

Hulme Hall Grammar School



*External Examination
Courses*

2010 - 2012

Introduction

This document contains the details of the Key Stage Four Programme of Study at Hulme Hall Grammar School for the period September 2010 to July 2012.

There are details of each specification offered, together with a list of the compulsory and optional elements of an individual timetable.

It is our aim to design a timetable for each pupil which will be in keeping with their abilities and enable them to make the most effective use of the examination courses on offer in Years 10 and 11.

The compulsory (core) curriculum consists of Mathematics, English and Core Science. In addition, pupils are required to select five optional subjects from the Option Lines R – Z. In making such choices, pupils should consider factors such as interest, aptitude and possible career paths. It is envisaged that discussions with staff at Curriculum Evening and/ or in school, will enable pupils and parents to make informed decisions.

After consultation with teaching staff and parents we will design an individual programme of study to meet the best interests of each pupil. In the case of pupils in receipt of learning support, it is advised that only four subjects are chosen from the option lines. A learning support programme will be substituted in place of the fifth option.

It is important for pupils to appreciate that they are making a choice which will cover their final two years in this school. In the unlikely event that a pupil wishes to change an option choice after September 2010, we will look carefully at the circumstances. However it will not be possible to make changes after December 2010.

External Examination Courses 2010 – 2012

Subject	Exam Board	Level	Coursework
English Language	AQA	GCSE	Controlled Tests 20% and 40%
English Literature	AQA	GCSE	Controlled Test 25%
Mathematics	AQA	GCSE	None
Statistics	AQA	GCSE	25%
Information and Communication Technology	AQA	GCSE	60%
French	AQA	GCSE	Controlled Test Writing 30%
Spanish	AQA	GCSE	Controlled Test Speaking 30%
Core Science	AQA	GCSE	25% (Internal)
Additional Science	AQA	GCSE	25%
Geography	AQA	GCSE	25%
History	AQA	GCSE	25%
Psychology	AQA	GCSE	20%
Art and Design	AQA	GCSE	60%
Art (Textiles)	AQA	GCSE	60%
Art (3 Dimensional Design)	AQA	GCSE	60%
Design and Technology (Product Design)	AQA	GCSE	60%
H.E. Food and Nutrition	AQA	GCSE	60%
H.E. Child Development	AQA	GCSE	60%
Music	AQA	GCSE	60%
Physical Education	EDEXCEL	GCSE	60%
Drama	AQA	GCSE	60%
GCSE Equivalent Courses			
Adult Numeracy	AQA	Levels 1&2	None
Adult Literacy	AQA	Levels 1&2	None
ICT CLAIT	OCR	Levels 1&2	None

Individual Programme of Study 2010 - 2012

This consists of the compulsory subjects from the core curriculum, plus those subjects selected from the option lines R – Z

CORE SUBJECTS
Mathematics English English Literature (for most students) Core Science



OPTIONAL SUBJECTS					
Choose <u>one</u> subject from <u>each</u> of the options lines R-Z					
R	French	Child Development	Art	History	DT
W	PE	Art	Geography	Statistics	
X	ICT (GCSE)	Drama	History	Music	Psychology
Y	ICT (CLAIT)	Spanish		Geography	Music
Z	Additional Science	Drama	DT	HE (Food)	

N.B. For some pupils, the Learning Support Programme will replace one of the option lines (any one of the five lines according to individual preference).

In addition to the examination subjects detailed above, the Key Stage 4 programme also includes Games, CPSHE and School Assembly.

GCSE COURSES

GCSE English and English Language

All English specifications change for first teaching in 2010. Students will follow an AQA joint course which will be assessed as shown below.

GCSE English

External Examination 40%

Speaking and Listening controlled conditions 20%

Reading and Writing controlled conditions 40%

Pupils must produce work of approximately 1600 words in four hours.

GCSE English Literature

Two External Examinations 75%

Controlled conditions tasks 25%

Pupils must produce work of approximately 2000 words in four hours.

All examination papers are available at F and H tiers.

GCSE Mathematics

This course is intended to encourage the development of mathematical reasoning whilst introducing more formal procedures, building on the patterns, structures and relationships covered at earlier stages.

The main emphases are on:

- i) using and applying mathematics to solve real-life problems, a greater emphasis on functionality. Functional Maths means using maths effectively in a wide range of real-life contexts.
- ii) developing an increasing fluency in computation with whole numbers, fractions and decimals
- iii) developing a competence with formal algebra
- iv) developing an understanding of and an ability to apply the properties of 2-D and 3-D shapes
- v) developing skills associated with the collection, interpretation and analysis of data
- vi) the estimation and calculation of probabilities of events.

Pupils will be encouraged to talk about mathematical topics and learn to read and interpret information given in tables, graphs and diagrams. The use of computers and electronic calculators will be an integral part of the course.

Mathematics will remain a compulsory subject of the curriculum. For every pupil, the speed and approach will be structured according to the "setting" system operated by the department.

Assessment Procedure:

There are *two tiers* of assessment:

Foundation	Grades G → C
Higher	Grades D → A*

Candidates will be entered at the tier appropriate to their level of attainment during the course. It is most important that pupils are entered appropriately as any candidate who fails to achieve the mark for the lowest grade available at the tier for which they are entered will be recorded as Unclassified (U). The style in which the exam is written will also change to reflect the 'Functional' skills necessary to develop the mathematician of the 21st Century.

Examination:

Foundation	Paper 1F	1½ hours	(50%)
	Paper 2F	1½ hours	(50%)
Higher	Paper 1H	2 hours	(50%)
	Paper 2H	2 hours	(50%)

*Papers 1F and 1H will be taken **without** the aid of a calculator.

GCSE Statistics

This course is intended to enable candidates to:

1. Acquire an understanding of the basic concepts of probability and statistics in such a way which encourages confidence, satisfaction and enjoyment of the subject in everyday situations familiar to the candidate, in other disciplines and in further study of the subject, if desired.
2. Show knowledge of probability and statistical methods and concepts and to communicate effectively an awareness of the power and limitations of data, methods and concepts.
3. Recognise the suitability of data for statistical analysis, apply relevant techniques and be able to make deductions and inferences.
4. Interpret statistical information presented in a variety of forms and to communicate their interpretation by written and/or oral report.
5. Be aware of the importance and limitations of statistical information to society.

Assessment Objectives:

1. Analyse a statistical problem and plan an appropriate strategy. Describe and use appropriate methods to select and collect data.
2. Analyse and present data for comparisons and to solve probability and statistical problems.
3. Use the language and facts of statistics and probability to perform relevant computations.
4. Identify and communicate inferences and interpretation of statistical information.

Assessment Procedures:

There are *two tiers* of assessment:

Foundation	Grades G → C
Higher	Grades D → A*

Controlled Assessment: In classroom under supervised conditions.

One piece of extended work together with a written assessment worth 25%

Examination:

	Foundation	One paper of 1½ hours	(75%)
Or	Higher	One paper of 2 hours	(75%)

The written papers for both tiers will consist of short answer questions, longer structured questions and unstructured questions. The Higher Tier paper will include a greater number of unstructured questions, in which the candidate will be required to use greater skills in interpreting data and distributions of data. This is not an easy subject. Students considering this subject as an option should be working towards at least a level 7 at Mathematics.

For both papers candidates will be expected to use a calculator.

This specification compliments GCSE Mathematics, and provides a basis in Statistics for candidates who wish to continue with Mathematics and/or Statistics Post 16.

GCSE Information Technology

The syllabus offers a structured theoretical approach to learning the issues surrounding the use of Information Technology and provides opportunities for pupils to produce in depth reports on the solution to problems through the use of information systems. They are taught to choose, design and use information and communication systems to carry out and report on a range of tasks in solving these problems. A broad and balanced view of a range of applications is developed together with an understanding of their capabilities and limitations.

The course will suit pupils who:

- are able to cope with regular strict deadlines for written work
- are interested in learning the answer to “why” not merely “how” things are done

The course will enable pupils to:

- apply their knowledge, skills and understanding of IT in a range of situations
- develop their competence through the use of Information Technology in reasoned ways to
- solve significant problems using appropriate principles, techniques and equipment effectively and safely
- reflect critically on the way they and others use IT
- discuss and review the impact of applications in the outside world
- consider the social, legal, ethical, political, environmental, economic, aesthetic and moral issues, security issues and security needs for data which surround the increasing use of IT
- be encourage to develop precise and accurate communication skills in a variety of media

Throughout the course, pupils will have full use of all the major computer software applications including Word Processing, Desk Top Publishing, Databases, Spreadsheets, Graphics/Art packages, Internet access and Email, modeling software. Theoretical and practical aspects of the course are covered side by side and developed throughout the course.

Assessment procedure:

Two Tiers:	Higher level	Grades D to A*
	Foundation level	Grades G to C

Coursework:

The coursework will comprise 60% of the examination and will consist of:

- *Exam board-set Assignment* 30% of the final overall grade.
- *A Project* 30% of the final overall grade.

The exam board-set Assignment will consist of a Candidate Booklet providing the description of a situation where the appropriate use of information technology will solve some problems to be identified. Pupils produce a written report that demonstrates their ability to identify requirements and make appropriate use of information technology in providing solutions to the problems identified. The written reports detail their activities and rationale in the design, implementation, testing and evaluation of a web site, a spreadsheet, and a database relating to the problem.

For the Project pupils select a problem from their own area of interest and submit a written report on their activities and rationale in the design, implementation, testing and evaluation of a database related solution to the problem.

Examination:

One 1 ½ hour paper 40% of the final overall grade.

GCSE Modern Languages

French & Spanish

Options: GCSE French GCSE Spanish

Examination Board: AQA

Aims and Learning Outcomes

The specifications in French and Spanish should encourage learners to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognize that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of French/Spanish. GCSE specifications in French/Spanish should prepare learners to make informed decisions about further learning opportunities and career choices.

The French and Spanish GCSE courses are designed to encourage candidates to develop:

- an understanding of French/Spanish in a variety of contexts
- a knowledge of French/Spanish and language learning skills
- the ability to communicate effectively in French/Spanish
- awareness and understanding of countries and communities where French/Spanish is spoken.

Subject Content

Lifestyle

Health

- Healthy & unhealthy lifestyles and their consequences
- Issues concerning smoking, alcohol and drugs
- Common illnesses and their treatment

Relationships & Choices

- Relationships with family and friends
- Future plans regarding marriage/partnership
- Social issues and equality

Leisure

Free Time and The Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

Holidays

- Plans, preferences, experiences
- Getting around

Home and Environment

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 Plans

- Looking for and getting a job
- Advantages and disadvantages of different jobs

Assessment Procedure:

French			
Unit 1 Listening*	Unit 2 Reading*	Unit 3 Speaking†	Unit 4 Writing†
Examination 20% weighting	Examination 20% weighting	Controlled Assessment (internally assessed) 30% weighting	Controlled Assessment (externally assessed) 30% weighting
Foundation Tier 30 minutes (+ 5 minutes reading time) Higher Tier 40 minutes (+5 minutes Reading time)	Foundation Tier 30 minutes Higher Tier 50 minutes		

Listening and Reading

- * In Listening and Reading there are two tiers of assessment. Foundation (G – C) and Higher (D – A*). Students may be entered for either Foundation or Higher in each of these two skills, e.g. Foundation Listening and Higher Reading.

Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

- † Speaking and Writing are untiered. Differentiation is by outcome, not by task.

Speaking

Students will complete two controlled assessment tasks. Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation.

Writing

Students will complete two controlled assessment tasks. The tasks will be externally marked. Students aiming at grades G-D should produce 200-350 words across the two tasks. Students aiming at grades C-A* should produce 400-600 words across the two tasks.

GCSE Science

As Science is a core subject in the National Curriculum, all students are required to follow the Core Science course in Years 10 and 11.

AQA Science

This can be examined at either Higher or Foundation Level.

Grades D to A*	Higher Level
Grades G to C	Foundation Level

Method of Assessment

Science A

- 6 x 30 mini papers - Objective matching/multiple choice questions

Tests are taken in November, March and June in both Years 10 and 11 after the completion of a Module or +

Each test is 12½% giving a total of 75%

- Centre Assessed Unit 25%

Investigative Skills Assessment (ISA)

Tests are taken throughout the course and consist of a piece of practical work followed by a written GCSE Paper. The best test mark is submitted.

+ Course Content

Biology	Unit 1a Unit 1b	Human Biology Evolution and Environment
Chemistry	Unit 1a Unit 1b	Products from Rocks Oils, Earth and Atmosphere
Physics	Unit 1a Unit 1b	Energy and Electricity Radiation and the Universe

GCSE Additional Science

This course is designed for those pupils who have a keen interest in Science or may wish to continue with Science Post 16.

This can be examined at either Higher or Foundation level

Grades D to A* Higher Level

Grades G to C Foundation Level

Most students would be expected to enter at the Higher Level.

Method of Assessment

- 3 x 45 minute papers containing structured questions. Each test is 25% giving a total of 75%.
- Centre Assessed Unit 25%

Investigative Skills Assessment (ISA)

Tests are taken throughout the course and consist of a piece of practical work followed by a written GCSE Paper. The best test mark is submitted.

Course Content

Biology	Plants and Animals, Cell Structure, Food Chains, Enzymes, Inheritance, Carbon Cycle, Biomass
Chemistry	Atomic Structure, Bonding, Reacting Masses, Rates of Chemical Reactions, Energy in Reactions and Aqueous Chemistry
Physics	Force and Motion, Work and Momentum, Static and Current Electricity, Mass, Electricity, Radioactive Decay and Nuclear Reaction.

GCSE Geography

AQA Specification A:

This specification allows candidates to develop a wide range of transferable skills such as problem solving, graphical and cartographical skills and ICT. The use of topical case studies ensures that, through a variety of teaching styles, candidates have a clear overall view of the rapidly changing world in the first part of the 21st century. It encourages students to explore their place in the world and their responsibilities to other people and the environment.

Physical and human geography is studied in self contained topic areas such as climate change, globalisation, urban regeneration and management of world resources. These are designed to give an understanding of the physical processes and factors that produce a variety of dynamic landscapes and change over time. This includes the interdependence of people and the physical landscape and the need for sustainable management of both human and physical environments. Specification A has strong links with other subjects, including ICT and areas of the science curriculum that focus on sustainability and the global economy.

With the exception of China, schools are free to choose their own exemplars meaning that it is possible to make full use of the wide variety of audio-visual resources that have been built up.

Assessment:

This course has a modular structure with assessment at the end of the Years 10 and 11 or alternatively at the end of the course.

Unit 1: Physical Geography

External exam

June availability from June 2010

37.5% of the total marks

One question to be answered from each of the two sections plus one other.

Unit 2: Human Geography

External exam

June availability from June 2010

37.5% of the total marks

1 hour 30 minutes

One question to be answered from each of the two sections plus one other

Unit 1: Physical Geography

The topics studied will be:

Section A

- The Living World

Section B

- Water on the Land
- The Coastal Zone

Unit 2: Human Geography

One section to be studied from Section A and B plus one other.

Section A

- Population Change
- Changing Urban Environments
- Changing Rural Environments

Section B

- The Development Gap
- Globalisation
- Tourism

Unit 3: Local Fieldwork Investigation

25% of the total marks

Marked out of 60. This has a maximum word guidance of 2000 written up in 6 hours with direct supervision. The topics are broadly set by the Examination Board, so these will change each year.

As at present, assessment objectives require candidates to:

- Recall, select and communicate their knowledge and understanding of places, environments and concepts (30-40%)
- Apply their knowledge and understanding in familiar and unfamiliar contexts (30-40%)
- Select and use a variety of skills, techniques and technologies to investigation, analyse and evaluate questions and issues (30-40%)

Entry is at Foundation or Higher Level:

Foundation level: Grades G – C

Higher level: Grades D – A*

Although there are some shorter response questions requiring a lesser degree of structuring, the Foundation Tier still requires candidates to demonstrate the ability to select appropriate information in order to present a logical, coherent answer. The Higher Tier demands greater conceptual understanding, the ability to handle more complex data and to write in more depth and at greater length.

GCSE History

AQA Schools History Project (Specification A)

The specification aims to stimulate candidates' interest in History and provide a firm basis for further study. It aims to give candidates opportunities to:

- acquire knowledge and understanding of the past
- investigate historical events, people, changes and issues
- develop understanding of how the past has been represented and interpreted
- use historical sources critically in their historical context
- draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence

The specification consists of four units:

1)	A Study in Development (Paper 1)	<i>Medicine Through Time</i>	35%
2)	A Study in Depth (Paper 2)	<i>Germany 1919 - 1945</i>	40%
3)	History Around Us (Controlled Assessment)	<i>Quarry Bank Mill</i>	25%

Assessment Procedure:

Coursework: History About Us 25%

Quarry Bank Mill: This unit will be assessed by controlled assessment only and is worth 25% of the total marks. One assignment will be produced which will be based on a personal investigation of the Mill and Apprentice House. It is envisaged that the assignment can be answered in between 2000-3000 words. The assignment will be undertaken and completed under supervised conditions.

Examination: 75%

Paper 1 Study in Development - Medicine Through Time
1¾ hrs 35%

This course involves the study of Medicine from prehistoric times up to and including the 20th century. This is a very interesting course which involves understanding and remembering a good deal of factual information.

Paper 2 Study in Depth - Germany 1919-1945
1¾ hrs 40%

This is an in-depth study of a relatively short period in German history. Candidates must be able to understand political concepts and some fairly complex source materials as well as remembering a good deal of detailed factual information.

For the first time, assessment is to be divided across Years 10 and 11. The study in Development and History Around Us units will be assessed in Year 10, while the Study in Depth will be examined at the end of Year 11.

Differentiation

In the written papers, differentiation will be achieved by setting questions open to the full ability range of candidates and by the production of marking schemes which recognise and reward different levels of positive achievement. In the coursework, differentiation will be achieved by outcome. In the examination, essay type answers are required; it is important to take this into consideration when choosing this option.

All assessment, both examination and coursework, is based upon the pupils' ability to express themselves clearly in writing. Source work is an important element of the specification and consequently, good reading skills are essential.

GCSE Psychology

Why study psychology?

Psychology is a very exciting field of study, one that attempts to discover how the mind works. The human mind is the most complex machine on earth. It is the source of all thought and behaviour. Psychology seeks to understand and explain thought, emotion and behaviour. Psychologists use human behaviour as a clue to the workings of the mind.

- Have you ever had a word “right on the tip of your tongue”?
- Does your cat come running every time it hears the tin opener?
- Do some songs make you happy, others sad?
- Has a smell ever suddenly reminded you of an event or place in your past?
- Have you ever had a bad day and then taken it out on your unsuspecting dog?

Psychology links direct practical experience with ideas, it can engage learners at many levels. People learn to question and discuss psychological issues that may affect their own lives.

What will I learn about?

- **Cognitive Psychology:** Perception
Learning
Memory
- **Social Psychology:** Forming impressions of other people
Prejudice and discrimination
Social influence
- **Developmental Psychology:** Attachment and separation
Cognitive development
Sex and gender
- **Pro- & Anti-Social Behaviour:** The development of moral behaviour
Pro-social behaviour
Anti-social behaviour
- **Research Methods:** Methods of investigation
Methods of control
Ethical considerations

How is the course assessed?

Examination Board: AQA

There are two tiers of assessment: **Foundation** (G-C) and **Higher** (D-A*)

Written Paper	80% of total marks	Coursework	20% of total marks
<p>Foundation and Higher Tier: 2 hours, short answer or structured questions.</p> <p>The paper comprises:</p> <ul style="list-style-type: none">• Section A Cognitive Psychology• Section B Social Psychology• Section C Developmental Psychology• Section D Pro- & Anti-Social Behaviour <p>There will be ONE compulsory question in EACH section of the paper.</p>		<p>ONE report of 1000 words.</p> <p>A report on a practical investigation conducted by the candidate and assessed by a teacher at the centre.</p> <p>External moderation of the work by AQA.</p> <p>The internal assessment (Coursework) will assess the following:</p> <ul style="list-style-type: none">• Knowledge and understanding of the selected subject area, relevant psychological theory, issues and methods of enquiry.• Skills in collecting, presenting, interpreting and evaluating psychological data.• Communication skills.	

How is this course relevant to my future career choices?

Psychology has a broad range of real world applications in everyday life, ranging from stress, health, mental illness, artificial intelligence and human-machine interaction, to personal development, social interaction and the environment, to name but a few.

There are a large number of careers in psychology, but the skills you acquire will readily transfer to many other careers. These skills include oral and written communication, computer literacy, numeracy, problem-solving and the ability to carry out independent research.

GCSE Art and Design

Summary of Subject Content

Art & Design

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. It is an unendorsed course where candidates can work in appropriate art, craft and design materials and processes.

Areas of Study

- Fine Art
- Textiles
- Three-Dimensional Design

Art & Design – Textiles

This is a broad endorsed course exploring practical and critical/contextual work through a range of Textile media and processes.

- Printed and/or dyed materials (e.g. batik, fabric printing, silk painting)
- Constructed and/or applied textiles
- Constructed and/or stitched and/or embellished (e.g. embroidery, machine appliqué quilting)

Art & Design – Three-Dimensional Design

This is a broad endorsed course exploring practical and critical/contextual work through a range of media and processes

- Ceramics
- Sculpture
- Jewellery/Body adornment

Assessment Procedure

Unit 1: Portfolio of Work

Controlled Assessment – set and marked by Centre and moderated by AQA

80 marks – 60%

Candidate's portfolio selected from work undertaken during the course of study and must include **more** than one project.

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Unit 2: Externally Set Task

Question papers issued from January 2011. Marked by Centre and moderated by AQA

80 marks – 40%

Unlimited preparation time.

10 hours of sustained focused study. Candidates respond to their chosen starting point.

GCSE Design and Technology

Product Design GCSE

The course, based on the AQA specification, will encourage pupils to:

- Demonstrate fully their Design and Technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products.
- Acquire and apply knowledge skills and understanding through:
 1. analysing and evaluating products and processes;
 2. engaging in focused tasks to develop and demonstrate techniques;
 3. engaging in strategies for developing ideas, planning and producing products;
 4. considering how past and present design and technology effects society;
 5. recognising the moral, cultural, environmental issues inherent in design and technology.

Assessment Procedure

Single Tier: a single tier of assessment covering grades A* - G

Controlled Assessment

Coursework **60% of total marks** **45 Hours**

Coursework consists of a project which addresses all the assessment objectives in an integrated way. The evidence required for the project consists of a 3-dimensional product and a concise design folder consisting of approximately 20 pages of A3 or the equivalent in A4.

Written Examination **40% of total marks** **2 Hours**

One paper with two sections:

Section A

A design question based on context supplied before examination.

Section B

Questions based on all aspects of the specification content. All questions are compulsory.

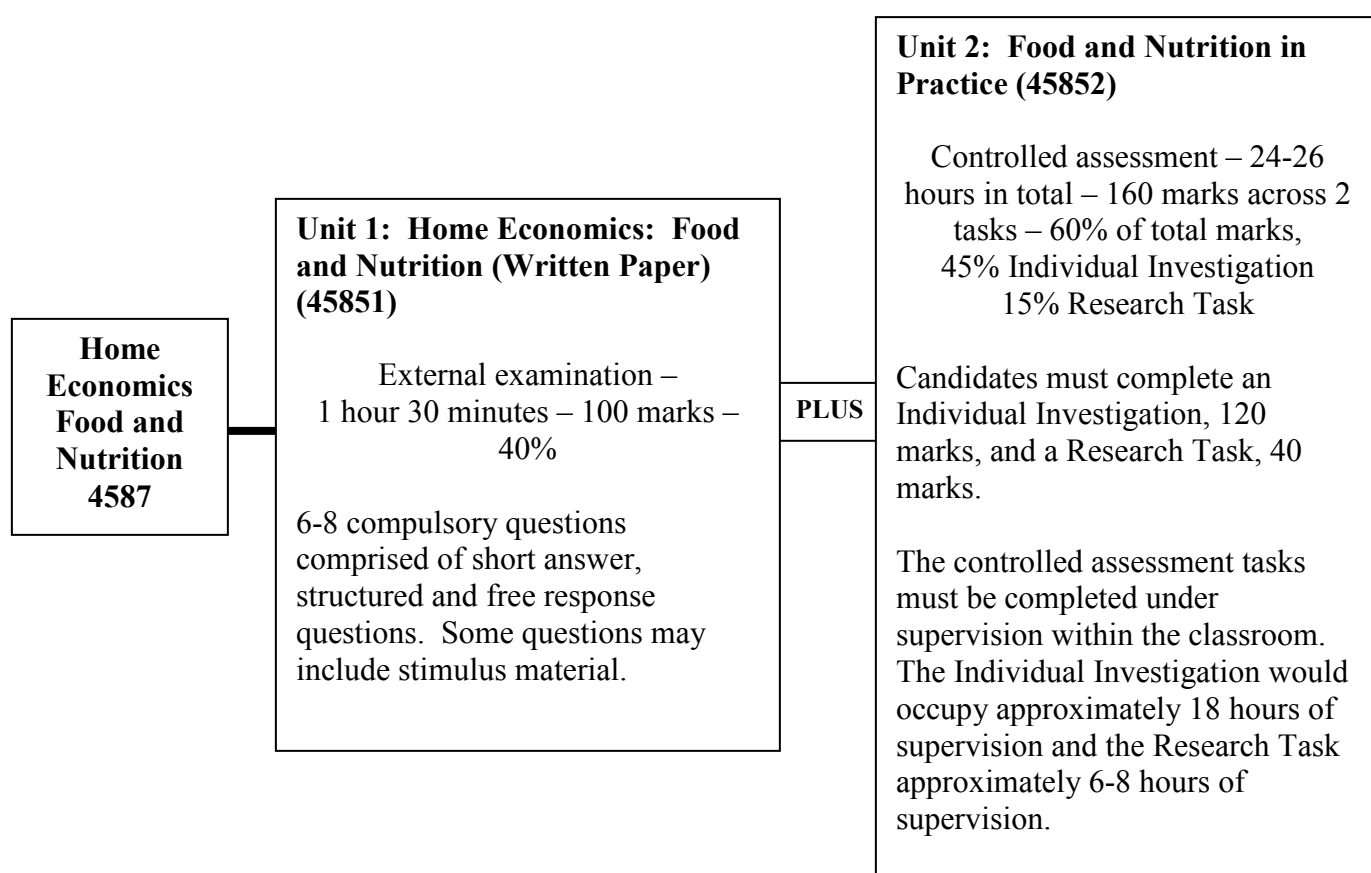
GCSE Home Economics - Food and Nutrition

This specification aims to attract candidates to study Home Economics: Food and Nutrition by offering an interesting and stimulating programme of study. Candidates will have the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts.

The skills and knowledge acquired will be relevant and transferable to other settings, enhancing career opportunities and providing a satisfying course of study for candidates of various ages and from diverse backgrounds who may not progress to further study of the subject. It also provides progression to certain aspects of GCE Health and Social Care.

Assessment

There is one tier of assessment, with a single paper which covers all of the grades A*-G.



Summary of subject content:

Nutrition, diet and health throughout life

Nutritional, physical, chemical and sensory properties of food in storage, preparation and cooking

Techniques and skills in food storage, preparation and cooking

Factors affecting consumer choice

Food hygiene and safety

GCSE Home Economics - Child Development

This specification focuses on the development of children from conception to the age of 5. It is a relevant, interesting and stimulating programme of study in Child Development for both girls and boys. Candidates will have the opportunity to develop their knowledge and understanding of human needs in a diverse society.

The subject content details are divided into 5 sections.

- 1. Parenthood**
 - The family
 - Planning for a family
 - Preparing for the baby
 - Provision of safe environment

- 2. Pregnancy**
 - Reproduction
 - Pre-conceptual care
 - Pregnancy
 - Preparation for the birth
 - Labour and birth
 - Newborn baby
 - Postnatal care

- 3. Diet, health and care of the child**
 - A healthy diet
 - Feeding a baby
 - Weaning
 - Feeding the young child
 - Food related problems
 - Child care
 - Child health

- 4. Development of the child**
 - Development
 - Physical development
 - Intellectual development
 - Social and emotional development
 - Learning and play

- 5. Support for the parent and child**
 - Types of support available
 - Child care provision
 - Educational and developmental provision

There is one tier of assessment which covers all the grades A* to G

The specification is divided into 3 units.

Unit 1 The Written Examination

This is a single paper of 1 hour 30 minutes consisting of 6-8 compulsory questions (40%)

Unit 2 Controlled Assessment – The Research

One task to be submitted – chosen from a list provided by AQA (20%)

Unit 3 Controlled Assessment – Child Study

This is the study of a single child under the age of 5 by the end of the study (40%)

GCSE Music

Examination Board: AQA

Is this course suitable for me?

Do you:

- Have an interest in music?
- Play one or more musical instruments or can you sing?
- Experiment with writing your own music?
- Participate in any extra curricular musical activities in or out of school?

If you have answered YES to one or more of the questions above, you are suitable.

What skills will I learn?

You will:

- Develop your listening and appraising skills
- Improve your performing skills
- Work on your composition skills in groups and as an individual
- Be able to recognise and analyse music from different times and places
- Be able to respond to music you hear and play

What will I learn about?

You will learn how to:

- Compose - using a variety of resources - keyboards/recording equipment and computers.
- Perform - in a group and alone and be able to improve your performance.
- Recognise and analyse music from each of the three areas of study.

How is the course assessed?

1. **Coursework Composing (40%).** You will be required to put together a folio of two compositions.
2. **Coursework Performing (40%).** You will be required to sing or play music on your own and part of a group.
3. **Listening and Appraising Test (20%).** This test lasts 1 hour 15 minutes. The full range of grades (A* - G) will be available.

What will I study?

There will be three areas of musical study that you will concentrate on at GCSE:

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

Requirements of the course

You must attend:

- Extra instrumental or vocal lessons in school or privately.
- Ensembles relevant to your instrument, for example, concert, stageband, string group, brass group or choir
- Regular performances and concerts in and out of school.

How is this course relevant to my future career choices?

The Music GCSE will offer a wide range of experiences of performing, composing and listening. There are many courses, post GCSE, which allow you to specialise in any of these areas, as well as music technology. These could help you go into professional performing, a composing job, work in a music studio/recording studio working with music technology, music therapy, workshop leading, primary and secondary specialist school teaching, music teaching privately or for a local authority.

EDEXCEL GCSE Physical Education

Assessment Procedure:

Observation and Analysis	20%
Practical Performance	40%
Final Examination	40%

See next page for practical activities.

Pupils will be assessed on their ability to perform, officiate or lead in four of these activities and on their knowledge of safe practice, the laws, rules and codes of conduct.

These assessments will take place throughout the course and there will be opportunities for reassessment.

Observation and analysis of performance coursework will be included in practical lessons.

The final examination will test knowledge of:

- The theory of Physical Education
- Your healthy, active body

Activities and Activity Groups

Group A: Outwitting opponents (for example in games activities)		
Amateur boxing	Handball	Polo
American football	Hurling/camogie	Rugby league
Association football	Ice hockey	Rugby union
Badminton	Judo	Rounders
Baseball*	Ju-jitsu	Softball
Basketball	Karate	Squash
Cricket	Korfball	Table tennis
Fencing	Lacrosse	Tae kwon do
Field hockey	Lawn tennis	Volleyball
Gaelic football	Netball	Water polo
*English or Welsh baseball		

Group B: Accurate replication of actions, phrases and sequences (for example in gymnastics activities)
Synchronised swimming
Trampolining
Gymnastics*
<i>* For gymnastics, students must offer agilities (floor work) and vaulting, plus one other sequence of their choice. See the assessment criteria for gymnastics for further guidance.</i>

Group C: Exploring and communicating ideas, concepts and emotions (for example in dance activities)
Dance*
Ice dance
<i>* Although a wide range of dance styles is acceptable (students may choose from any recognised style of dance, for example, ballet, jazz, modern tap) dance may be offered as only one practical activity. See the assessment criteria for dance for further guidance.</i>

Group D: Performing at maximum levels in relation to speed, height, distance, strength or accuracy (for example in athletic activities)		
Archery	Cross-country running	Lawn bowls
Athletics*	Cycling	Rowing
Clay pigeon shooting	Golf	Weightlifting
Competitive swimming		
<i>* For athletics, students must offer three events taken from at least two groups (running events, jumping events or throwing events). See the assessment criteria for athletics for further guidance</i>		

Group E: Identifying and solving problems to overcome challenges of an adventurous nature (for example in outdoor and adventure activities)		
Canoeing	Orienteering	Surfing
Climbing	Personal survival	Trekking
Horse riding	Sailing	Wakeboarding
Kayaking	Skiing	Water skiing
Lifesaving	Snowboarding	Windsurfing
Mountain biking		

Group F: Exercising safely and effectively to improve health and wellbeing (for example in fitness and health activities)
<p>Fitness training</p> <p><i>For fitness training, students must offer at least two of the following activities in combination:</i></p> <ul style="list-style-type: none"> • Aerobics • Body pump • Circuit training • Continuous training • Interval training • Pilates • Weight training • Yoga

GCSE Drama

The GCSE Drama course is designed to encourage students to develop:

- An understanding and response to a wide range of plays.
- Skills of creativity, self-confidence, concentration, self-discipline and communication.
- The ability to communicate the authors' intention to an audience.
- Increased self and group awareness.
- The ability to appreciate and evaluate the work of others.
- An appreciation of the ways in which playwrights achieve their effects.
- An awareness of social, historical and cultural contexts and influences through investigations of plays and other styles of dramatic presentation.

Assessment Procedure

There are two components:

Coursework: 60%
Written Exam Paper: 40%

Coursework: 60%

Two of the following options:

- Devised thematic work for performance to an audience
- Acting (Scripted)
- Improvisation
- Theatre in Education Presentation

Each option is assessed through 45% practical work (end-performance and 15% response to the process of development (short written assignment). Coursework will be internally assessed and externally moderated.

Written Paper: 40%

- 1 hour 30 minutes
- Comprises of three sections. Candidates must answer one question from Section A and choose one further question from either Section B or C:
 - A:* Practical work completed during the course.
 - B:* Study and performance of a scripted play.
 - C:* Study of a live theatre production seen.

Content of the Course

The main focus of the course will be the development of the students' performing skills, and their appreciation of the processes involved in developing a performance. The skills involved in preparing for and performing an extract from a script or play will be developed, as will the skills involved in preparing for, and performing a piece of polished improvisation.

During the course, one or two set plays will be studied from a practical perspective. In the written paper, students will be offered an alternative of either a performance or design perspective from which to approach their answer.

During the course, students will be taken to see at least two live productions. In the written paper, they will be required to review one or two of these productions. They will be allowed to take a page of notes with them into the examination.

GCSE EQUIVALENT COURSES

Adult Literacy and Adult Numeracy

Examinations Board - AQA

Both the Adult Literacy and Adult Numeracy courses lead to nationally accredited qualifications at Level 1 and Level 2. From the outset, it must be stressed that these courses are not GCSE's, they are different in emphasis, but they do have equivalence to GCSE (in terms of the National Qualification Framework points system), i.e.:-

Adult Numeracy & Adult Literacy Tests	NQF Points		Short course GCSE Grade	NQF Points
Level 1	12.5		E	14
Level 2	23		B	23

Thus, if students can achieve Level 2 in Adult Literacy and/or Adult Numeracy, this is the equivalent of a Grade B in the short course GCSE examination. We would, therefore, be aiming to get as many of our students as possible up to the Level 2 standard.

The short course GCSE is equal to half of the normal, full GCSE. Consequently, in order to give a further 23 points and raise their qualification up to the equivalent of the full GCSE, students can opt to complete a portfolio of coursework. This is normally undertaken at their post-16 College of Further Education.

The Adult Literacy and Numeracy courses focus upon the use of language and number in the 'everyday' context, rather than the more abstract forms at GCSE. They, therefore, provide a more favourable assessment for students who find difficulty with traditional Mathematical and English GCSE. Young people can justifiably feel a real sense of achievement as they gain certification which meets employer needs and college matriculation requirements.

We have been running the Adult Numeracy course at Hulme Hall for 4 years, and last year added the Literacy course. All students who are following a programme of Learning Support at Key Stage 4 will be entered for these examinations in order to provide a 'back up' to their GCSEs in Maths and/or English.

The Tests

- The tests consist of 40 questions – all multiple choice.
- The Literacy test lasts 1 hour.
- The Numeracy test lasts 1 hour 15 minutes.
- The tests can be taken on paper. They may also be taken 'on line' (although we do not offer this facility at present).

CLAIT (Computer Literacy and Information Technology)

Examinations Board OCR

The CLAIT examinations have been developed in consultation with industry, further education and schools. The qualifications gained provide a nationally recognised standard in IT assessment which is accessible and flexible.

The CLAIT course has a more practical bias than the GCSE course. The emphasis is upon the acquisition of a defined set of practical skills. By contrast, the GCSE is a more stimulating but more demanding course due to its focus is upon lengthy report writing and an academic appreciation of a wider ranging conceptual framework.

The CLAIT course leads to the awarding of a Level 1 Certificate or Diploma for IT users or a Level 2 Certificate or Diploma for IT users. For a certificate pupils must achieve three course units and for a diploma they must achieve five. Examinations for each of the units are assessed and accredited individually and are sat once the learning activities for that particular unit have been completed. This structure helps to motivate pupils as their success accumulates through the course.

The CLAIT course has been extended from this year to focus upon Level 2 assessment (equivalent to GCSE level). Previously, most pupils have completed the Level 1 CLAIT examinations part way through year 11 and have utilized the remaining classroom time to use ICT to enhance their coursework in other subjects. This will still be an option, however, pupils will now be encouraged and expected to progress onto the CLAIT Level 2 course where appropriate.

On the points system used by FE colleges and other educational establishments to judge examination results, a level 2 CLAIT Certificate (three units) has the same number of points as a GCSE grade B. **Most able pupils will progress on to complete a Level 2 Diploma (five units), which has the same number of points as TWO grade B GCSE's.** Progression within the course is purely by passing extra units, no grading system other than pass/fail exists. The feasibility of adapting and extending the current curriculum to include AS level equivalence for the gifted and talented is currently under assessment.

The newly extended CLAIT course will now stretch and reward even the most able pupils, as well as the less academically gifted.

Assessment takes place throughout the course and is achieved by means of set practical assignments. These assignments are taken in class as soon as each individual pupils has reached a state of readiness in the area of IT being studied. The examinations follow precisely the same format as the learning activities completed in class. The emphasis is upon accurately displaying a defined and practiced set of skills. Coursework is not a feature of CLAIT and due to their practical nature CLAIT examinations do not require revision.

The course modules cover the following areas:

Unit 1 Word processing and file management

Unit 2 Spreadsheets

Unit 3 Databases

Unit 4 Desktop Publishing

Unit 5 Presentations

Unit 6 Graphics

Unit 7 Web Page Creation

Unit 8 Online Communication (Internet / email)