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HEADTEACHER'S INTRODUCTION

Dear Parent/Carer

The purpose of this booklet is to help you and your child gain a greater understanding of the courses of study which they will follow in Years 10 and 11, their last two years at Harrow Way. Please go through this important document with him/her before coming to our Key Stage 4 Curriculum evening on Tuesday 9th February.

One of the school's aims, delivered in partnership with the Andover 14-19 Consortium, is to provide a curriculum which is broad, balanced and relevant for all. Accordingly, in Years 10 and 11, all students follow a 'core' curriculum which is supplemented by a range of subjects which they will take following advice, guidance and consultation with their teachers and their parents.

The 'core' will consist of English, Mathematics, Core Science, Physical Education, Personal Social and Health Education, Careers, Religious Education, and Information Communication Technology.

In addition to this core curriculum the range of additional subjects on offer is grouped within 5 blocks. The subjects are arranged in these blocks in order to:

- provide depth, breadth, balance and relevance
- allow students to study a package of courses which may be grouped according to interest and aptitude
- provide a pathway leading to further study post 16

As a general rule, each subject within a block has the value of 1 GCSE pass and is taught for 3 lessons each week. The exceptions to the rule are the Certificate in Digital Applications (CiDA) and the BTEC

Extended Certificates in Dance, Drama and Music, which are equivalent to 2 GCSE passes.

You will see from the Curriculum Package form that some subjects appear across 2 columns, that is 6 lessons (1 day) each week. These subjects may be worth the equivalent of 2 GCSEs (the VGCSE Health & Social Care course for example) or 4 GCSEs (the Diploma in Digital Applications DIDA and the BTEC First Diploma in Performing Arts (Performance)). Indeed, in the case of the new 14-19 Diplomas (see below) the work covered within the allocated time within Blocks A and B will contribute, along with other course elements, towards a Diploma that at Level 2 is worth the equivalent of 7 GCSE passes at Grade C or above.

Some students will have the opportunity to study a vocational related qualification in Blocks 'A' and 'B'. These will take place on one day each week at Andover College or at one of the other Consortium partner institutions. Participation in one of these courses will require students to make their own way to and from the college or, if studying further afield, travelling to learn. Clearly a maximum of one such course only may be followed if appropriate. Level 1 courses are equivalent to GCSE passes at grades D-G. Level 2 courses are equivalent to GCSE passes at A*-C.

An important recent change to the Key Stage 4 Curriculum is the introduction of 14-19 Diplomas which may be suitable for some students. In addition to hearing about these new Diplomas through the media, you may have taken advantage of attending our Consortium's information evening which took place at The Lights, Andover on the 10th November last year. In addition, all Consortium schools took part in a taster event on Wednesday 27th January where

HEADTEACHER'S INTRODUCTION continued

Year 9 students gained early experience of some of next year's courses. Those students for whom the studying of a 14-19 Diploma may be appropriate were given the opportunity to sample the course at the institution which will be delivering it. Any level 1 course out of school should only be taken by students who have an individual letter advising them of their suitability.

In order to find out more about 14-19 Diplomas and other courses available, you and your child are invited to attend a Key Stage 4 Curriculum Evening on 9th February from 6.30-8.40 pm to discuss the courses on offer. On this evening you will have the opportunity to listen to a range of short presentations from myself, Senior Staff and Heads of Department, and to ask questions. In addition to the Consortium letter which will be sent to some students as described above, we will also be writing to some parents to make specific recommendations regarding the suitability of Additional, Applied or Triple Science. This is because students should only follow one of these courses if the school is reasonably confident that they can be expected to gain a Grade C or higher. Additional, Applied or Triple Science should, therefore, only be taken by those students who receive such a letter. Our recommendations for the curriculum packages that individual students should follow for the next 2 years are based on our professional knowledge and judgement of their relative strengths and needs.

It is also important to remember that courses followed in Years 10 and 11 should take into account the options at post 16 in terms of Further Education, training and full time employment. Within this booklet you will find useful advice in this respect. Most students will be working towards the GCSE examinations (General Certificate of Secondary Education), in which they will

work towards a maximum of **12 GCSE** equivalent passes. Some students will, in some subjects, take other examinations if this is more appropriate. Whatever courses are taken, students and parents will realise that there is a considerable amount of work to be covered in Years 10 and 11. Inevitably, this will involve students in extended study outside normal school hours in addition to maintaining a good standard of classroom work.

Details of all courses will be found in the following pages. Although every effort will be made to provide the full range of courses, the school reserves the right to run reduced or additional courses depending on group numbers, staffing and Government policy. In such an instance an alternative course may need to be followed. If your child will not be able to follow one of their chosen courses he/she will be seen individually by Mr Goatley or the Heads of Year 9, Miss Lowing or Mr Mann.

On the back cover of this booklet you will find a form to be completed, showing the subject preferences available to your child. This should be detached and returned to Mr Goatley, via your child's form tutor, by Thursday 11th February at the latest.

If you need additional help or wish to discuss any detail further, please do not hesitate to contact myself, Mr Goatley, Mr Warren or the relevant Head of Department. However, do please take the time to come to our Key Stage 4 evening on Tuesday 9th February at 6.30 pm.

Thank you for your support.

Yours sincerely



C E Currie
Headteacher

CORE SUBJECTS

ENGLISH GCSE COURSES

ENGLISH COURSES:

English Language, English Literature & Optional Media Studies (2 or 3 GCSE qualifications)

This year, we will continue to offer an exciting opportunity to all students in order to enhance their experience within English lessons. English is a compulsory subject for all students in Years 10 and 11. The course normally leads to qualifications in two GCSEs: English Language and English Literature and all Year 10 students will study for these two separate GCSEs.

However, this year students will again have the opportunity to opt for a special enhanced version of this course which could lead to an additional GCSE in Media Studies. This is not compulsory and students who have no interest in achieving this extra qualification will still have the opportunity to work towards and achieve GCSEs in English Language and English Literature. The offer of this enhanced English course does not prevent students from opting for the Film Studies GCSE already available in the guided pathway option blocks; see separate Film Studies category for further details. For those wishing to take Media Studies outside of English lessons, an additional option exists within **block E** of the guided pathway choices (students cannot select this option if they tick the box to take Media within English).

We are very excited about giving students this opportunity to choose how they wish to study English at GCSE. The Media studies course has many elements that cross over with the traditional English Language and Literature GCSEs. National statistics suggest that students who take all three subjects tend to improve their achievement in English as a result. Feedback from students taking all three GCSEs in the current Years 10 and 11 indicate that they also enjoy exploring the obvious links between the three GCSEs; Staff and students have found these connections support and improve both the reading and writing skills of students.

Students interested in this opportunity should tick the box at the top of the guided pathways selection sheet.

Across the two years of the English Language course, all students will complete 3 pieces of work under controlled assessment which counts as 30% of the final examination grade. In addition they will complete Speaking and Listening activities comprising an additional 30%. They will also need to complete a further piece of controlled assessment for English Literature (worth 25% of the final grade). In Year 11 students will study for the examinations in the summer which comprises 40% of the mark for the English Language GCSE and 75% of the English Literature GCSE. Students must take responsibility for completing controlled assessments when these are timetabled; if they fail to do so they will be expected to attend compulsory sessions after school or on school closure days to complete the work. Students are advised to purchase the set texts for these exams ('Blood Brothers', 'A Christmas Carol' and 'Of Mice and Men') and are advised to attend a theatre production of 'Blood Brothers'.

Those students opting in addition to study for the Media GCSE within English would be required to complete an additional 3 pieces of coursework and in Year 11 would sit a Media Studies GCSE exam.

The courses consist of both controlled assessment and an externally marked examination(s) as follows:

English Language

60% Controlled Assessment (replaces coursework from 2009)

Three assignments (30%)

Speaking and Listening (30%)

40% Examination

Paper 1 - 20% (1 hour) Studying written language

Paper 2 - 20% (1 hour) Using written language

English Literature

25% Controlled Assessment (replaces coursework from 2009)

One assignment (25%)

75% Examination

Paper 1 - 35% ('Of Mice and Men' & Unseen poetry)

Paper 2 - 40% ('Blood Brothers' & 'A Christmas Carol')

Media Studies

60% Controlled Assessment

Production project & 2 x Textual analysis

40% Examination (Investigating texts & Planning texts)

CORE SUBJECTS

MATHEMATICS

MATHEMATICS COURSES

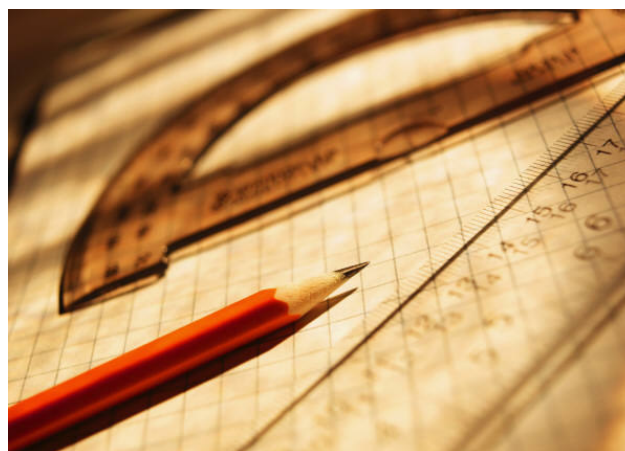
Mathematics is a compulsory subject for all students in Years 10 and 11, following a course appropriate to their needs and meeting the requirements of the National Curriculum. Homework plays an integral part of all the courses, providing essential, regular practice at examination questions.

We follow the Edexcel Key Stage 4 Syllabus leading to GCSE. The assessment pattern in this syllabus is differentiated to enable candidates to achieve their own full potential in the subject. There are two overlapping tiers of entry and students will be entered at the level most appropriate for their expected achievement.

Tier	Targeted Grades
Foundation	C, D, E, F, G
Higher	A*, A, B

Please note that although it is possible to gain a Grade C on the Higher Tier of entry it is accepted practice that students who are not expected to gain at least a Grade B will be entered for the Foundation Tier. This allows a safety net of lower grades should unexpected problems occur.

It is essential that all students provide their own equipment for lessons and their own calculator, which they will need for their GCSE examination.



Depending on the potential of the individual student, variations on courses may be offered. These include:

- a) **GCSE Statistics** – This would form a second Mathematics GCSE and as the course title suggests, it covers the use of statistics and appropriate analyses in more detail than they are covered in the standard GCSE course. This GCSE is assessed through a combination of final written examination papers and controlled assessment.
- b) **Free Standing Mathematics Qualification (FSMQ)** – This course is designed for those students who are likely to be studying Mathematics at AS and A level. The course introduces many of the techniques and topics that students will come across in AS Mathematics and is assessed by one final written paper.

Paper	Areas of content	Weighting	Method of Assessment
1	Statistics & Probability, Number & Algebra, Geometry & Measures	50%	External
2	Statistics & Probability, Number & Algebra, Geometry & Measures	50%	External

CORE SUBJECTS

ICT

INFORMATION AND COMMUNICATION TECHNOLOGY

The Harrow Way ICT department offers 4 courses:

- 1) Level 2 Diploma in ICT
- 2) Diploma in Digital Applications (**DiDA**), worth 4 GCSEs (Optional)
- 3) Certificate in Digital Applications (**CiDA**), worth 2 GCSEs (Optional)
- 4) Functional Skills in ICT Level 2 (Compulsory)

Information on the Diploma, DiDA and CiDA courses can be found in the Guided Choice Subjects section.



Functional Skills in ICT Level 2

All students will take this compulsory course in Key Stage 4 at level 2. A pass at level 2 is equivalent to 1/2 GCSE and this will be achieved in one 50 minute lesson per week over years 10 and 11.

Students will become "functional" in many aspects of ICT including:-

- Computer hardware.
- a wide range of software applications including Microsoft Office.
- e-safety and computer security.
- ergonomics and health & safety.

The term 'functional' should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings.

Functional ICT requires learners to use technology in ways that make them effective and involved as citizens, to operate confidently in life, and to work in a wide range of contexts.

For ICT to be useful, students must have the skills and confidence to apply, combine and adapt their ICT knowledge to new situations in their life and work. The functional skills course will enable students to achieve this.

CORE SUBJECTS

GCSE SCIENCE

SCIENCE

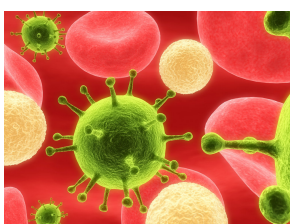
All students take core Science. Scientific enquiry is covered in the following modules:

Sc2 Biology

B1 You and Your Genes

B2 Keeping Healthy

B3 Life on Earth

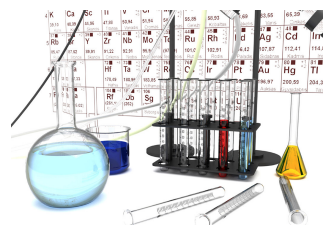


Sc3 Chemistry

C1 Air Quality

C2 Material Choices

C3 Food Matters

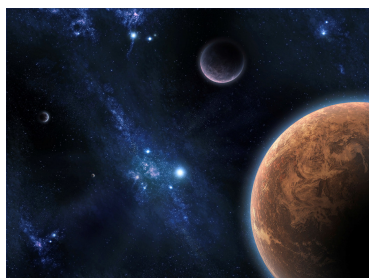


Sc4 Physics

P1 The Earth in the Universe

P2 Radiation and Life

P3 Radioactive Materials



At the end of each module students will take an internally marked test to track performance.

Students are taught a Biology, Chemistry and Physics module then tested on all 3 in June of Year 10, then again in January and June of Year 11.

Controlled assessment

This is worth 33.3% of the GCSE and consists of 2 parts.

- The case study requires students to critically evaluate a scientific issue in the media.
- The data analysis requires students to collect and evaluate data from an investigation they have conducted.

Examinations

These are worth 66.7% and comprise four papers taken on separate occasions.

Three of the papers cover material taught during the year. The fourth tests students' ability to apply their knowledge and understanding of science and uses pre-release material.

Each examination can be taken at one of two tiers of entry: Foundation and Higher. All examinations are externally set and marked by the Examination Board. The internal End of Unit tests are marked by the school, and aid teachers in their advice to students for the appropriate tier of entry:

- **Foundation** Range of Grades C to G
- **Higher** Range of Grades A* to D

Only after the final assessment in June of Year 11 will students be awarded a GCSE grade for Science.

CORE SUBJECTS

CAREERS

CAREERS EDUCATION and GUIDANCE

At the time of deciding which courses to take in Key Stage 4, students will begin to think seriously about which careers or areas of work they would like to consider pursuing when they leave school. To help them through this vital decision-making process, the school provides a system of careers education, guidance and counselling which is closely linked to input from the Connexions Careers and Information Service.

The Careers course during Years 10 and 11 provides Careers Information in a variety of formats, Careers Education in which opportunities are explored, and personalised Careers Guidance. All three elements combine to assist students in developing the knowledge, understanding and skills they need in preparation for successful transition to Further Education, vocational training or to employment.

Students will also use computer based materials, including the “Kudos” careers database and “Plan-It!” as part of their careers education and guidance work. This analysis software focuses on helping students to evaluate aptitudes and interests, assisting them in making informed judgements about the kind of jobs, education or training they might like to take up after leaving school.

It provides them with information about the training, qualifications etc., which may be necessary, entry routes and the training opportunities available.

Students give details of their interests and their feelings about a number of other relevant factors (e.g. working conditions and tasks, progression opportunities, salary levels) which could be important to them in selecting a job or career. This information is used by the computer program to select

the employment categories which best match the student’s likes, dislikes and aspirations. The outcomes can then form the basis of initial discussions with careers advisers, teachers and parents. (See **CONNEXIONS (CAREERS GUIDANCE AND PERSONAL DEVELOPMENT)**)

A wide variety of up-to-date Careers information is available from the school Careers Library in the purpose-built Connexions Information Centre (located in Room L3), from talking to your Careers Teacher and Careers Advisers, and by using a range of computer software in addition to “Kudos” and “Plan-It!”, accessible in the Connexions Information Centre and networked to all school PCs. All the essential information is also available on the school’s Virtual Learning Environment (VLE), enabling students to get easy access to information on careers-related topics which they might wish to discuss with parents, and to research extensive information about any job, education or training they may have in mind.

Keeping a Record of Progress and Achievement (Progress File)

The Progress File initiative in its previous folder style has been discontinued nationally. However, many of the key documents remain highly relevant and all students will be encouraged to keep an ongoing record of their progress both inside and outside school, particularly throughout Key Stage 4 (Years 10 and 11). Part of the process involves reviewing progress made and setting new goals for the future. This process, supported by “Plan-It!” online career planning and through work undertaken in Careers lessons, is vitally important. It assists students in developing a greater awareness of their strengths and

CORE SUBJECTS

CAREERS continued

weaknesses, skills and abilities. The process aims to motivate by placing students in a position to evaluate their activities, to take more responsibility for their learning and to make well informed decisions about further education and training opportunities both in school and in the future. Students should maintain a cumulative record of their learning experiences, the levels achieved in formal and informal assessments and the skills they have demonstrated in all areas of their lives, which will provide the basis for eventually writing a Personal Statement.

The Personal Statement and other relevant information together form a record of each student's achievements. The record will be requested by admissions tutors at colleges of further education, other organisations offering training and/or employment and by employers, and will therefore be essential to each student making applications in preparation for moving on from school at 16+.

The record of achievement, still widely known as a Progress File, is therefore a personal summary of a student's skills and abilities, designed to be updated when they leave school and kept current through further education or employment. The file could include:

- a brief background outlining relevant personal history (a basic CV)
- record of attendance and punctuality
- curriculum statements written by teaching staff
- qualifications gained both inside and out of school
- brief details and evidence of achievement in other areas such as work experience, the wider community, sporting achievements and school based extra-curricular activities

- a personal action plan
- a personal statement written by the student summarising key aspects of achievement in and outside school

CONNEXIONS (CAREERS GUIDANCE AND PERSONAL DEVELOPMENT)

The school works closely with the Connexions Service which provides dedicated advisors who can provide specialist guidance in both Careers and Personal Development. Throughout Key Stage 4 students have opportunities to meet and work with the Connexions advisers one-to-one, as they make themselves available in school every week.

Connexions will provide:

- Advice and Guidance to all students from Year 9 upwards, with personalised assistance in deciding subject preferences at 14+ and 16+
- Opportunities for all students to make appointments for individual Careers Interviews, beginning in Year 10 (in Year 9 for selected students, such as those who may be considering vocational courses) and continuing throughout Year 11, when the options at 16+ for further education, training, apprenticeships and full time employment will be discussed in detail
- Attendance and support from specialist careers advisers at all Year 9, 10 and 11 Information sessions arranged by the school, including the annual Careers Fair for Year 11 students

Your School's Careers Teacher is:

**Mr T Parsons, Assistant Headteacher/
Director of Specialism**

Details of how to contact your Local Careers Office Advisers both in and outside school are available from Mr Parsons.

CORE SUBJECTS

CAREERS continued

WORK RELATED LEARNING, WORK EXPERIENCE and ENTERPRISE

Through many activities the school forges close links with local industry and commerce, designed to prepare students for the world of work. Careers-based activities from Year 7 onwards may lead on to work experience opportunities for students in Key Stage 4 with the possibility of some extended placements in Year 11, where appropriate to each individual student. All students have an entitlement to apply for a work experience placement for up to two weeks between the ages 14-19, although for a variety of reasons placements are not always appropriate for all students at the same moment in their development. For this reason, the school will consider each student's application individually. Most placements are undertaken at a mutually agreed time during Year 10, in order to avoid any disadvantage to the student which could be caused by absence during the examination preparations of Year 11.

In deciding which work experience placement to choose, it may be helpful to bear in mind that the purposes of any agreed placement must be:

- 1) To provide an opportunity to receive first-hand experience of typical working conditions including health and safety, employer expectations, and the rights and responsibilities of employees.
- 2) To gain an understanding of adult working relationships and to develop a sense of personal responsibility.
- 3) To help students to find out something about their own skills, talents and interests within the context of work.
- 4) To give students the chance to find

out more about opportunities, careers and jobs.

- 5) To help students to see the link between the subjects studied at school and the key skills needed in working life.
- 6) To provide an understanding of why public and private businesses are important for the wealth and welfare of the country and to discover how they are organised.

WORK RELATED LEARNING

Depending on the Key Stage 4 pathway to be followed, students will encounter elements of work related learning from each of their courses, incorporating either specific aspects of a vocational course or aspects from the syllabus of other subjects, or both. Together, these elements combine to form a composite picture. In addition to this and the timetabled Careers lessons, students will learn about work, through work and for work. The purpose of work related learning is to provide students with the preparation they need to prosper in the world of work beyond school.

ENTERPRISE EDUCATION

Throughout Key Stage 4 students will have opportunities to extend their understanding of how businesses and commerce operate. This work is cross-curricular, drawing on relevant skills acquired across all subjects, and builds on the understanding gained during the hands-on activities of each of the Enterprise Days, which are devoted to developing students' understanding of the skills required to ensure a business can be securely set up and successfully run.

CORE SUBJECTS

PSHE PE RE

PERSONAL, SOCIAL AND HEALTH EDUCATION

The Personal, Social and Health Education course at Harrow Way is a compulsory, non-examination course. The style and format of the lessons are considered to be as important as the content. Every effort is made to encourage students to develop their personal skills, including communicating, making reasoned judgements, constructive criticisms and disseminating information. The development of tolerance, appreciation of another's point of view and self-respect are also important aims of this course.

The Personal, Social and Health Education programme also covers topics related to Bullying, Growing-up, Anger Management, Emotional Health, Drugs Education, Sex Education, Citizenship - including Human Rights and Rights of the Child.



PHYSICAL EDUCATION

In Years 10 and 11 students follow a course which meets the requirements of the National Curriculum. We fully believe that all students can achieve and make progress within PE and so we structure lessons to cater for their full involvement. We hope that students can make progress in developing knowledge and understanding as well as improving their



performance either as a player or coach, or referee/umpire.

In Year 10 students are given the opportunity to follow the Sports Leaders Award, which develops knowledge and understanding of how to organise and lead events and coaching sessions. This is a popular course and allows those interested in developing leadership and coaching roles in Sport and Recreation. It is a nationally recognised qualification which is valued by employers in the Sports environment. Students learn to lead and organise younger students from our feeder primary schools in tournaments and competitions as well as introducing and coaching them to new activities.

RELIGIOUS EDUCATION

As a part of the Year 10 and 11 curriculum, all students will follow a specially designed RE course looking at Philosophy and Ethics through the study of Christianity.

This course looks at relevant issue-based topics which are accessible to all students regardless of their faith or background. It also encourages reflection and discussion, developing students' ability to think deeply on contemporary moral and ethical issues.

The course enables students to expand on and further develop the cognitive skills needed throughout the curriculum, regardless of level and ability.

GUIDED CHOICE SUBJECTS

BTEC ACTING, DANCE & MUSIC

BTEC FIRST DIPLOMA IN PERFORMANCE (Level 2)

This course will lead to students being awarded a BTEC First National in Performance worth the equivalent of four GCSEs at grade C or above. Students on this course will be timetabled for a whole day and will be expected to complete six units.

BTEC EXTENDED CERTIFICATE IN ACTING (Level 2)

This course will lead to students being awarded a BTEC in Performing Arts (Acting) which is the equivalent to two GCSEs. Students on this course will be timetabled for Drama for half a day per week. Students will have to complete three modules.

General requirements for the BTEC Diploma and Extended Certificate

In addition to the above it is expected that students will be required to take a full part in all activities throughout the course. They will be expected to already have a genuine interest in Drama and Theatre from which to progress.

We have established for ourselves a considerable reputation for staging ambitious productions. These are entirely run by the students and it is expected that the senior music and drama groups become heavily involved, both on and off stage. A high degree of commitment to drama is required. Students on this course will be required to participate in the 'Shakespeare Link' project during half term in October of Year 11.

BTEC EXTENDED CERTIFICATE IN DANCE (Level 2)

This course focuses on three units; Performing Dance, Contemporary Dance and Understanding Dance. Students need

to perform in at least three performances, learn at least two set studies and choreograph a solo, duet and group dance.



Assessment is by way of video evidence as well as written evaluations and programme notes.

Students taking this course need to attend regular lunch time rehearsals as well as some after school rehearsals.

BTEC EXTENDED CERTIFICATE IN MUSIC

On completion of this course students will be awarded a BTEC in Music that is equivalent to two GCSEs. This course is designed to give students the opportunity to explore areas of employment within the music industry. It will enable students to develop their skills as performers and composers, as well as learning other areas of the music business e.g. how to plan and market a successful music product, how to plan and run rehearsals. This course is designed to allow students to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.



This is especially appropriate for students who learn a musical instrument or sing and would like to develop their skills as a performer, who would like to develop their skills as a composer or song writer or who have an interest in working in the music industry. On completion of the course students may progress on to a BTEC First Diploma in Music, or a BTEC National in Music Practice or Music Technology.

GUIDED CHOICE SUBJECTS

GCSE ART AND DESIGN

ART AND DESIGN

Students will follow the OCR Art and design course which requires the student to complete two mandatory units:-

Unit 1: Art and design Portfolio:- 60% of the total GCSE Art and Design marks

- The student will produce a portfolio of work developed from selected starting points.
- The focus will be on including work that shows exploration, research, acquisition of techniques and skills.
- This will be produced under controlled assessment conditions and the student will have up to 45 hours in which to produce their portfolio.

Unit 2: Art and design OCR-set Task:- 40% of the total GCSE Art and design marks

- The student will select one question from an early release GCSE exam question paper, January 2012. There will then be a period of time in which to plan and prepare ideas for a personal response. Then in ten hours of exam time (over 2 days) the student will produce a final outcome.



This is a broad-based GCSE course which strongly encourages the student to develop his or her

personal interests, ideas and imagination through a variety of artistic media.

Areas of study:

Ceramics	Design
Digital Media / Photography	Drawing
Painting	Print
Sculpture / 3D	Textiles

Students are given the opportunity to work with a wide range of materials and techniques in Year 10 and will concentrate on their strengths during their final year.

Students will be expected to attend at least 2 visits to places of interest/art galleries to draw and collect the visual information required by the examining body.

Opportunities are often available to work with practicing artists in various locations, in addition to the art room studies.

This Art and Design course prepares the students with a sound foundation in order to develop the subject at further education level and may form the basis of many creative occupations including:

Advertising	Illustration
Architecture	Industrial Design
Artist	Interior Design
Ceramics	Jewellery Design
Computer Graphics	Photography
Costume Design	Product Design
Crafts	Teaching
Fashion Design & Retail	Textile Design
Film/TV studies or production	Theatre Design
Gallery staff	Window Dressing



GUIDED CHOICE SUBJECTS

GCSE DESIGN AND TECHNOLOGY

Design and Technology offers both full and short courses in Graphics, Resistant Materials and a full GCSE in Catering. All courses focus on the process of designing and making high quality products using a variety of skills and materials.

Design and Technology is a highly valued subject by Colleges and Universities as problem solving and learning processes are at the heart of the subject. Design and Technology teaches transferable skills which can be used in all aspects of work and daily life.

Self-motivation and the ability to work independently are key elements of the course.

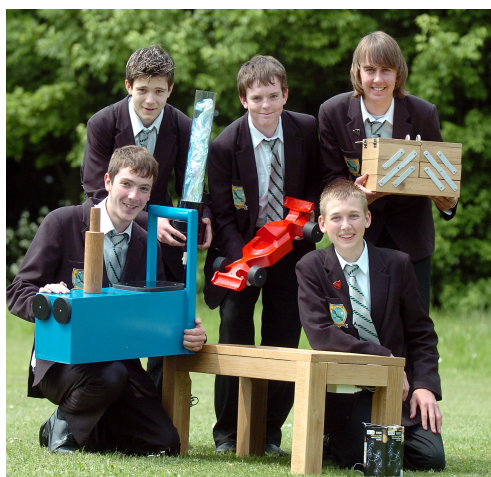
Students will be supported by an enthusiastic, talented and committed team of teachers whose prime motivation is the success of each individual student.

The **Full Course** is a two year course leading to a GCSE qualification in either Graphic Products, Resistant Materials or Catering.

Catering is a very 'hands on' course. Students will learn a variety of skills which will prepare them for further study or work in the catering industry. This is proving to be a very popular and enjoyable course with students. However, places are limited on this course and anyone who is interested should speak to Miss Fisher for further information as soon as possible.

The **Graphic Products** course involves designing and making using a variety of materials and processes. It is not essential to be a 'good artist' to be successful in Graphic Products. Enthusiasm, determination and a willingness to work are the key requirements of any students taking this course. Typical graphic products include children's books, promotional point of sale displays and food or cosmetics packaging.

The **Resistant Materials** course also involves designing and making useful, marketable products made from materials which will include wood, metal and various plastics. The range of potential products is wide. Typical examples of previous projects include lighting, clocks, small items of furniture, nursery equipment, etc. Again, the main requirements to undertake this course are enthusiasm, determination and, above all, the willingness to work.



The **Short Courses** are one year courses which lead to a ½ GCSE qualification in both Graphic Products and Resistant Materials. Students will study both Resistant Materials and Graphic Products for one year each to give a combined full GCSE points equivalent.

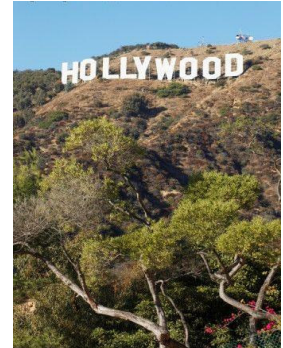
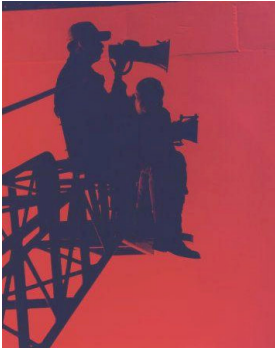
It may be possible to convert from a Short Course to a Full Course should the Student find, and show, a particular talent or interest in either topic.

In all cases, further information and examples of the type of projects and expectations of students are available by asking any member of the D&T staff.

If you are keen, hardworking and determined to succeed – we look forward to you applying for the Design and Technology Pathway.

GUIDED CHOICE SUBJECTS

GCSE FILM STUDIES



FILM STUDIES

NOW SHOWING AT HARROW WAY

What is Film Studies?

Film Studies is an opportunity for students with an interest in movies to study and explore film. Students will study the history of film and how movies are made but more importantly will discuss and explore what makes them successful and why they are still such an important part of many people's lives.

Film Studies builds upon students' own experience of film as consumers and creators and encourages recognition of the complexity of this experience. The specification approaches this through three inter-related study areas, which act as a framework for studying and creating film: the 'language' of film, the organisations which produce, distribute and exhibit them and the audiences of film. The course integrates internally and externally assessed work so that active learning can be encouraged and reinforced through a variety of assessment.

Why study Film?

Just as a poem, play or novel can be broken down, analysed and studied, so can any modern medium but none are perhaps as interesting or as popular as films.

Students will get to explore what makes one film better or more successful than

another. They will experience a wider selection of films than they may have in past and then will get to apply what they have learnt when making their own sequences of film.

Film Studies builds on and supports several subjects that students will have studied at Key Stage 3. It has close links with English, where students are encouraged to analyse and evaluate a wide range of media texts, including film but also shares skills and approach with subjects including Media, Art, Music, Drama, History, Design Technology and ICT.

The Media is often seen to be one of the UK's remaining growth industries and Britain remains a world leader in areas such as advertising, entertainment and video game production and Film Studies has clear progression into these areas.

What does it involve?

The Film course is currently 50% controlled assessment within school and 50% examination.

Controlled assessment consists of a close study of a section of a film of the student's choice, a pre-production task planning the making of a piece of media and then a production task where students apply what they have learnt to make their own film sequences.

GUIDED CHOICE SUBJECTS

GCSE FOREIGN LANGUAGES

FRENCH

The aim of the course is two-fold; primarily to enable students to cope with most everyday situations they might find themselves in either on holiday or in contact with France at work; and secondly to equip them with sufficient knowledge to continue their studies in further education.

This course leads to GCSE for all students. It is assessed with a final examination in listening and reading. For writing, two pieces are produced in Year 11 under exam conditions. Together these are worth 30% of the total exam. Two speaking tests are also recorded and assessed. These too are worth 30%. Listening and reading are worth 20% each.

The course will be based around a textbook appropriate to ability level but the students will also use the internet, DVDs and reading schemes to learn independently and will learn to take part in a number of realistic spoken role-plays. The textbook is available on the Harrow Way VLE, even the listening, which facilitates learning at home and revision. They will develop writing in a variety of styles. The nature of the examination, with individual papers at two tiers, makes it ideal for students who are well motivated and have achieved a good basic level of French in years 7-9 and who wish to further their linguistic abilities.



SPANISH



This course leads to a full GCSE for all students. In order to cope with the demands of learning a new language in two years to GCSE level it is important that students have already shown some linguistic ability at Key Stage 3. It is

assessed with a final examination in listening and reading. For writing, two pieces are produced in Year 11 under exam conditions. Together these are worth 30% of the total exam. Two speaking tests are also recorded and assessed. These too are worth 30%. Listening and reading are worth 20% each.

It is essential that students are willing to learn vocabulary and grammar at home every week because of the short time span.

The course we use in school is 'Listos', specifically designed for an express course. Topics covered include Media and Culture, Sport and Leisure, Travel and Tourism, Personal Information, Future Plans and Education and Work. Students learn to understand Spanish speakers talking about these issues and to be able to express their own opinions. They also learn several important role play skills should they visit a Spanish speaking country such as booking in to a hotel, claiming lost property and ordering food and drink.

Spanish is a very widely spoken language covering virtually the whole of Central and South America and is certainly of use to employers who are looking to expand into these under-developed markets.

GUIDED CHOICE SUBJECTS

GCSE GEOGRAPHY

GEOGRAPHY

The GCSE course follows the new OCR “B” syllabus. It is about inspiring, motivating and challenging learners to take a genuine interest in the world in which we live.

It helps students to:

- Develop an understanding of our changing world
- Develop a sound locational knowledge
- Appreciate that people have different viewpoints, attitudes and values
- Appreciate that environments need to be cared for and how this may be managed
- Become responsible citizens

Physical processes studied include the study of rivers and their valleys such as the Grand Canyon and coastlines including a fieldwork trip to Swanage and Lulworth Cove. Studies also focus on natural hazards such as the eruption of Mount Pinatubo, the China earthquake and tropical storms.



Human processes studied include a wide range of topics such as why and how population is changing, factors affecting quality of life, changing shopping patterns and the Nike Corporation.



Case studies or examples focus on topical and relevant situations such as flooding, building new homes in Andover, the February snow storms in the UK and global warming

The course gives students the knowledge and understanding to make informed decisions relating to their future. It also helps to develop key skills including problem solving, critical analysis and enquiry. Considerable use is made of ICT.

The course is assessed through:

- One decision making paper using pre-released materials (25%)
- One examination paper with a choice of structured questions (50%)
- Two controlled assessment tasks (25%), one based on fieldwork and one a geographical investigation with a choice of presentation format e.g. written report, PowerPoint, video. Examples include “Why is the price of the banana in your lunch box a complicated issue?” and “Why is the Great Barrier Reef under threat?”.

GUIDED CHOICE SUBJECTS

GCSE HEALTH AND SOCIAL CARE

GCSE HISTORY

HEALTH AND SOCIAL CARE

Health and social care is a double award GCSE which is made up of both academic study and vocational elements. In year 10 students have an exam (1hr 30mins) which looks at Understanding personal development and relationships, Human growth and development, factors that affect growth and development, effects of relationships on personal development, understanding personal development and relationships, self concept and the effects of life events on personal development.

There are two controlled assessments the first piece is an investigation into a care service this may be a pre-school, care for the elderly or special care for those with disabilities. Students will go on a work placement to help gather information for their work. The second controlled assessment focuses on understanding health and well being, factors and risks affecting health, health promotion, improvement methods and indicators of physical health.

The final exam is a synoptic unit that covers the previous 3 units of work and applies them to a care practice themes. The course is important for those students wanting to work in a health setting, care setting, education setting or just students who are merely interested in the welfare of people and enjoying working with people. The exam board is Edexcel.



HISTORY (MODERN WORLD)

This course follows the Modern World History (WJEC) syllabus and offers young people the chance to learn about key periods and issues that face the world today. Students will complete an overview study on the USA from 1929-1990. They will discover how the USA became the world's most powerful country, how it dealt with race relations and how it survived the Cold War.

Students will study in detail two major European countries that have helped change the face of Europe and inevitably the world! Whilst studying Germany, students will explore the rise of Hitler and the Nazis and their impact on the German people. The study of Russia/USSR will focus on Lenin and the Russian revolution.

Overview Study - USA 1929 - 1990

British History - Britain in the First World War (controlled assessment)

Depth Studies i) Germany 1929-1949
ii) Russia/USSR 1914-1924

There is one piece of controlled assessment on Britain during World War 1, which makes up 25% of the final examination mark. Students will be looking at whether Haig was the butcher of the Somme, as well as the changing role of women during World War 1.

This is an exciting and challenging course which tests students' ability to discuss and analyse in their writing.

Harrow Way's History Department was inspected by Ofsted in January 2009 and was judged 'Outstanding'!

GUIDED CHOICE SUBJECTS

ICT

INFORMATION AND COMMUNICATION TECHNOLOGY

DiDA

Candidates will be required to complete 4 units of coursework, these will be:

Using ICT Multimedia

Each unit will consist of time spent learning new skills and techniques, followed by an assignment set by the exam board. This will consist of a set number of tasks to be completed on a computer and presented as an e-portfolio, which will be assessed online.

This course will require a large commitment of 7 lessons per week over two years and needs a great deal of self-discipline, maturity and determination on the part of the student in order to be successful.

CiDA

Candidates will be required to complete 2 units of coursework, these will be:

Using ICT Graphics or Multimedia

Each unit will consist of time spent learning new skills and techniques, followed by an assignment set by the exam board. This will consist of a set number of tasks to be completed on a computer and presented as an e-portfolio, which will be assessed online.

This will require 4 lessons per week for two years.

Graphics ICT in Enterprise or Games Authoring

Unit 1 - Using ICT

This unit provides learners with the knowledge and skills they need to design and produce publications for print and screen that are fit for audience and purpose. They learn how to:

- establish the 'who, why, where and what' requirements for publications
- produce an up-front plan to help them manage a project and use it to track, monitor and communicate progress
- select and capture information from various sources and use spreadsheet and database tools to collate and analyse data
- build an e-portfolio that presents their achievements, giving 'pride of place' to project outcomes
- evaluate the effectiveness of publications they produce and assess the contribution of underpinning processes, such as planning and testing, to their success.

Unit 2 - Multimedia

This unit provides learners with the knowledge and skills they need to design and produce effective multimedia products. They learn how to:

- produce detailed, up-front design documentation
- collect, create and prepare different types of digital assets - audio, video, animation, still images, movies and text - for use in multimedia products

GUIDED CHOICE SUBJECTS

ICT continued

- carry out different types of testing - for functionality, for usability, for accuracy, for impact - and obtain and use feedback from others as an integral part of the development process
- use multimedia assets to showcase their achievements in an e-portfolio
- evaluate the effectiveness of multimedia products they produce and assess the contribution of underpinning processes, such as planning and design, to their success.

Unit 3 - Graphics

This unit provides learners with the knowledge and skills they need to design and produce effective graphic products that communicate successfully on screen and in print. They learn how to:

- use vector and bitmap tools to develop graphic elements
- use testing and feedback from others as an integral part of an iterative development process from initial designs through to final products
- exhibit their achievements in an e-portfolio
- evaluate the effectiveness of graphic products they produce and assess the contribution of underpinning processes, such as planning and use of feedback, to their success.

Unit 4 - ICT in Enterprise

This unit gives learners the opportunity to tackle a practical enterprise activity. Working in a team, they put their DiDA skills to work to help them:

- produce an up-front plan to help the team manage a project and use it - in conjunction with a diary - to track, monitor and communicate progress
- investigate potential enterprise opportunities and select the best one to carry forward
- design and create a corporate identity for their enterprise and produce a set of business documents
- produce a set of promotional materials, including a website
- present a comprehensive and convincing enterprise proposal in an e-portfolio
- evaluate the effectiveness of an enterprise proposal and assess the contribution of underpinning processes, such as planning and teamwork, to its success.

or Unit 5 - Games Authoring

This unit gives learners the opportunity to design, create and showcase a computer game. They must:

- Design the characters, backgrounds, story and all other game assets.
- Use Gamemaker 7.0 to create the game.
- Create an on-screen showcase of the game in its finished form.
- Provide evidence of the creation process and evaluate its effectiveness.

GUIDED CHOICE SUBJECTS

GCSE LAW

GCSE PHILOSOPHY AND APPLIED ETHICS

LAW

GCSE Law gives students an understanding of Law in today's society. In addition to acquiring subject knowledge, studying Law helps to develop skills of selection, analysis, critical thinking and decision making and an awareness of the rights and responsibilities of individuals.

The assessment is by two written single tier terminal examinations of 90 minutes each, focusing on the English legal system and Law in action.

Components of the course will include:

Courts and Processes - an understanding of the Court system including Crown, Magistrate and County Courts and the trial system in each

People in the Law - including lay people such as jurors and lay magistrates and professional people such as Judges, Solicitors and Barristers

Sources of English Law - including the making and importance of Acts of Parliament and Case Law and Precedent

The Law of Tort - including an introduction to Tort, Negligence, Trespass and Nuisance

Criminal Law – including Fatal and Non-fatal offences, Property Offences and General Defences

Family Law – including Marriage, Divorce and Succession

Rights and Responsibilities – including for buyers and sellers, in Employment and as a citizen.

This course does not require any previous study. It will obviously be of interest to students thinking of a legal career and would provide a good combination with English and History.

RELIGIOUS STUDIES: PHILOSOPHY AND APPLIED ETHICS

This is a full GCSE course and the exam board used is OCR. It is an academic course and is assessed through two externally set exams, one in Year 10 and one in Year 11.

Throughout this course students explore topics such as *Good and Evil; Religion and Science; Religious Beliefs and Medical Ethics; Religion and the Media*.

Whilst looking at these topics from a Christian perspective students also have the opportunity to discuss issues from a secular viewpoint, alongside their own personal response.

Within this framework, students will be engaged in researching and debating questions such as 'Why is there evil and suffering in the world?' 'Does the devil exist?' 'How did the world begin?' 'Should we use animals for medical research?' They will study the ethical and philosophical dimensions of fertility treatment and cloning; euthanasia and suicide; censorship and freedom of speech; beliefs and attitudes towards the portrayal of violence and sex in the media.

Through the programme of study, students will develop and open and enquiring mind; an appreciation of and a respect for the beliefs and religious practices of others; and reflect on and develop their own attitudes, values and opinions. It will enhance their personal, social and cultural development, enabling them to contribute and participate as members of society.

Skills learned on this course are valued in the work place, further and higher education.

GUIDED CHOICE SUBJECTS

GCSE MEDIA STUDIES

2 different pathways available for Media Students

This year there are two different paths available to students for taking GCSE Media. It exists as a traditional pathway that can be chosen by some students in **block E**.

However it also exists as an additional option within the English curriculum and therefore can be taken without using up another guided pathway block. Students wishing to take this opportunity should tick the box at the top of the guided pathways form. They would receive no extra lessons but would prepare for Media Studies alongside English and English Literature in the time provided for English.



Why study the Media?

The Media GCSE looks at the crucial role that the media has in the world today. Students will study how media organisations such as the BBC, Sony or Disney provide information, pleasure and entertainment as well as how the media supports and provides opportunities for business and commerce.



During the two years of the course, students will study media texts from a variety of organisations and sources ranging from magazines, television and films to modern multimedia texts such as music videos, video games and WebPages. They will produce their own practical work to demonstrate their knowledge of the techniques and approaches that they have learnt.

Media studies builds on and supports several subjects that students will have studied at Key Stage 3. It has close links with English, where students are also encouraged to analyse and evaluate a wide range of media texts but also shares skills and approach with subjects including Art, Music, Drama, History, Design Technology, Film and ICT.

Media Studies is one of the most popular courses taken by students at A-level and when the GCSE course is taken alongside GCSE English courses, statistics suggest that grades are improved across all three

English GCSEs due to the supportive and complementary nature of text analysis. The Media is often seen to be one of the UK's remaining growth industries and Britain remains a world leader in areas such as television, music and video game production as well areas such as newspapers, magazines and advertising.

It will be possible to study both Media and Film Studies alongside English Language and English Literature. Media can also count as the specialist study area for those taking the national diploma in Media and Creative Arts.

What does it involve?

The Media course is assessed by 40% examination & 60% controlled assessment consisting of 3 responses. (2 comparing 2 linked pieces of media and a production task where students apply what they have learnt to plan and then make their own media such as a magazine or a film trailer).



GUIDED CHOICE SUBJECTS

GCSE RELIGIOUS EDUCATION AND CITIZENSHIP

RELIGIOUS EDUCATION AND CITIZENSHIP

(2 short courses, combining to make 1 full GCSE)

This course has been specifically designed to meet the needs of those students wishing to combine the study of religion and ethics, whilst engaging in a practical project based on rights and responsibilities in the community. The exam board used is OCR.

The Short Course in **Religious Education** looks at poverty and wealth; justice and peace; equality; medical ethics and the media. Students will study the ethical dimensions of fertility treatment and cloning; euthanasia and suicide; censorship and freedom of speech; beliefs and attitudes towards the portrayal of violence and sex in the media. Students will learn how to give an informed response to a particular issue and learn the skills of discussion and debate. This will be assessed by an externally set exam.

The **Citizenship** course comprises 60% controlled assessment and 40% externally set assignment. The controlled assessment element allows students to choose an



issue, for instance: *Should changes be made to any of the ages at which young people gain particular legal rights?*

Alternatively, Students may wish to choose a local issue such as: *Are there enough amenities for young people in the area I live?*

Students would then be expected to research, plan, manage and evaluate a campaign to try and influence others, bring about change or resist unwanted change.



This course is a great foundation for those wishing to go on to areas such as law, medicine, the police force or politics. It demonstrates that students can apply themselves to a practical project alongside theoretical study. *In particular it demonstrates to students that it is possible to make a difference in our society/local community.*

Skills learned on this course are valued in the work place, further and higher education.

GUIDED CHOICE SUBJECTS

GCSE PHYSICAL EDUCATION

Physical Education

The new Physical Education GCSE course follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.



The course opens up new opportunities to those who are interested in Sport. It is NOT intended for those who merely like playing games, but is ideal for those who find sport and the part it plays in society, interesting. It is a serious study of all aspects of sport and allows students to learn to take on different roles within their chosen sports. It also covers the technology associated with Sport, and the way the body works in relation to movement and training.

The assessment is split into 2 parts:

1. The **Practical Performance** part of the exam which is worth 60% of the final grade and will be based on the student's performance. Students can focus on a range of roles, either Participant/Player, Official, i.e. Referee/Umpire, Choreographer, Organiser or Coach. They have to play these roles in 4 different activities.



2. The **Theory** part of the exam will be split into 3 sections,
 - Multiple Choice,
 - Short answer questions and
 - Long answer questions based on a scenario that candidates have been told about in the half term before the exam.

There are several levels of course offered through a module system, one of which is a "Double Award" that enables students to gain a qualification worth 2 GCSEs.

This qualification provides a route to further study in Further Education awards, such as A levels and/or the new Diplomas, and to Higher Education in PE as well as to related career opportunities.



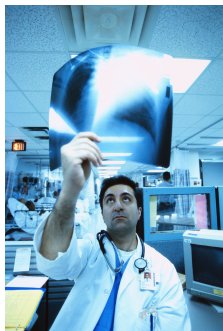
GUIDED CHOICE SUBJECTS

GCSE SCIENCE COURSES

ADDITIONAL SCIENCE

This course aims to stimulate students to develop fundamental scientific ideas, with an emphasis on explanations and concepts.

It prepares them for more advanced courses which may lead to further training as scientists and practitioners in fields such as medicine or engineering. Students will study a further 3 modules in each of Biology, Chemistry and Physics.



Sc2 Biology

B4 Homeostasis

B5 Growth and Development

B6 Brain and Mind

Sc3 Chemistry

C4 Chemical Patterns

C5 Chemicals of the Natural Environment

C6 Synthesis and Analysis

Sc4 Physics

P4 Explaining movement

P5 Electric Circuits

P6 The Wave Model of Radiation

Controlled assessment

This is worth 33.3% and involves students undertaking a complete practical investigation into a scientific question.

Controlled assessment activities will take place during the year and students will be expected to submit their work to set deadlines.

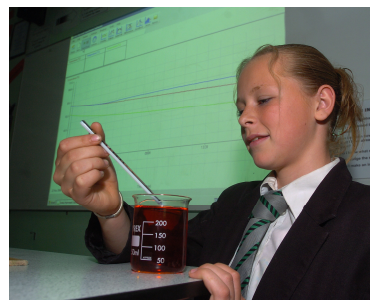
Examinations

These are worth 66.7% and comprise four papers taken on separate occasions. Three of the papers cover material taught during the year. The fourth tests students' ability to apply their knowledge and understanding of science and uses pre-release material.

Each examination can be taken at one of two tiers of entry: Foundation and Higher. All examinations are externally set and marked by the Examination Board. The internal End of Unit tests are marked by the school, and aid teachers in their advice to students for their appropriate tier of entry:

- Foundation Range of Grades C to G
- Higher Range of Grades A* to D

Only after the final assessment in June of Year 11 will students be awarded a GCSE grade for Additional Science.



APPLIED SCIENCE

This course aims to stimulate students to develop their practical scientific capabilities. It prepares them for a more advanced course and may lead to careers in technical fields.

Skills

Students should be able to demonstrate, as a result of following the course, the ability to:

- communicate scientific observations, ideas and arguments effectively;
- select and use reference materials and translate data from one form to another;
- interpret, evaluate and make informed judgements from relevant facts and observations;
- use science to solve quantitative and qualitative problems.

GUIDED CHOICE SUBJECTS

GCSE SCIENCE CONTINUED

Controlled assessment

This is worth 50% and is based on students producing a work related portfolio. It has three elements:-

- Following standard practical procedures.
- Carrying out suitability testing on a material or device
- A report on the use of science by people in a specific work related context.

Examinations

These are worth 50% and comprise three papers taken on separate occasions. The papers cover material taught during the year.

Each examination can be taken at one of two tiers of entry: Foundation and Higher. All examinations are externally set and marked by the Examination Board. The internal End of Unit tests are marked by the school, and aid teachers in their advice to students for their appropriate tier of entry:

- **Foundation** Range of Grades C to G
- **Higher** Range of Grades A* to D

Only after the final assessment in June of Year 11 will students be awarded a GCSE grade for Applied Science.



TRIPLE SCIENCE

For students who should achieve good assessment results (at least level 6), we are running a Triple Science course leading to 3 separate GCSEs in Biology, Chemistry and Physics. Students will complete the same elements as the Core and Additional Science students plus an extra 3 Science modules. This course would be suited to those students considering a career in Science after studying Science at A level, particularly in a highly competitive field such as veterinary sciences.

Please note that in order to cover the Triple Science course, students will be required to attend a maximum of 30, 1 hour twilight sessions a year.

Controlled assessment

This is worth 33.3% of each GCSE. Students will be required to complete a case study, data analysis and investigation as per Core and Additional Science.

Examinations

These are worth 66.7% of each GCSE in Biology, Chemistry and Physics. Each GCSE has 3 test papers covering material taught throughout the year; there are 9 in total, tested in January or June of each year.



GUIDED CHOICE SUBJECTS - 14-19 Diplomas AN INTRODUCTION TO THE LEVEL 2 (HIGHER) DIPLOMA

The Diploma consists of Principal Learning, Generic Learning and Additional and Specialist Learning. In order to achieve a Diploma, learners must successfully complete all components. A fully completed Diploma will be worth the equivalent of seven GCSEs at Grade A*-C. Should a student not achieve a complete Diploma, each element detailed below will be accredited separately.



PRINCIPAL LEARNING	GENERIC LEARNING	ADDITIONAL and SPECIALIST LEARNING
Creative and Media <small>at John Hanson</small> Environmental & Land Based <small>at Sparsholt</small> IT <small>at Harrow Way & Andover College</small>	Functional Skills Personal, Learning & Thinking Skills Work Experience Project or Extended Project	At least two other qualifications at GCSE grade C or above, available in Blocks C, D and E of the curriculum choices

Principal Learning focuses on developing the skills, knowledge and understanding specific to the chosen sector. It is the largest component and defines the title of the Diploma.

Functional Skills are new qualifications in Mathematics, English and ICT and are designed to provide the necessary levels of literacy, numeracy and information and communication technology skills needed to “function” in today’s society and workplace. In these (Higher) Diplomas the student will need to attain Level 2 passes which are equivalent to GCSE C grade or above.

Personal, Learning & Thinking Skills are designed to enhance the learner’s employability by enabling them to become: self managers - team workers - independent enquirers - reflective thinkers and effective participants. Assessment for this is built into the Diploma units; therefore learners do not have to achieve a separate qualification to achieve this.

All Diploma learners must complete at least 10 days of **work experience**.

Students will have to complete a **Project** which counts as a separate qualification, but cannot be undertaken unless it is part of a Diploma. Students will choose a Project which reflects their own particular interests and will be required to undertake this work independently, with only a minimum of guidance from their teachers. The Project will be completed during Year 10 at after school sessions on the Principal Learning Day at the host school.

For the **Additional and Specialist Learning** students will be expected to nominate two other qualifications at GCSE grade C or above to count towards their Diploma. One of these should preferably be in a subject related to the Principal Learning.

GUIDED CHOICE SUBJECTS - 14-19 Diplomas

CREATIVE ARTS AND MEDIA - LEVEL 2

DIPLOMA IN CREATIVE ARTS AND MEDIA - LEVEL 2

The Creative Arts and Media Diploma is a relatively new qualification first offered for take up in September 2009.

The course is for students who are particularly interested in Art & Design, Media & Television and all aspects of Performing Arts - Drama, Dance and Music.

Students will undertake a range of tasks which will integrate these disciplines in order to gain a wider understanding of them and see how they complement each other.

Students will be expected to travel to **John Hanson School** for this Television and Media based course.



These students will focus on the production of media work through television, radio and interactive websites. The course is highly intensive: students will be expected to show great commitment to the work and be able to work under pressure, meeting strict deadlines. They will also be expected to work on their own initiative as well as being part of a team and accepting the guidance of others.

In order to achieve a Diploma, learners must successfully complete all components indicated on page 26 at Level 2 i.e. equivalent to GCSE grade C or above.

IT DIPLOMA - LEVEL 2

DIPLOMA IN IT - LEVEL 2

The ICT Diploma is a new Level 2 (higher) course to be offered across the consortium and delivered at **Harrow Way Community School in conjunction with Andover College.**

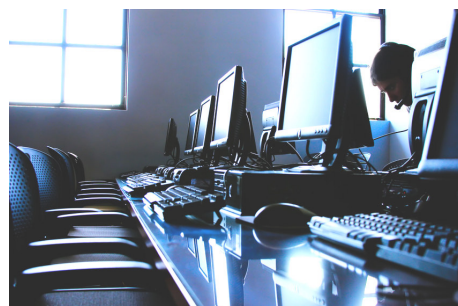
The principal Learning is split into 7 units of work; there will be approximately 60 hours of guided learning for each unit:

- Unit 1: The Potential of Technology
- Unit 2: Exploring Organisations
- Unit 3: Effective Communication
- Unit 4: Skills for Innovation
- Unit 5: Technology Systems
- Unit 6: Multimedia
- Unit 7: Managing Projects

Although this is an ICT diploma there is a large element of Business Studies throughout the course. Many of the units have a business theme and the work experience is an opportunity to put ICT business skills into practice. The project should also be linked to business in some way.

The Functional Skills, PLTS and Additional Specialist Learning will be undertaken at Harrow Way School.

In order to achieve a Diploma, learners must successfully complete all components indicated on page 26 at Level 2 i.e. equivalent to GCSE grade C or above.



GUIDED CHOICE SUBJECTS - 14-19 Diplomas

ENVIRONMENTAL AND LAND-BASED STUDIES - LEVEL 2

DIPLOMA IN ENVIRONMENTAL AND LAND-BASED STUDIES

The Diploma in Environmental and Land-based Studies is an exciting qualification which is designed for learners between 14 - 19 years of age. The Diploma combines theoretical and applied learning to equip young people with the essential knowledge and personal skills they need to progress on to further education and employment.

Principal Learning

The core subjects within Environmental and Land-based Studies Diploma will introduce the learner to the essential topics that they will need to know about for this sector.

There are three main themes:

- The productive environment - learners will explore how we use our environment today covering topics such as managing waste and energy sources.
- Working with animals and plants - learners will cover topics such as nutrition, care, welfare and breeding.

The sustainable environment - learners will consider the impact of people and business on the environment and debate current environmental issues.



Higher Level Diploma (Level 2): is aimed at 14-16 year olds (Year 10) and is equivalent to 7 GCSEs (grade A* - C). At Level 2, the Diploma provides learners with an opportunity to develop and apply a range of practical skills and knowledge for employment in the sector, for example:

- How the characteristics of the environment dictate its use.
- The specific job roles, health and safety awareness and skills associated with industries within the environmental and land-based sector.
- Natural resource availability and use.
- The common tools and equipment used within the sector.
- The practical skills required and applied.
- Environmental management techniques used.

The Diploma is not just a classroom based course; learners will be able to get out and about, experiencing the environmental and land-based sector first hand!

Students will be expected to travel to Sparsholt College for this Diploma.

14-16 CURRICULUM IN THE ANDOVER AND DISTRICT 14-19 CONSORTIUM

14-16 CURRICULUM IN THE ANDOVER & DISTRICT 14-19 CONSORTIUM

In common with our consortium partners we may be able to offer a limited number of places on the courses listed below. These courses will not take place at Harrow Way but at the venue stated and will take the place of choices A and B, as they will last for a whole day.

Should you have a specific interest in this area, please select your choice across columns A and B and enclose a letter to Mr Goatley giving your reasons for choosing the course. The popular level 1 courses are already shown on the choice page at the back of this booklet, but for any other course mentioned below, please write your choice at the bottom of columns A and B. Representatives from our Consortium partners will be available at the curriculum evening on Tuesday 9th February.

Level 2 courses, equivalent to GCSE grades A*-C, are suitable for students who achieve level 5+ at Key Stage 3 and level 1 courses, equivalent to GCSE grades D-G, are suitable for those below this level. Entry Level (E3) courses are recognised for accreditation but they are not equivalent to GCSE. Should your child be accepted on one of these courses then he/she will clearly be required to travel to learn.

Course	Level	Venue
* Horticultural Landscaping - BTEC Skills For Working Life	E3	Mark Way, Winton
* Sport - BTEC Progression Certificate	E3	Mark Way
* Introduction To Basic Construction	1	Andover College
* Motor Vehicle Studies ABC Certificate	1	Andover College
* Salon Services (City & Guilds)	1	Andover College
* Construction (Carpentry & Joinery) BTEC First / Introductory Certificate	2	Winton
* Hairdressing - Young Apprenticeship	2	Andover College
* Hospitality & Catering BTEC Extended Certificate	2	Winton
* Motor Vehicle (Landrover) - Young Apprenticeship	2	Winton
* Photography - BTEC Extended Certificate	2	Winton
* Sport - Young Apprenticeship	2	Winton
* Travel And Tourism BTEC Extended Certificate	2	Winton

* If a course from the above list is chosen the 'Student Application' form (page 33) and the 'Parent Consent' form (page 35) must be completed and returned with your 'choice page' and a covering letter to Mr Goatley.

Please see over for course details.

GUIDED CHOICE SUBJECTS

VOCATIONAL COURSES

VOCATIONAL COURSES

The following courses will be offered for a limited number of students and will not take place at Harrow Way. The courses will take up one whole day each week, in other words two guided choice subject blocks (A & B). Therefore if any of these are chosen they reduce the availability of other subjects.

The E3 and Level 1 courses are suitable for students who may find a full 'academic' timetable of GCSEs quite difficult and who would like to gain a qualification in a practical subject that will allow them to pursue a further qualification post-16. They also involve learning in different ways and are assessed continually rather than by final examination. See page 29 for details of the level.

ENTRY LEVEL (E3) COURSES

HORTICULTURAL LANDSCAPING - BTEC SKILLS FOR WORKING LIFE (Level E3)

This course is an entry level qualification and looks at the skills required to work in the horticultural industry. You will be growing different types of plants and looking to sell them on as a commercial enterprise. You will be looking at the different types of land based industries and carrying out some practical tasks such as fencing and laying slabs.

SPORT - BTEC PROGRESSION CERTIFICATE (Level E3)

This course is an entry level qualification and is designed to give learners the opportunity to follow a 'taster' programme. Topics include: investigating rights and responsibilities at work; Managing your health at work; Safe learning in the workplace; Taking part in sport; Assisting at a sport or active level event; Improving own fitness.

LEVEL 1 COURSES

Equivalent to GCSE grades D-G

INTRODUCTION TO BASIC CONSTRUCTION (Level 1)

If you are thinking of a career in the building industry, this course is the ideal introduction. Along with the importance of Health & Safety, you will practice and develop your skills in bricklaying using different types of bonds and bricklaying techniques. You will learn basic woodcrafts and carpentry skills such as making wooden joints and fitting skirting boards.

MOTOR VEHICLE STUDIES ABC CERTIFICATE (Level 1)

This is a practical programme designed to give an insight into the industry. Completion of the following units is required: Health & safety in the workshop; Engineering equipment and materials; Understand - vehicle power units, vehicle electrical systems, steering braking and suspension systems, transmission systems.

SALON SERVICES (Level 1 City & Guilds)

This qualification is designed for anyone who may be thinking about a career in Hairdressing and Beauty Therapy. You will cover salon reception duties, Personal presentation, Customer service, Health & safety, Basic nail care, Application of make up, Occupational awareness, Introduction to hairdressing, Introduction to colouring and perming hair. This qualification will prepare you for progression onto Level 1 NVQ in Hairdressing or Beauty Therapy.

GUIDED CHOICE SUBJECTS VOCATIONAL COURSES

LEVEL 2 COURSES

Equivalent to GCSE grades A-C*

CONSTRUCTION (CARPENTRY & JOINERY) BTEC (Level 2) FIRST / INTRODUCTORY CERTIFICATE

This course offers the learner an introduction into the world of construction. It will cover health and safety combined with core units focussed on carpentry and joinery. The course will involve visits and experiences both inside and outside of Winton. Students will need to achieve a solid technology level in KS3 in order to access the course at either level 1 or level 2.

HAIRDRESSING - YOUNG APPRENTICESHIP (Level 2)

As a Young Apprentice you will be required to attend 50 days work experience at a local salon during the 2 year period. You will need to complete all of the following units in the City & Guilds Diploma in Women's Hairdressing: Promote a professional approach and appearance; Health & safety in the salon; Provide hair consultation services; Shampoo and condition; Set and dry; Blow-dry; Cut women's hair; Colour the hair; Permanently curl and wave.

HOSPITALITY & CATERING BTEC EXTENDED CERTIFICATE (Level 2)

This offers you a specialist qualification for working in areas of hospitality. It could lead on to other vocational qualifications such as BTEC National Certificate or Diploma in Hospitality Supervision or an NVQ or Apprenticeship programme in Hospitality Services.

PHOTOGRAPHY - BTEC EXTENDED CERTIFICATE (Level 2)

This course offers you a specialist qualification for working in areas of photography. The course will cover: Introduction to Photography; Using a camera creatively; Photographic image making; Experimental imagery; Lighting for photography. Practical work for 80% of the time, some theory presentations.

SPORT - YOUNG APPRENTICESHIP (Level 2)

This is a combination of study and 50 days of work experience. The six units of study include The Sporting Environment, Health & Safety, Effective Leadership, Body Action and two option units. The work experience could include club coaching, leading sporting sessions in schools, or work in a sporting venue.

TRAVEL AND TOURISM BTEC EXTENDED CERTIFICATE (Level 2)

This is an exciting research based qualification. It is coursework assessed with a strong emphasis on skills development alongside the development of the necessary knowledge and understanding of this sector. It covers: Travel & Tourism; Customer Service; European Holiday Destinations. It meets individual progression needs, whether this is into employment or to further study on degree or professional courses.

VOCATIONAL PROGRAMME CURRICULUM AND STUDY SUPPORT THE LIBRARY RESOURCE CENTRE

VOCATIONAL PROGRAMME

This course is aimed at students who will find nine or ten GCSEs difficult to cope with and who would benefit from being prepared for the world of work post 16. The course entitled 'Preparation and Skills for Working Life' is an AQA accredited certificate at levels 1 and 2. The course includes aspects such as Healthy Lifestyles, Applying for Jobs, Preparing for Interviews, Enterprise Activities and Health and Safety at Work. Some time may also be given over for literacy and numeracy support.

CURRICULUM SUPPORT

Throughout KS3, students who had special educational needs have been monitored by the Learning Support team through the provision of small group lessons and/or in-class support.

The Learning Support team will continue to monitor and support identified students where appropriate; this would be in close liaison with the appropriate subject areas. In a few cases this support will be in place of a subject lesson(s). These students will be notified individually.

STUDY SUPPORT

In addition, we provide a comprehensive study support package for students, particularly in Year 11. There are a range of after school revision classes as well as 'Zone 11'. This runs from 6-8 p.m. on Thursday evenings from October to May in Year 11. A variety of staff lead controlled assessment and revision sessions for the first hour followed by various activities. This is complimented by two sessions for parents on helping their child to prepare for examinations, including online resources and coping with stress. Finally, for several years now, our students have had 'study leave' during the GCSE examination period. They continue to come to school as normal and are provided with a 'bespoke' revision timetable.

THE LIBRARY RESOURCE CENTRE

Whether or not students use the school library while in the upper school depends on how seriously they take their studies and their future career. Those students who wish to achieve to their full potential at GCSE will find the library provides invaluable support for their chosen options.

Many resources are chosen specifically to meet the needs of the GCSE controlled assessment and to supplement those available in the department. Students may have to find information from a wide variety of resources, and they can do this by using the library catalogue.

The library provides a pleasant working environment and encourages students to develop good study habits and helps towards independent learning - a skill they will definitely need if they go on to further study.

There are computers through which the internet and the intranet are accessible. The network also enables students to access their work on the library computers.

In addition to the above resources, there are a number of encyclopaedias and other reference books, which are sometimes quicker to use than the electronic resources.

Also, there are many revision guides which are available to loan.

Students in the upper school are encouraged to read for pleasure as wider reading helps in all subjects. The fiction stock for older students is always being updated.

Students may use the library during lesson time as part of a supervised lesson or individually, providing library staff are present. The library is also open at break and lunchtime for students' use, and is open from 9.30 to 2.30, Monday to Friday.



Harrow Way Community School

Personal Details

Name:
Address:
Post Code:
Date of Birth:
Home Phone:
Emergency Contact:
Relationship:

Ethnic Origin

<input type="checkbox"/> Asian or Asian British-Bangladesh <input type="checkbox"/> Asian or Asian British-Asian other <input type="checkbox"/> Black or Black British-Black other <input type="checkbox"/> Mixed – White & Black African <input type="checkbox"/> White British <input type="checkbox"/> Other	<input type="checkbox"/> Asian or Asian British-Indian <input type="checkbox"/> Black or Black British-African <input type="checkbox"/> Chinese <input type="checkbox"/> Mixed – White & Black Caribbean <input type="checkbox"/> White - Irish	<input type="checkbox"/> Asian or Asian British-Pakistani <input type="checkbox"/> Black or Black British-Caribbean <input type="checkbox"/> Mixed – White & Asian <input type="checkbox"/> Mixed – Mixed other <input type="checkbox"/> Not known/not provided
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Health/Disability – please tick any of the following that apply:

<input type="checkbox"/> Visual impairment/sight problems (other than wearing glasses)	<input type="checkbox"/> Hearing impairment/problems
<input type="checkbox"/> Disability affecting mobility/mobility problems	<input type="checkbox"/> Other physical disability
<input type="checkbox"/> Asthma, bronchitis or other chest illness	<input type="checkbox"/> Diabetes
<input type="checkbox"/> Heart disease, heart attack, angina or raised blood pressure	<input type="checkbox"/> Back trouble
<input type="checkbox"/> Epilepsy, fainting attacks or blackouts	<input type="checkbox"/> Joint problems, eg, arthritis
<input type="checkbox"/> Skin disorders, eg, severe eczema	<input type="checkbox"/> Allergies including anaphylaxis
<input type="checkbox"/> Blood disease/bleeding disorders	<input type="checkbox"/> Infectious diseases (apart from usual childhood illnesses)
<input type="checkbox"/> Any medical condition which may require additional support	<input type="checkbox"/> Temporary disability after illness (eg, post-vial)
<input type="checkbox"/> Mental ill health/mental health problems, eg, depression, panic attacks, etc	<input type="checkbox"/> Emotional/behavioural Difficulties
<input type="checkbox"/> Are you under the care of a consultant or any other medical professionals, eg, Medical Social Worker	<input type="checkbox"/> Do you take regular prescribed medication?
<input type="checkbox"/> Any other illness or health matter of which we should be aware, that may affect your course?	<input type="checkbox"/> Do you have any other physical disability that requires extra assistance?
Please give details below of any section ticked above:	

Please tick the programme you are applying for:

✓	Qualification	Level	Location
	Horticulture Landscaping – BTEC Skills for Working Life	E3	MW/W
	Sport – BTEC Progression Certificate	E3	MW
	Construction – Building Craft Occupations	1	AC
	Motor Vehicle – ABC Certificate	1	AC
	Salon Services	1	AC
	Construction (Carpentry & Joinery)	2	W
	Hairdressing – Young Apprenticeship	2	AC
	Hospitality & Catering – BTEC Extended Certificate	2	W
	Motor Vehicle Young Apprenticeship (Landrover)	2	SP
	Performing Arts(Drama) BTEC Diploma	2	HW
	Photography BTEC Extended Certificate	2	W
	Sport – Young Apprenticeship	2	W
	Travel & Tourism BTEC Extended Certificate	2	W
	Diplomas (Higher)		
	Creative & Media Diploma	2	JH
	Environmental & Landbased Diploma	2	SP
	IT Diploma	2	HW

My reasons for applying for this course are:

Signed (student)

Signed (parent)

Data Protection Act – the information you provide will be collected, stored securely and only used by the Learning Provider for purposes connected to this application



Harrow Way Community School

Please read the following statements carefully and tick the appropriate boxes. Your signature is required at the end of the form to give parental consent for your child to participate in the 'Onefouronesix' programme for the academic year 2010-2012.

No student can take part in this programme unless this part of the application form has been completed and signed by you.

1) Permission

Name of student _____

Course _____

The above named child has applied to be considered for a place on the 'Onefouronesix' programme at another learning provider.

I support this application.

2) Travel Permission

I hereby give consent for my child to travel to the learning provider by the following means (please tick as appropriate):

- Public transport
- Transport provided by the Learning Base or Provider
- Private arrangement (note: the Learning Base/Provider cannot be responsible for students travelling by private arrangement)

On occasions it may be necessary to transport students in staff cars to various locations. Staff will have the appropriate insurance and we have the approval of the Headteacher. Please tick the box to signify your approval

3) Lunchtime Arrangements

For those attending a school site: I understand that my child will remain on site during lunch/break times

For those attending Andover College or an employer site:

Either

I hereby give consent for my child to leave the premises of the Learning Provider at lunchtimes

Or

I wish my child to remain on the premises at lunchtimes

Please note that there is no direct supervision at lunchtime at Andover College and that it is an open campus. Also there is no direct supervision at lunch or break times for those students who are working with an employer.

4) Data Protection Permission

I, the parent/carer, acknowledge that I have read and understand the notice on 'Data Protection'. I hereby give my consent for appropriate and necessary data at present held by my child's home school to be shared with other Learning Providers who are providing courses of study and work related to learning

5) Work Placement Consent

As part of the programme, your child may need to attend work experience. All the placements have been risk assessed and meet the standards required. I give my permission for my child to attend a Work Experience placement as part of their programme of study

6) Health and Safety/Code of Conduct

A full Health and Safety/Code of Conduct induction will be given at the commencement of the programme. However, it is important that you understand the implications of any breaches of Health and Safety and the Code of Conduct.

Under the Health and Safety at Work Act, the Learning Provider has a responsibility to ensure that your child is safe whilst accessing the programme. This will be carried out with utmost diligence. However, any violation of Health and Safety or breach of the Code of Conduct by your child may result in temporary or even permanent exclusion from the programme.

Please tick the box to confirm your understanding of the above statement

7) Photographic Consent

- As evidence for portfolios and as evidence of work for the Awarding Body your child may be required to have photographs taken. These pictures will solely be used for this purpose.

I give permission for my child to be photographed as evidence for their course portfolio

- From time to time images of students involved in interesting education activities may be used for reasonable publicity material such as press releases, websites or prospectuses. In the interests of Child Protection and Data Protection your permission to publish images of your child is necessary.

I give permission for photographs or images of my child to be used or published in any written or electronic form

or

I do not wish photographs or images of my child to be used or published in any written or electronic form

Signed (parent)Date

Print Name

Data Protection Act – the information you provide will be collected, stored securely and only used by the Learning Provider for purposes connected to this application

INSTRUCTIONS ON HOW TO COMPLETE THE FORM OPPOSITE

1. The student's name and tutor group must be written in the space provided at the top of the page.
2. Decide whether the student would like to opt for the GCSE Media Studies within English lessons. If yes, please put a tick in the box.
3. Please ensure that your parent signs the bottom of the form.
4. Having made your decision please complete the form following these examples:

Example 1: Choosing GCSEs only

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Choice	Choice	Choice	Choice	Choice
or write your level E3 or Level 2 Vocational Course below				
<i>History</i>	<i>Catering</i>	<i>RE / Citizenship</i>	<i>BTEC Ext Cert in Acting</i>	<i>Media Studies</i>

Example 2: Choosing a Diploma, CiDA and GCSE

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Choice	Choice	Choice	Choice	Choice
or write your level E3 or Level 2 Vocational Course below				
<i>Creative & Media Diploma</i>		<i>BTEC Ext Cert in Music</i>	<i>French</i>	<i>Additional Science</i>

Example 3: Choosing a Vocational Course from page 29 and GCSEs

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Choice	Choice	Choice	Choice	Choice
or write your level E3 or Level 2 Vocational Course below				
<i>Motor Vehicle Studies ABC Level 1</i>		<i>CiDA</i>	<i>Physical Education</i>	<i>Art & Design</i>

* If you select a course marked with a *, please complete the Student Application Form and Parental Consent Form on pages 33 to 36.

KEY STAGE 4 CURRICULUM OFFER 2010-2012

Student's name: _____

Tutor group: _____

Please write your guided choice subject at the bottom for EACH block.

If you would like to opt for GCSE Media Studies within your English lessons, please tick the box.

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
* BTEC First Diploma in Performance (HW)				
* IT Diploma (HW)		DiDA (ICT)		
* Creative and Media Diploma - Media (JH)		CiDA (ICT)	CIDA (ICT)	Additional Science
VGCSE Health & Social Care (HW)		History Modern World	French	Applied Science
* Environmental and Land Based Diploma (Sparsholt)		RE/Citizenship (Short Courses)	Geography	Triple Science
History Modern World	Geography	Spanish	Physical Education	Art & Design
Physical Education	Law	Film Studies	Additional Science	
D & T Graphic Products	D & T Resistant Materials	Art & Design	Applied Science	Vocational Programme
French	Catering	BTEC Extended Certificate in Music	Religious Studies Philosophy & Ethics	Media Studies
* Motor Vehicle Studies - Level 1 (Andover College)		BTEC Extended Certificate in Dance	BTEC Extended Certificate in Acting	
* Salon Services -Beauty and Hair Level 1 (Andover College)			D&T Graphic Products and Resistant Materials (Short Courses)	
* Construction Level 1 (Andover College)				
Choice	Choice	Choice	Choice	Choice
or write your level E3 or Level 2 Vocational Course below				

* If you select a course marked with a *, please complete the Student Application Form and Parental Consent Form on pages 33 to 36.

Parent's signature: _____

Please print name: _____