



Hyde

Community College

Hyde Community College

KS4

INFORMATION

2018 - 2020

Updated January 2018

Dear Parents/Carers

As Year 10 approaches, all Year 9 students have an opportunity to make some choices about their course of study in Key Stage 4. Certain subjects remain compulsory, but as this guide shows, there is also scope to choose from a selection of other subjects.

The curriculum we offer is arranged in such a way as to encourage students to study as broad and balanced a range of subjects as possible, in line with the aims and philosophy of this school. Choosing such subjects means that students should think about what they are good at and enjoy, as well as possible future career paths. Above all, it is important to keep options open, so that no doors are closed in the coming years.

Over recent years we have modified the range of course opportunities considerably and make every effort to ensure that each child has a personal curriculum appropriate to fulfilling their maximum potential.

We strongly encourage students to talk over their choices with both parents and teachers at this time, so that subjects are chosen for sound reasons.

We hope you find this booklet both clear and useful.

Mrs A Radcliffe
Headteacher

The Curriculum in Years 10 and 11

The curriculum in Years 10 and 11 is made up of compulsory and optional elements. The compulsory core comprises exam courses in English Language, English Literature, Mathematics, Double Science and Religious Education (6 GCSEs). Citizenship and Physical Education are also included as part of the students' general education and in line with National Curriculum requirements.

All students need to make 3 additional subject choices. Details of these courses are outlined in this booklet. It is important that students keep their future as open as possible and we strongly advise that the subjects considered ensure that a balanced curriculum is followed. There are a number of people who can help and give advice. These include form tutors and individual subject teachers as well as senior members of staff and our Careers Advisor, Miss Amdurer. It is imperative that students talk to the right people to clear up any queries.

Some students, who are academically minded, should aim to achieve the English Baccalaureate (EBacc). This recognises students who have achieved 5 good GCSE passes in English, Maths, Science, a language (French or Spanish) and a humanities subject (Geography or History). An increasing level of importance is being given to this collection of courses by Government and students considering university education in the future should give this very serious consideration.

The process for making choices

The process of making choices is complex and the school is committed to guiding students towards suitable decisions. **However, limitations on class size and available resources can inhibit complete freedom of choice. Final decisions about subject availability in relation to student choice will rest with the school.**

We do our best to give each student all appropriate choices.

Timeline

Date/s	
Mon 5 th Feb – Thu 15 th Feb	Students receive Key Stage 4 (KS4) information from class teachers for those subjects studied at KS3.
Weds 14 th Feb	KS4 information booklet (paper version) issued to students and electronic version available on the school website.
Mon 5 th Feb – Thu 15 th Feb	Taster sessions of subjects which are taught only at KS4 and so have not been studied at KS3.
Thu 1 st March	KS4 Options Evening for parents/carers and students
Thursday 8 th March	Year 9 Parents' Evening. Options forms will be issue on this evening.
1pm Wednesday 14 th March	Deadline for returning options form.
From Monday 19 th March	Individual interviews for parents/carers and students requesting interviews. We will offer you a range of dates and times.

Do not hesitate to contact Mr Houghton or Mrs Etches if you have any queries.

Art

Accreditation: GCSE
Subject Leader: Mr R Petrucci

Information

Syllabus A (General). This syllabus is intended for those students who wish to follow an exciting, broad and varied course. It encourages a variety of creative experiences and employs a wide range of media, processes and techniques. The course encourages students' personal responses to initial starting points in all areas. It provides a sound basis for all college courses and careers in Art, Design, Graphics, Fashion, Photography, Fine Art, 3-D and Textiles as well as careers in Stage Design, the Media and Architecture. Coursework consists of a folder of practical assignments with personal research and finished pieces. Students may choose to include any of the following: Drawing and Painting (Fine Art), Textile Design (including 3D / Sculpture), Photography, Graphic Design (Printmaking is included in all of the above areas.), 3D - Design, At Least 2 areas from the above list must be included in their coursework folder. (Students may wish to include all areas however!)

Homework and personal artwork is an essential part of the course. This may be ongoing classwork, or a special assignment. Students will be encouraged to visit exhibitions and galleries, and will have the opportunity to gain insight into the work of other artists.

Students are kept informed of further education and career opportunities in all areas of Art and Design. College visits will be arranged to acquaint students with currently available courses. Art college students are invited to the department to advise our students and give information on available courses.

How you will be examined

This takes place at the end of the 2 year course via a student exhibition. Work is graded by the students' course tutors plus an external moderator:

Coursework = 60% (Assignments + preparation)

Examination = 40% (10 hours unaided work with a theme set by the exam board over 2 days).

Business

Accreditation: GCSE
Subject Leader: Mrs K Lang

Information

Business Studies is a challenging subject which blends a number of specialist fields such as marketing, human resources, accounting and finance and operations management, which together make up a course that is highly relevant to the modern world. An interest in the "what is going on?" and the "why does this happen?" of the business world and the wider economy would be valuable if you are thinking about taking this course. Industry related activities, outside visits, visiting speakers, field and market research and the extensive use of information technology feature strongly in the course.

As a GCSE course, the focus is on the theory of business rather than the practical aspects. Being able to apply mathematical concepts to business is a key feature of this new GCSE so it is suggested you need at least a grade 4 in Maths at the end of year 9.

Content

1. Business activity - the basics of business including why people start businesses
2. Influences on business - an in-depth look at business stakeholders and how they influence firms
3. Business operations - managing production, quality, logistics and the sales process
4. Finance - sources of finance for start-ups and operations, cash flow, profit and loss statements
5. Marketing - identifying and meeting customer needs, market research and the marketing mix
6. Human resources - getting the right staff, training, motivation and management of staff

How will you be assessed?

There are two exams at the end of year 11. Both exams will be structured the same way and last 1 hour and 30 mins. Each paper is divided into three sections:

Section A: 35 marks, Section B: 30 marks, Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

The exams will also include synoptic assessment; the understanding of the connections between different elements of the subject. It involves explicit drawing together of knowledge, skills and understanding. This is a challenging element of the course and was previously only assessed at A-level. It is therefore suggested you have a good level of literacy before choosing to take the course.

At the end of the two year course, you will be in an excellent position to move into further education, whether that is an A level or a vocational qualification in a Business Studies related course.

Future prospects

The course will suit students who are looking for a challenging business course with straightforward progression to A-level Business or alternative L3 courses at college. Many students who have taken GCSE Business have gone on to study Economics, Finance, Accountancy or related Business courses at university.

The university courses that lead to the highest starting wage are all computing and business related;

- Computer Science, Oxford, £43,895
- Business Studies, Royal Holloway, £40,314
- Materials Technology, Exeter, £41,000

Child Development

Accreditation: OCR Cambridge Nationals

Subject Leader: Mrs S Johnson

This qualification is suited to students who wish to develop knowledge and practical skills in child development. It aims to prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

The qualification comprises of three mandatory units:

- 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

Health and well-being for child development

In this first unit students will study topics including:

- Reproduction
- Parental responsibility
- Antenatal care
- Birth
- Postnatal checks
- Postnatal provision
- Conditions for development
- Childhood illnesses
- Child safety

This is an examined unit set and marked by OCR.

Understand the equipment and nutritional needs of children from birth to five years

In the second unit, students will study the equipment needs of babies and young children and will demonstrate the knowledge to be able to choose the equipment to meet their needs.

Understand the development norms of a child from birth to five years

In the third unit students will learn about the development of babies and children from birth to five years. They will also learn about the stages and benefits of play.

How will it be examined?

There are three units: one examined and two internally assessed and externally moderated, comprising 50% for the exam and 25% for the other two units.

Computer Science

Accreditation: GCSE

Subject Leader: Mrs K Lang

Why choose it?

Computer Science is considered a Science and therefore counts towards the Ebacc, which the top universities value. It is predicted that 170,000 new recruits into tech specialist roles will be needed every year until 2025 at least. It is a particularly good option for girls as they are currently under represented in the workforce and the industry is keen to achieve a more equal male/female balance.

Overview

This challenging GCSE has been designed to teach concepts and develop techniques that have long-term value which support progression to higher education and beyond. The course will provide students with an engaging and stimulating experience of Computer Science and programming. The new specification is a mixture of theory and computational thinking and practice. It provides opportunities for students to explore the wider social and ethical issues associated with Computer Science and to develop as responsible practitioners.

Skills

A course in Computer Science offers candidates a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests. Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

The qualification will also provide a good grounding for other subject areas that require logical thinking and analytical skills. It is highly recommended that you achieve at least a grade 5 by the end of year 9 in Maths and Computing to take this subject at GCSE

How will I be assessed?

The new course is broken down into 80% exam and 20% coursework. It is assessed in the following manner:

Component 01 – Computer Systems

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Component 02 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles.

Component 02 – Programming Project 20%

This component is coursework based and students will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned in lessons.

The university courses that lead to the highest starting wage are all computing and business related:

- Computer Science, Oxford, £43,895
- Business Studies, Royal Holloway, £40,314
- Materials Technology, Exeter, £41,000

Drama

Accreditation: GCSE
Subject Leader: Mrs A Fletcher

Information

Drama is not solely about creating actors, directors, writers or designers but rather socially aware young people who can engage with a rapidly changing world. It is a highly expressive subject in which you are encouraged to gain a solid foundation in creative, practical and performance skills. You will be expected to develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, Drama provides a solid foundation for further Drama studies, vocational opportunities and aids an understanding of English Literature.

It is vital to have a real interest in this subject and some form of confidence is needed in being able to access and carry out the requirements of the course. You will be expected to develop a devised piece of theatre from a stimulus where you will take on the role of actor and designer. You will also be given the opportunity to watch and evaluate a live theatre production.

How you will be examined

You will be assessed through three components, two of which are controlled assessment and the third which is examined:

Component 1 (40%) - Devising. You will create, develop analyse and evaluate a devised piece from a school chosen stimulus. This is assessed through performance and portfolio work.

Component 2 (20%) - Performance from text. You will perform in and/or design for two key extracts from a performance text. This is examined by an external examiner.

Component 3 (40%) - Theatre makers in practice. You will sit a 1hr 30 min exam split into two parts. Part A relates to an unseen text, Part B requires you to answer questions analysing a live performance that you have seen.

Engineering Design and Product Investigation

Accreditation: BTEC Level 2 First Award

Subject Leader: Mr N Drury

Information

Are you looking for a career in the engineering industry? This course will give you the opportunity to gain a broad knowledge and understanding of, and develop skills in, the engineering industry.

This course is designed to support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship and give you the potential opportunity to enter employment within a wide range of job roles across the engineering industry, for example Product Design Engineer.

This qualification has been developed to provide an engaging and stimulating introduction to the engineering industry. It includes two core units and one mandatory unit that form the skills, knowledge and understanding of the engineering sector.

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy. These skills include: self-management, team working, business awareness and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

How you will be examined

Investigating an Engineered Product Internal (30marks) Internally Assessed
Interpreting and Using Engineering Information External (30marks) Externally Assessed
Mandatory unit 12 Engineering Design (60marks) Internally Assessed

Further Mathematics and Statistics

Accreditation: AQA Level 2 Further Mathematics/ EDEXCEL Level 2 GCSE Statistics
Subject Leader: Mr R Eyre

Information

The course is designed for those students we feel will comfortably achieve Grade 7 (or higher) in GCSE Mathematics. It provides excellent preparation for students who may be considering studying A Level Mathematics in Years 12 and 13. Students who do not wish to continue with mathematics beyond Year 11 would also find it to be a worthwhile and enriching course in its own right. Students considering A level sciences would find it extremely valuable. Students choosing this course will take exams for 2 separate qualification 'Further Maths' and 'Statistics'.

Further Maths:

The aims of the course are:

- To introduce students to the power and elegance of advanced mathematics.
- To allow students to experience the directions in which the subject is developed post-GCSE.
- To develop confidence in using mathematical skills in other areas of study.

The AQA Level 2 Certificate in Further Maths places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It gives high achieving students an introduction to AS level topics that will help them to develop skills in algebra, geometry, calculus, matrices, trigonometry, functions and graphs.

How you will be examined

Assessment is linear: paper 1, the written paper (non-calculator) carries 40 per cent of marks and paper 2, written paper (calculator) carries 60 per cent of marks.

GCSE Statistics:

Statistics helps students develop a knowledge and understanding of statistical thinking and practice and how to use statistics in the real world.

This specification enables students to acquire transferable skills and knowledge which enhance their career opportunities.

It is particularly suitable for students who wish to progress to a range of A-level subjects outside Maths, including A-level Sciences, Geography and Business Studies.

Geography

Accreditation: GCSE

Subject Leader: Mrs K Bentley

Information

Two of the main advantages of studying *Geography* are that it enables people to make sense of the rapidly changing world in which we live as well as helping with many current exciting careers in sustainable Urban Redevelopment, Environmental Management, Hazard Management, sustainable Energy Supplies, plus a host of other opportunities.

Geography is a subject that both universities and employers value. This is due to the skills that you develop whilst studying the course, including; decision making, problem solving and handling data. On top of this it is considered very highly by all colleges and universities due to its academic status. Many people that choose to study *Geography* at GCSE are keen to continue onto A-Level, furthermore *Geography* is currently in the top five most popular degrees to study at University.

It would be impossible to study *Geography* without seeing other places in the world for yourself. Therefore, there will be opportunities to undertake field work in the UK, with enquiry based *Geography* being an essential aspect of the new GCSE. By carrying out fieldwork, students practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. For the new GCSE fieldwork must be undertaken on a least two occasions covering both the physical and human aspects of *Geography*.

How you will be examined

The course studied is GCSE (9-1) OCR *Geography B (Geography for Enquiring Minds)*. This contains three summer examinations:

- Our Natural World (35%)
- People and Society (35%)
- Geographical Exploration (30%);

The syllabus covers a mixture of physical and human geography which are vital for understanding interdependence in today's society. The physical geography topics include; Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems. The human geography aspects cover topics such as; Urban Futures, Dynamic Development, The UK in the 21st Century and Resource Reliance.

GCSE *Geography* covers many topics which have already been looked at briefly at Key Stage 3. However, they are covered in more depth. This means that our students are already aware of the basics included in each topic and can develop their knowledge further.

Graphic Design

Accreditation: Level 2 Technical Award

Subject Leader: Mr N Drury

Information

Are you looking for a career in advertising, web design or architecture? Do you enjoy new and interesting ways of coming up with and presenting ideas? Then Graphic Products is the option for you. Graphic design is the art of communication, stylizing, and problem-solving through the use of type, space, and images. You will look closely at logo design, corporate identity and how graphic products are designed and made.

You will learn and use new and exciting software to create your ideas which are used in industry, and this Level 2 Technical Award in Graphic Design will encourage you to think about designing and modelling. You will use ICT, CAD/CAM, paper, card and lots of different graphic media to produce your ideas and models. There will be extra-curricular opportunities to develop your skills and external visits to Design Centres to help you understand how design works in the real world.

Sketching and freehand drawing techniques, enhancement techniques, using colour and different methods of presenting ideas will be explored. Some formal methods of drawing will also be taught and how to illustrate thoughts and ideas effectively. You will look into commercial Graphics methods and create 3-dimensional outcomes in different materials. Practical skills will need to be developed and new methods of construction and modelling explored.

There are clear links between the Art and Design curriculum and the study of this Level 2 Technical Award in Graphic Design. In combination, the two subjects complement each other and are a good launch pad for those of you who might want to study Art or Product Design at AS or A level.

How you will be examined

The assessment is determined through controlled assessment and external examination. The controlled assessment is a large component of this curriculum and takes considerable time to complete. Therefore, meeting deadlines is one of the most important skills students need to demonstrate.

Health and Social Care

Accreditation: OCR Cambridge Nationals

Subject Leader: Mrs S Johnson

The Level 1/2 Cambridge National Certificate in Health and Social Care provides students with the knowledge and skills needed for future study and ultimately a career within the Health, Social Care and Early Years sectors.

This course is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. Students will study a total of four units - two mandatory and two optional. Each unit contributes 25% to the final grade awarded.

The two mandatory units are:

Essential values of care for use with individuals in care settings

This unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

This is an examined unit, which is set and marked by OCR.

Communicating and working with individuals in health, social care and early years settings.

This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting.

This is a centre assessed task which is moderated by OCR.

Optional Units

Students will study two further optional units which also contribute 25% each to the final grade awarded. They are centre assessed tasks which are moderated by OCR.

Two of the following units will be studied:

- Using basic first aid procedures
- Understanding the nutrients needed for good health
- Planning for employment
- Understanding body systems and disorders
- Pathways for providing care in health, social care and early years settings

History

Accreditation: GCSE

Subject leader: Ms K Bentley

Information

It is a very interesting time to be taking GCSE History because of the current events involving Britain and the world. This course will help you understand the world as it is today and the relations between different countries; it will help you understand inflation and economic depression; it will introduce you to key individuals and groups who changed your life forever; it will encourage you to reflect on what and why things are happening now. It will also give you the opportunity to build on your knowledge of historical events you have hopefully enjoyed studying at KS3 such as the Elizabethan Era and Nazi Germany.

You will study

A Thematic study and historic environment

This unit has 2 sections; Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city. The first section covers a large period of time and you will learn about the changes in crime and punishment through a series of case studies such as; the use of trial by ordeal and reasons for its ending, The Gunpowder Plotters of 1605, Matthew Hopkins and the witch-hunts of 1645-47, the treatment of conscientious objectors in the First and Second World Wars and the Derek Bentley case and its significance for the abolition of the death penalty. The second section focuses on a study of Whitechapel, the very poor area of the East End of London that gained national attention because of the crimes of 'Jack the Ripper' in 1888.

A Period study and British depth study

This unit has 2 sections; Early Elizabethan England 1558-1588 and Superpower relations and the Cold War, 1941-91. The first section includes government and religion in Elizabethan times, challenges to Elizabeth at home and abroad and Elizabethan society in the Age of Exploration. The second section includes how the Cold War began, the problem of what to do about Germany after World War II, The Berlin Wall, Cuban Missile Crisis and the fall of the Soviet Union.

A Modern depth study: Germany 1918-1939.

This unit focuses on The Weimar Republic, Hitler and the rise of the Nazi Party and Nazi controlled Germany. You will learn about why the Weimar Republic was set up, its successes and failures, how Hitler came to power in Germany and what life was like in the Nazi dictatorship.

How you will be examined

Paper 1: Thematic study and historic environment 30%

Paper 2: Period study and British depth study 40%

Paper 3: Modern depth study 30%

Is it for me?

The *GCSE* course provides a broad overview of key events from a thousand years of history and it opens the fields of social, economic, political, military and cultural history to you. The course develops your analysis, evaluation and research skills, all of which are invaluable to future colleges, universities and employers

The course is academic in nature. It leads on to *AS* and *A2* levels, and is useful for any career where valuable skills like thinking skills, analysis and organisational skills are needed. In History you deal with real people and work out why they did what they did. You will improve your ability to judge how much of the truth you are being told.

Hospitality

Accreditation: Level 1/2 Technical Award

Subject Leader: Mrs S Johnson

This qualification will give students a thorough understanding of the Hospitality industry - hotels, restaurants, cafes and entertainment venues. This qualification is equivalent to one GCSE.

This course is broken into separate units and will include topics such as:

- Health and safety,
- Job roles in the Hospitality and Catering Industry,
- Nutrition and healthy eating
- Teamwork and communication
- Customer service



You will have a combination of theory lessons every week as well as a practical lesson every fortnight where you cook complete meals and also complete a range of hospitality tasks such as booking hotel rooms, laying tables and serving food and drinks. To be successful in this course you should be:

- Be able to complete practical tasks in a mature way
- Good at communicating with other people
- Be prepared to work hard

Careers: Waiter, Restaurant Manager, Hotel Manager, Receptionist

Assessment

Written examination

40% of qualification

A range of multiple choice, short and long answer questions covering topics from the whole course.

Controlled assessment (Coursework)

60% of qualification

This is a 9 hour piece of controlled assessment. 5-6 hours are spent completing an 'open book exam' style assessment covering topics such as sustainability, menu planning and nutrition. You then spend 3-4 hours preparing, cooking and serving two dishes.

ICT

Accreditation: OCR Cambridge National - Creative iMedia

Subject Leader: Mrs K Lang

Information

ICT at Hyde prepares you for the digital world and will teach you the many different skills you will need to successfully use technology. These skills are essential for success in employment and higher education and are among the fundamental transferable skills required by employers.

This qualification is equivalent to one GCSE and blends a number of different skills, both theoretical and practical. You will learn about the use of ICT in business and this will provide you with the transferable skills necessary for the workplace. You will also have the opportunity to be creative with units that focus on multimedia, digital imagery and sound and vision.

How you will be examined

The course is broken down into four units:

- UNIT R081 - Pre-Production Skills. (Mandatory)
- UNIT R082 - Creating digital graphics (Mandatory)
- Two other units chosen by your subject teacher. Whilst these final units will be more creative and focus on creating a professional digital product for a business purpose, you will also be expected to display skills in research, analysis and evaluation.

Depending on the results from each unit you will either achieve a level 1 pass, merit, distinction or level 2 pass, merit, distinction or distinction*. All of these grades are equivalent to GCSE grades 1-9.

Future progression

ICT is a particularly good option for girls as they are currently under represented in the workforce and therefore there are many job opportunities. This course can lead to wide range of Level 3 qualifications, from the more academic qualifications such as A-level to vocational level 3 qualifications such as apprenticeships and Cambridge Technicals.

The university courses that lead to the highest starting wage are all computing and business related;

- Computer Science, Oxford, £43,895
- Business Studies, Royal Holloway, £40,314
- Materials Technology, Exeter, £41,000

Travel and Tourism

Accreditation: Pearson BTEC First

Subject Leader: Mrs K Bentley

This qualification is suited to students who wish to develop knowledge and practical skills specifically for the travel industry.

The qualification comprises of two mandatory units:

- The UK travel and tourism sector
- UK travel and tourism destinations

There are 4 further specialised units, students will select any 2 of these:

- The development of travel and tourism in the UK
- International travel and tourism destinations
- Factors affecting worldwide travel and tourism
- The travel and tourism customer experience

In the compulsory units students will learn and study:

- Domestic Tourism
- Outbound tourism
- Inbound tourism
- Types of travel
- Sustainable tourism
- The importance of travel and tourism to the UK economy
- Tour operators
- Travel agents
- Accommodation

Students will be expected to understand the role of consumer technology and use at least 2 sources of information in order to plan 2 UK holidays for specific types of customers.

How will it be assessed?

Assessment is through portfolio evidence and internal tests. The assessment criteria determine the minimum standard required of the learner to achieve the relevant grade.

Modern Foreign Languages Spanish and French

Accreditation: AQA GCSE
Subject Leaders: Mrs A Broderick & Mrs D Eyre

Information

There are many International companies with branches here in the UK which prefer applicants to have a language. It enables employees to work in, or with people from, many different countries.

If you have language skills you really can have a successful career in many different fields. A language can add 10-15% to your salary and really make you stand out from the competition. More than 30% of UK businesses employ people specifically for their language skills. 72% of UK international trade is with non-English-speaking countries. Most employers do not require complete fluency. They want conversational ability, which will give a good impression, help to build relationships and make new contacts.

Students follow a two year course in German, Spanish or French covering three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experience and those of other people, including people in countries/communities where these languages are spoken.

Theme 1: Identity and culture

Theme 1 covers the following four topics: 1. Me, my family and friends, 2. Technology in everyday life, 3. Free-time activities, 4. Customs and festivals in Target Language-speaking countries/communities.

Theme 2: Local, national international and global areas of interest

Topic 1. Home, town, neighbourhood and region, 2. Social issues, 3. Global issues, 4. Travel and tourism.

Theme 3: Current and future study and employment

Topic 1. My studies, 2. Life at school/college, 3. Education Post-16, 4. Jobs, career choices and ambitions.











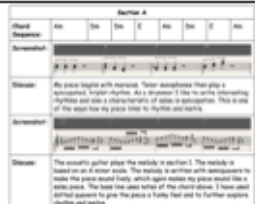
How you will be examined

GCSE German/Spanish/French (the Target Language) has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. Terminal exams take place at the end of Year 11.

Assessments	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
What is assessed	Understanding and responding to different types of spoken language.	Communicating and interacting effectively in speech for a variety of purposes.	Understanding and responding to different types of written language.	Communicating effectively in writing for a variety of purposes.
How it is assessed	Foundation 35 minutes 40 marks Higher 45 minutes 50 marks	Foundation 7-9 minutes + preparation time Higher 10-12 minutes + preparation time 60 marks for each tier	Foundation 45 minutes Higher 1 hour 60 marks for each tier	Foundation 1 hour 50 marks Higher 1 hour 15 minutes 60 marks
Question Type	Foundation and Higher Tier Section A: Questions in English to be answered in English Section B: Questions in the Target Language to be answered in the Target Language.	Foundation and Higher Tier Role play: 15 marks (2 mins) Photo card: 15 marks (2-3 mins) General conversation: 30 marks (3-7 mins)	Foundation and Higher Tier Section A: Questions in English to be answered in English Section B: Questions in the Target Language to be answered in the Target Language Section C: Translation from the Target Language into English	Foundation Message, Short Passage, Translation from English into the Target Language, Structured writing task from a choice of two Higher Structured writing task from choice of two, Open-ended writing task from a choice of two, Translation from English into the Target Language
% of GCSE	25	25	25	25










Music

Accreditation: GCSE
Subject Leader: Mr S Anthony

 GCSE MUSIC at Hyde CC 			
	 Component 1 	 Component 2 	 Component 3 
	Performing	Composing	Appraising
What will I need to do?	<p>Perform 2 pieces of music lasting 4-6 minutes combined, one of which must be a group performance (which can be a duet). This component is assessed by your teacher.</p>	<p>Compose 2 pieces of music lasting 3-6 minutes combined. One piece will be to a brief, the other is a free composition. This component is assessed by your teacher.</p>	<p>A 1 hour 15 minute listening exam testing knowledge on the 4 areas of study: Musical Forms & Devices (Classical), Music for Ensemble (Musicals), Film Music and Pop Music.</p> <p>The exam will also focus on two pieces of music that will be studied in class (set works).</p>
			
% of overall grade	30%	30%	40%
	60% - Coursework		40% - Exam

Music Technology

Accreditation: BTEC First Award
Subject Leader: Mr S Anthony

 BTEC		<h1>BTEC MUSIC at Hyde CC</h1>		 BTEC	
	Unit 1  Music Industry Exam	Unit 2  Managing a Music Product	Unit 7  Introducing Music Sequencing	Unit 4/5 Composition/Performance	
What will I need to do?	Students will learn about the many different <u>organisations and job roles within the music industry</u> and develop an understanding of how the industry works. The exam is a relatively short exam as it lasts 1 hour.	Students will plan, deliver, promote, sell and then evaluate their own music product. Students in the past have: made & recorded <u>CDs</u> , raised hundreds of pounds at charity <u>concerts</u> and made music <u>videos</u> . This unit is assessed by your teacher.	Students will learn how to use <u>GarageBand</u> , music making software, and create a 'How to' guide. Students will also need to record, edit and engineer a piece of music in GarageBand. This piece of music can be an existing song or an original composition. This unit is assessed by your teacher.	Students will have the option of which unit they want to choose: composition or performance. Students opting for composition will need to <u>write a full piece of music</u> . Students opting for performance will need to <u>perform 2 pieces</u> of music. Both units are assessed by your teacher.	
					
% of overall grade	25%	25%	25%	25%	
	25% - Exam	75% - Coursework			

Frequently Asked Questions

Do I really need to take Music?

You may not need Music in your future career but Music can help build your: **confidence, concentration, coordination, commitment, independence and patience**. Music is also a subject that can be **enjoyed** immensely and can also provide a **balance** when you are studying more academic subjects. Your Music qualification is viewed as the **same quality** as any other option subject when applying for colleges - so why not choose a subject that you enjoy? It is proven that Music categorically develops numeracy and literacy skills which can be used in other subjects. Music is a **life skill** and not just a career option. A big regret for most adults is not having learnt a musical instrument when they were younger.

Is my level good enough to take Music?

Your level in Music may appear lower compared to other subjects but Music at key stage three is only provided one hour per week and many students only start studying the subject in year 7. If Music is chosen you will have the **same amount of time as other option subjects** and therefore **levels are likely to increase more quickly**. Remember that both Music qualifications are not 100% exam. **Coursework makes up a large percentage of your final grade.**

Why should I choose GCSE Music?

You should consider taking GCSE Music if you enjoy **practical lessons** where you can **perform** and **write** music. GCSE Music should also be considered if you enjoy listening to different types of music.

Why should I choose BTEC Music?

BTEC Music should be considered if you are; interested in making and **selling** music, interested in **how the music industry works** and if you enjoy using computers to **make and record** music. The BTEC course is best suited to people who prefer coursework to exams. Please remember that **the new BTEC is seen as an equivalent to GCSE**.

Where can I find more information?

For more information about the Music courses on offer at Hyde please contact: s.anthony@hydecc.tameside.sch.uk. To see and hear some of the brilliant work going on at Hyde Music Department please follow [@hydeccmusic](https://twitter.com/hydeccmusic) on Twitter.

Should I Choose BTEC or GCSE?

GCSE	BTEC
Do you have good performance skills?	Do you have good ICT skills? Are your ICT levels higher than your performance levels?
Can you already play a musical instrument ?	Do you enjoy using GarageBand ?
Do you enjoy performing ?	Are you interested in the business side of the Music Industry and learn how musicians become famous?
Do you enjoy rehearsing ?	Do you prefer coursework to exams?
Would you like to write 2 pieces of music on GarageBand or Sibelius ?	Do you want to make and sell a music product?
Are you interested in a range of different styles of music?	Do you enjoy music but not performing ?
Are you interested in music theory and how music works?	Do you enjoy working independently from the teacher?

Sports Studies

Accreditation: OCR Cambridge National

Subject Leader: Mr J Beeden

Students opting for Sport Studies will do the OCR Cambridge National Sport Studies qualification.

This is an option subject and is in addition to Core PE which is compulsory for all students.

Over the two year course, students will complete the following for units, each which contribute towards 25% of the final grade:

Year 10

Unit R052: Developing Sport Skills

This unit is mainly practical based and involves the students developing their skills in a team and an individual sport. They also have to be able to officiate in a sport to a good standard. There is also a piece of written work where they have to write a training programme for improving some of their weaknesses in a chosen sport.

Unit R054: Sport and the Media

In this unit students learn all about how sport is covered across the media, the positive and negative effects that the media can have on sport, and developing a deeper understanding of the relationship between the sport and media. This unit is classroom based and students are assessed through a number of written assignments.

Year 11

Unit R053: Sports Leadership

In this unit students will learn about the different leadership roles in sport, as well as the different leadership styles and qualities required to be an effective leader. It is largely practical based but there is a theory element to it also. Students will plan and deliver a sport activity session as part of their assessment and will have to show the ability to evaluate the session.

Unit R051: Contemporary Issues in Sport (Examined Unit)

This unit is the only unit which is assessed through a written examination which takes place in January of Year 11. Content includes: barriers affecting participation in sport and the solutions to the barriers, factors affecting the popularity of sports, the Olympic movement, performance enhancing drugs, the key features of major sporting events, and the role of National Governing Bodies of Sport

Product Design

Accreditation: GCSE
Subject Leader: Mr N Drury

Information

Design and Technology – Product Design

This GCSE course is designed for students who love to design and make their own high quality products. Students can design, develop and make high quality products like docking stations, lighting products, leisure games along with designing concept products using technologies of the future.

Products are designed and manufactured using state of the art software and CAD/CAM equipment enabling students to gain real life skills that are currently used in Britain's growing design and manufacturing industries. This provides students with essential skills that benefit students as they move in to full time employment giving them the edge over other students in the authority.

Projects undertaken give students the opportunity to develop their understanding in the different areas of Design and Technology including CAD/CAM, traditional hand craft skills, Graphics and Electronics. Students will be able to confidently undertake their assessed coursework. In previous years students have developed interactive projects based on educational learning aids, IPOD speakers, mood lighting, along with other innovative products. This course is a great launch pad for those students who might want to study Art or Product Design for AS or A level, along with developing the skills that every employer in the design and manufacturing industries are looking for.

Design and Technology - Textiles

This GCSE course is designed for students who love to develop products influenced by the textiles and fashion industry. If you select Textiles you will learn how to produce a variety of different products using a variety of different fabrics and surface decoration techniques. You will be able to combine textile material with other materials including woods and plastics if you wish. You will learn and develop a variety of different skills including hand sewing, embellishment, Batik, slashing and felting. You will also have the opportunity to challenge your practical skills throughout the year by completing a variety of sewing bee challenges.

We have a variety of different sewing machines available including CAD/CAM where you will be able to develop your skills confidently to produce fabric samples and use them independently in the construction of your own products.

You will learn how to present your ideas using a variety of creative ways, producing portfolios, a variety of 3D models and you will develop ways in which images can be manipulated using industry standard software and printing techniques.

Separate Sciences

Accreditation: GCSE (Edexcel)
Subject Leader: Mr R Radcliffe

Biology, Physics and Chemistry will be delivered as separate sciences with discrete GCSE grades. The students will study a greater breadth of topics than students taking the combined science course.

All courses will be graded on a 1 to 9 point scale based purely on examination performance with no controlled assessment element. The examinations for each separate science will consist of a paper 1 and a paper 2. See details below:

- The assessment is 1 hour and 45 minutes.
- The assessment is out of 100 marks.
- The paper will include multiple-choice, short answer questions, calculations and extended open-response questions.
- Calculators may be used in the examination.
- Available at foundation tier and higher tier.
- Students must complete all assessments for this qualification in the same tier.
- The foundation tier paper will target grades 1-5.
- The higher tier paper will target grades 4-9.

Each specification includes a list of apparatus the students must be able to use and techniques they must have demonstrated. Therefore Edexcel require students to carry out eight standard practicals for each separate science. Twenty four practicals in total. In contrast those doing Combined Science will do fewer practicals meaning separate science students have a broader range of practical skills and have used a greater variety of apparatus.

Students will be assessed on their practical skills in the examinations with at least 15% of the marks coming from questions relating to the standard practicals.

Studying separate sciences provides a solid foundation for progressing to studying A- level sciences and will put separate science students at a clear advantage over students who have covered just the Combined Science course. Colleges will tend to give preference to students who have studied separate sciences when choosing students for their courses.

Work Skills

Accreditation: Entry Level 3

Subject Leader: Mr J Ross

The Work Skills course offers imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new practical activities and challenges.

Students will complete a range of units as part of the OCR Life and Living Skills. Units include:

- Completing a job application form
- Effective communication for work
- Preparation for work
- Behaving appropriately at work
- Health and safety procedures at work
- Carrying out tasks at work
- Using ICT systems
- Managing money
- Individual rights and responsibilities
- Home management
- Making an arts or craft product

How you will be assessed

Students will complete a range of tasks in class which will contribute to the qualification. Each unit is worth credits and allows students to build up to a range of different levels of certification:

Number of credits	Qualification
2	Introductory Award in Life and Living Skills
6	Award in Life and Living Skills
13	Certificate in Life and Living Skills
25	Extended Certificate in Life and Living Skills
37	Diploma in Life and Living Skills

In addition to the entry level 3 qualification highlighted above, students will also have the opportunity to sit exams in further qualifications dependent on their ability. One of the advantages of the work skills course is the flexibility to offer a more bespoke curriculum for students with specific strengths and areas of interest.