |                                |                    |     |
| For more information contact:  | Rob Jones, subject coordinator |                    |     |
| Email:   | rj@fairleyhouse.org.uk         |                    |     |

|  |  |                    |                           |
|--|--|--------------------|---------------------------|
| Subject:   | <b>Creative iMedia (Level 1/2 Certificate)</b>                     | Examination Board: | OCR (Cambridge Nationals) |
| Specification Number:  | J817   |                    |                           |
| <b>Brief Description of Course</b>   |  |                    |                           |
| <p>The Cambridge National in Creative iMedia is media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.</p>   |  |                    |                           |
| <b>How Lessons will be Taught</b>  |  |                    |                           |
| <p>Lessons will begin in Year 9 by studying the fundamentals of the course. This allows pupils to develop their understanding for the underpinnings of iMedia and gives them an insight into the basic design cycle of research, plan, do, and review. Pupils will learn in a creative but structured environment with an emphasis on producing high quality products and publications. These publications and products will be designed around a case study and developed by pupils using their imagination and creative flair.</p>   |  |                    |                           |
| <b>Method of Assessment</b>  |  |                    |                           |
| <p><i>R081: Pre-production skills (25%) - Examination (1 hour 15 minutes)</i><br/> On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan the pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.</p> <p><i>R082: Creating digital graphics (25%) - Coursework</i><br/> On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.</p> <p><i>R085: Creating a multi-page website (25%) - Coursework</i><br/> On completion of this unit, learners will be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief.</p> <p><i>R087: Creating interactive multimedia products (25%) - Coursework</i><br/> On completion of this unit, learners will understand the purpose and properties of interactive multimedia products, be able to plan and create an interactive multimedia product to a client's requirements and review it, identifying areas for improvement.</p> |  |                    |                           |
| For more information contact:  | Mr Denton (Joint Head of Key Stage 4)                              |                    |                           |
| Email:   | <a href="mailto:bd@fairleyhouse.org.uk">bd@fairleyhouse.org.uk</a> |                    |                           |

|  |   |                       |     |
|--|---|-----------------------|-----|
| Subject:   | <b>Design and Technology<br/>Resistant Materials<br/>GCSE (9-1)</b> | Examination<br>Board: | AQA |
| Specification<br>Number:   | 8552  |                       |     |
| Brief Description of Course  |   |                       |     |
| <p>DESIGN AND TECHNOLOGY COURSE DETAILS AQA GCSE Design &amp; Technology 8552</p> <p>AQA further details: <a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a></p> <p>The Design and Technology GCSE launching in September 2017 is an exciting new course that combines several disciplines, modernising the teaching and learning of Design and Technology and allowing students to develop knowledge and understanding in a broad range of media, with practical elements throughout. The qualification is linear, meaning students sit an external examination at the end of the course, along with the submission of the non-exam assessment (coursework).</p> <p>Designing and making remains at the heart of the subject. The ability to make high quality prototypes is an essential aspect of the course. The course has been designed with both young people and the country in mind, offering students the ability to function and contribute to an increasingly technological world and offering them the foundations for successful employment should they wish to continue with Design and Technology post 16</p> <p>Students who have enjoyed Design and Technology at Fairley House during Key Stage 3 will find the new GCSE course inspiring, engaging and challenging. They will gain a greater understanding of how technology impacts on people's daily lives, how technology can support the development of an ever changing world.</p> |   |                       |     |
| How Lessons will be Taught   |   |                       |     |
| <p>Throughout the course students will have opportunities to gain new (and build on existing) skills with tools, equipment and processes. This will include wood-working tools, metal-work tools, plastics equipment, ICT and CAD/CAM facilities including the laser cutter and 3D printer, as well as a proportion of graphics where they will build upon their understanding of graphic media, printing techniques and industrial processes, as well as enhance their technical drawing skills. Students will be expected to demonstrate mathematical skills during the course when carrying out tasks in the workshop, as well as literacy skills. They will develop further knowledge of the environmental concerns related to designing in today's society.</p> <p>Students will be expected to gain an in-depth understanding of the discipline ('material category') they wish to specialise in during the controlled assessment task, where they will be able to choose from a range of media, directed by their subject teacher to ensure this suits each individual's skills and interests.</p>  |   |                       |     |

## Method of Assessment

### **Non-exam assessment**

During Year 11, students will carry out the non-exam assessment (controlled assessment) in the form of a contextual challenge released by AQA in the summer term of Year 10. Example challenges include: a high profile event; addressing the needs of the elderly; the contemporary home; children's learning and development and the world of travel and tourism.

**The controlled assessment is worth 50% of the overall GCSE** and so carries with it the need for deep enthusiasm for the subject and commitment to the course, to ensure each aspect of the task demonstrates creativity, flair and originality. The task will be broken down into four main areas:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Students will be required to produce a written or electronic design folder/portfolio within a maximum of twenty pages as well as a working prototype to demonstrate the above criteria, completed under supervised conditions within 30-35 hours. Work will be marked by the class teacher and moderated externally by AQA.

This is a fantastic opportunity to study a subject that encompasses a vast range of disciplines, using a wide range of media. Through written and design tasks, team work, ICT, CAD/CAM, investigation, problem-solving, prototyping and multiple practical tasks students will come to understand the importance of Design and Technology and the links to the 'real world'. Using their knowledge of materials, equipment, processes and the environmental concerns related to specific manufacturing techniques, they will be able to question and challenge design briefs until they find creative and innovative design solutions to the problems posed.

### **Written examination**

Students will sit the final examination at the end of the course. **This will be a two-hour written paper, marked out of 100, and worth 50% of the overall GCSE.**

Questions will be divided into three sections, based on the principles stated above:

Section A – Core technical principles (20 marks) Multiple choice and short answer questions assess broad technical knowledge and understanding (of all disciplines).

Section B – Specialist technical principles Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

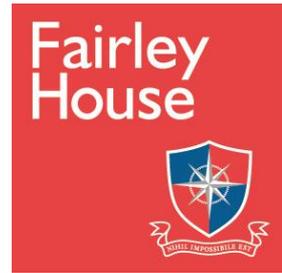
Section C – Designing and making principles (50 marks) Short and extended response questions, including a 12 mark design question.

AQA website for further details: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Grade boundaries will not be available until results day, August 2019.

|                               |                                  |
|-------------------------------|----------------------------------|
| For more information contact: | David Little                     |
| Email:                        | David.Little@fairleyhouse.org.uk |

|  |                                  |                    |     |
|--|----------------------------------|--------------------|-----|
| Subject:   | <b>Geography</b>                 | Examination Board: | AQA |
| Specification Number:  | 8035                             |                    |     |
| Brief Description of Course  |                                  |                    |     |
| <p>GCSE Geography is offered from Year 9. This allows the course to run over 3 years, allowing time to adapt the course to the student's needs. The course is broken down into 3 papers and within these papers, the following topics will be taught:</p> <p><i>Physical Geography - <b>Living with the physical environment.</b></i> This will include:</p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards,</li> <li>• Physical landscapes in the UK (Coasts and Rivers)</li> <li>• The Living world</li> </ul> <p><i>Human Geography - <b>Challenges in the human environment.</b></i> This will include:</p> <ul style="list-style-type: none"> <li>• Urban issues and challenges,</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> </ul> <p>Students will also complete fieldwork, which will develop skills of data collection, analysis and presentation. This will prepare the students for the section of the course - <b>Geographical applications</b> which includes Issue evaluation and Fieldwork.</p> |                                  |                    |     |
| How Lessons will be Taught   |                                  |                    |     |
| <p>Lessons will be taught in a variety of ways focusing on one topic at a time. Students will also complete multi-sensory activities and learn memory strategies to help consolidate their learning. There will be a focus on key words, and many teachers led activities to build up the students' knowledge. Over time, students will learn to become more independent with their work in order to help with their revision for the GCSE examinations. Homework and key words will be given on a weekly basis.</p>   |                                  |                    |     |
| Method of Assessment   |                                  |                    |     |
| <p><b>Paper 1: Living with the physical environment</b><br/>- Written exam: 1 hour 30 minutes (35% of GCSE)</p> <p><b>Paper 2: Challenges in the human environment</b><br/>- Written exam: 1 hour 30 minutes (35% of GCSE)</p> <p><b>Paper 3: Geographical applications</b><br/>- Written exam: 1 hour (30% of GCSE)</p>   |                                  |                    |     |
| For more information contact:  | Lucy Edwards                     |                    |     |
| Email:   | Lucy.edwards@fairleyhouse.org.uk |                    |     |



## Options Form

Please return to Reception by Friday 18<sup>th</sup> May, marked *FAO Mr Denton*

Name of pupil \_\_\_\_\_

Form \_\_\_\_\_

Pupils will only be able to take 2 option subjects but should write 3 to provide a reserve choice.

| <b>1<sup>st</sup> Option Preference</b> | <b>2<sup>nd</sup> Option Preference</b> | <b>3<sup>rd</sup> Option Reserve</b> |
|---|---|--------------------------------------|
|   |   |                                      |

Please note: these option choices are preferences and are not definite

