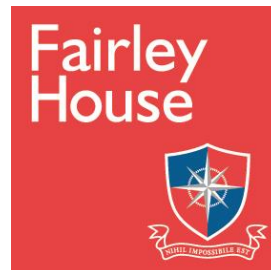


Fairley House



KS4 Options Booklet

2019



KEY STAGE 4 OPTIONS BOOKLET (2019)

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Foreword

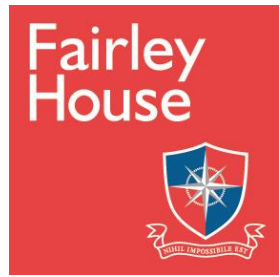
This booklet is designed to help students and parents make informed decisions about option choices for the next three years of schooling at Fairley House. There are a range of exciting option choices to look at with consideration of pupil ability, skill set, and interest being of the utmost importance. 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, subject teachers, and senior staff will support pupils through the options process by offering advice and direction. 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 17th May (marked FAO Mr Denton).

Syllabuses in 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 unsuitable, a pathway towards entry-level qualifications may be followed. All pupils will work towards developing their understanding of the fundamentals of GCSE Combined Science, which will begin in Year 9, and a pathway decided in Year 10.

All pupils will have two option subjects included in their timetable in Year 9-11 alongside Games and PSHE. Pupils should make two option choices; the first choice in each block should be denoted with a 1, with a second reserve choice in each block clearly highlighted with a 2. The options form is at the back of this booklet.

Uptake by other pupils will be the main factor whether running the option subject is viable. Combination choices and staffing may also affect whether a selected option is viable. Solutions have mostly been found in the past but option choices are preferences and not final.



Compulsory Subjects

Subject:	English Language GCSE	Examination Board:	AQA
Specification Number:	8700		
Brief Description of Course			
<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>			
How Lessons will be Taught			
<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>			
Method of Assessment			
<p>Paper 1 – Explorations in Creative Reading and Writing (1 hour 45 minutes) Reading Literary Fiction – one text (40 marks) Extended creative writing – descriptive or narrative (40 marks)</p> <p>Paper 2 – Writers' Viewpoints and Perspectives (1 hour 45 minutes) Reading non-fiction – two texts (40 marks) Extended writing to present a viewpoint (40 marks)</p> <p>Spoken Language 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:	Functional Skills in English	Examination Board:	Pearson Edexcel
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 three areas, depending on where their skill level lies at the beginning of the course. The table below shows the equivalences with GCSE.

Functional Skills covers three main skill areas in English:

- reading
- writing
- speaking and listening.

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

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:	Mrs Yvonne Falconer
Email:	yf@fairleyhouse.org.uk

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

Subject:	Combined Science GCSE	Examination Board:	OCR
Specification Number:	J260		
Brief Description of Course			
<p>Students study biology, chemistry and physics using a narrative-based approach. Ideas are introduced within relevant and interesting settings which help students to anchor their conceptual knowledge of the range of scientific topics required at GCSE level. Practical skills are embedded within the specification and students are expected to carry out practical work in preparation for a written examination that will specifically test these skills. GCSE study in Combined Science provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, process and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal applications.</p> <p>The Twenty First Century Science suite will enable students to:</p> <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. • develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them. • develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. • develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively. <p>The content is split into eighteen teaching chapters: Chapter B1: You and your genes • Chapter B2: Keeping healthy • Chapter B3: Living together – food and ecosystems • Chapter B4: Using food and controlling growth • Chapter B5: The human body – staying alive • Chapter B6: Life on Earth – past, present and future • Chapter C1: Air and water • Chapter C2: Chemical patterns • Chapter C3: Chemicals of the natural environment • Chapter C4: Material choices • Chapter C5: Chemical analysis • Chapter C6: Making useful chemicals • Chapter P1: Radiation and waves • Chapter P2: Sustainable energy • Chapter P3: Electric circuits • Chapter P4: Explaining motion • Chapter P5: Radioactive materials • Chapter P6: Matter – models and explanations.</p>			
How Lessons will be Taught			
<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 and key words will underpin classroom teaching and the homework activities set weekly.</p>			

Method of Assessment

This specification is a linear qualification with 100% external assessment.

The students will sit four papers (either Foundation or Higher Tier):

Biology assesses content B1-B6.

Chemistry assesses content C1-C6.

Physics assesses content P1-P6.

Combined assesses all content.

Each paper has a duration of 1 hour and 45 minutes and worth 95 marks.

This scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades 5–5 to 1–1 and Higher Tier assesses grades 9–9 to 4–4. An allowed grade 4–3 may be awarded on the Higher Tier option for learners who are a small number of marks below the grade 4–4 boundary. Learners must be entered for either the Foundation Tier or the Higher Tier.

The exams will be sat in the summer term in Year 11. This qualification is worth two GCSEs.

For more information contact:

Dr Montse Morla

Email:

montse@fairleyhouse.org.uk

Subject:	Entry Level Certificate Science	Examination Board:	AQA
Specification Number:	5960		
Brief Description of Course			
<p>Entry Level Certificates (ELCs) are nationally recognised qualifications which give students the opportunity to achieve a certificated award. The assessment is on demand so students can complete assignments when they are ready, helping to keep them motivated.</p> <p>Year 10 students will have the option to choose this qualification after having started with GCSE in Year 9. They will cover the ELCs syllabus in two years submitting their work at the end of Year 11. ELC syllabus is put together to suit the student's needs and the way they prefer to learn, based on things like:</p> <ul style="list-style-type: none"> • their skills and abilities. • the topics they are interested in from biology, chemistry and physics. • their future career plans (Science GCSE is not one of their targets). <p>Courses based on this specification should encourage students to:</p> <ul style="list-style-type: none"> • develop their interest in, and enthusiasm for, science. • develop a critical approach to scientific evidence and methods. • acquire and apply social skills, knowledge and understanding of working scientifically and its essential role. • acquire scientific skills, knowledge and understanding necessary for progression to further learning. • apply literacy, numeracy and information technology skills. <p>The specification comprises six components. Each component has two assessments: one externally set and one internally set. The six components meet the Programme of Study Key Stage 4 requirements.</p> <p>Biology</p> <ol style="list-style-type: none"> 1. Component 1 - Biology: The human body. 2. Component 2 - Biology: Environment, evolution and inheritance. <p>Chemistry</p> <ol style="list-style-type: none"> 3. Component 3 - Chemistry: Elements, mixtures and compounds. 4. Component 4 - Chemistry: Chemistry in our world. <p>Physics</p> <ol style="list-style-type: none"> 5. Component 5 - Physics: Energy, forces and the structure of matter. 6. Component 6 - Physics: Electricity, magnetism and waves. 			
How Lessons will be Taught			
<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 TDAs using science and maths skills. At the end of each topic, students will be 100% internally assessed. Homework will be set after each lesson.</p>			

Method of Assessment

Assessment is through completion of the Externally-set assignments (ESAs) and Teacher-devised assignments (TDAs). These can be taken at a time convenient to the school, and different students can be assessed on different occasions.

This qualification is linear. Linear means that students submit all components that form the assessment at the end of the course.

Two Entry Level Certificate Science qualifications are available.

- Entry Level Certificate (Single Award)
- Entry Level Certificate (Double Award).

Students will be entered for either ELC Science – Single Award or ELC Science – Double Award. Students will submit a portfolio of work containing the appropriate number of externally-set assignments (ESAs) and Teacher-devised assignments (TDAs). There are three levels of award available: Entry 1, Entry 2 and Entry 3. Entry 3 is the most demanding.

Students studying Entry Level Science – Single Award need only submit evidence for three Teacher-devised assignments plus three externally-set assignments. These do not need to be from the same components.

Students studying Entry Level Certificate Science – Double Award must submit evidence for six Teacher-devised assignments plus six externally-set assignments.

For more information contact:

Dr Montse Morla

Email:

montse@fairleyhouse.org.uk



Option Subjects

Subject:	Art and Design	Examination Board:	NCFE level 1/2 certificate
Specification Number:	601/0677		
Brief Description of Course			
<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>			
How Lessons will be Taught			
<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> <p>End of year 8 baseline assessment will determine a potential pathway which will indicate if your child is a level 1 or 2 candidate with ongoing assessments made throughout Year 9.</p>			
Method of Assessment			
<u>NCFE Level 1 Certificate In Art And Design</u>			
<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"> • Allow students to explore ideas and techniques and use visual language in a chosen art and design medium • Allow students to develop their knowledge and understanding of the design process and apply this to a design project • Provide students with the opportunity for personal development <p>The objective of this qualification are to help students to:</p> <ul style="list-style-type: none"> • Use raw materials, tools and equipment safely and competently • Research and experiment with techniques, materials and tools to develop ideas for experimental pieces • Progress these ideas and produce own work 			

- 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.

For more information contact:

Ms Germaine Jayandra

Email:

Germaine.Jayandra@fairleyhouse.org.uk

Subject:	Child Development	Examination Board:	OCR
Specification Number:	J818		
Brief Description of Course			
<p>This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.</p> <p>All students will study three mandatory topics as follows:</p> <ul style="list-style-type: none"> • Health and well-being for child development • Understand the equipment and nutritional needs of children from birth to five years • Understand the development norms of a child from birth to five years. 			
How Lessons will be Taught			
<p>The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications.</p> <p>In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas.</p> <p>In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.</p>			
Method of Assessment			
<p>R018: Health and well-being for child development – Written paper 1hr and 15 minutes – 80 marks</p> <p>R019: Understand the equipment and nutritional needs of children from birth to five years – Coursework (approx. 7-10 hours) – 60 marks</p>			

R020: Understand the development of a child from birth to five years – Coursework (approx. 7-10 hours) – 60 marks

For more information contact:	Mrs K. Read (Director of Studies)
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Email:	kr@fairleyhouse.org.uk
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Subject:	Citizenship Studies	Examination Board:	AQA
Specification Number:	8100		
Brief Description of Course			
<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>			
How Lessons will be Taught			
<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"> 1. Citizenship skills, processes and methods 2. Life in modern Britain 3. Rights and responsibilities 4. Politics and participation 5. Active citizenship <p>Lessons are supplemented by after school tutorials, and SLT support is available where necessary.</p>			
Method of Assessment			
<p>Paper 1 Section A: Active citizenship Section B: Politics and participation How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE <p>Paper 2 Section A: Life in modern Britain Section B: Rights and responsibilities How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE 			
For more information contact:	Rob Jones, subject coordinator		
Email:	rj@fairleyhouse.org.uk		

Subject:	Creative iMedia (Level 1/2 Certificate)	Examination Board:	OCR (Cambridge Nationals)
Specification Number:	J817		
Brief Description of Course			
<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>			
How Lessons will be Taught			
<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>			
Method of Assessment			
<p><i>R081: Pre-production skills (25%) - Examination (1 hour 15 minutes)</i> 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> 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> 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> 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 B. Denton (Joint Head of Key Stage 4)		
Email:	bd@fairleyhouse.org.uk		

Subject:	Design and Technology Resistant Materials GCSE (9-1)	Examination Board:	AQA
Specification Number:	8552		
Brief Description of Course			
<p>DESIGN AND TECHNOLOGY COURSE DETAILS AQA GCSE Design & Technology 8552 AQA further details: http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</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:	Geography	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</i> - Living with the physical environment. This will include:</p> <ul style="list-style-type: none"> • The challenge of natural hazards, • Physical landscapes in the UK (Coasts and Rivers) • The Living world <p><i>Human Geography</i> - Challenges in the human environment. This will include:</p> <ul style="list-style-type: none"> • Urban issues and challenges, • The changing economic world • The challenge of resource management <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 - Geographical applications 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>Paper 1: Living with the physical environment - Written exam: 1 hour 30 minutes (35% of GCSE)</p> <p>Paper 2: Challenges in the human environment - Written exam: 1 hour 30 minutes (35% of GCSE)</p> <p>Paper 3: Geographical applications - Written exam: 1 hour (30% of GCSE)</p>	
For more information contact:	Lucy Edwards
Email:	Lucy.edwards@fairleyhouse.org.uk

Subject:	History	Examination Board:	AQA
Specification Number:	8145		
Brief Description of Course			
<p>History at Key Stage 4 is based on the AQA GCSE course, which enables students to explore a range of aspects of the past and engage in key issues such as power, conflict, and international relations. The main aim of the course is for students to understand what drives change and how the past influences the present.</p> <p>The subject content for GCSE History states that the scope of study should include history:</p> <p>From three eras:</p> <ul style="list-style-type: none"> o Medieval (500–1500) o Early Modern (1450–1750) o Modern (1700–present day) <p>On three timescales:</p> <ul style="list-style-type: none"> o short (depth study) o medium (period study) o long (thematic study) <p>On three geographical contexts:</p> <ul style="list-style-type: none"> o a locality (the historic environment) o British o European and/or wider world settings. <p>British history must form a minimum of 40% of the assessed content over the full course.</p>			
How Lessons will be Taught			
<p>The GCSE qualification is a linear three- year course, with students sitting their exams at the end of year 11. Since FHS has offered GCSE History, KS4 students have studied topics such as Tsardom and Communism 1894- 1945, Elizabethan England 1568- 1603, Conflict and Tension between East and West 1945- 1972, and Power and the People c. 1170- present day; these topics are subject to change every year, and more information about the other possible topics available and the structure of the course is available at:</p> <p>http://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance</p> <p>Lessons are supplemented by after school tutorials, and SLT support is available where necessary.</p>			

Method of Assessment

Paper 1: Understanding the modern world (1 hour and 45 minutes)

Section A: Period studies

i.e. AA America, 1840–1895: Expansion and consolidation

Section B: Wider world depth studies

i.e. BA Conflict and tension: The First World War, 1894–1918

Paper 2: Shaping the nation (1 hour and 45 minutes)

Section A: Thematic studies

i.e. AA Britain: Health and the people: c1000 to the present day

Section B: British depth studies including the historic environment

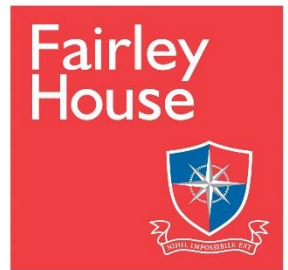
i.e. BA Norman England, c1066–c1100

For more information contact:

Rob Jones

Email:

rj@fairleyhouse.org.uk



Y9-11 Options Choice

Pupil Name _____

Parent Name _____

Parent Signature _____

In each option block, please mark your first option choice with a 1, and your second choice with a 2 (this is to provide reserve choices).

Optional Subjects	
Block 1	Block 2
Art and Design	Art and Design
Citizenship	Child Development
Creative iMedia	Creative iMedia
Design and Technology	Design and Technology
Food Technology	Geography
Geography	History

Please note: these option choices are preferences and are not definite due to minimum class size requirements and timetabling constraints.

Please return by Friday 17th May to reception, marked **FAO**

Mr Denton (Joint Head of Key Stage 4)

www.fairleyhouse.org.uk

Headmaster Michael Taylor BA (Hons) PGCE FRGS

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