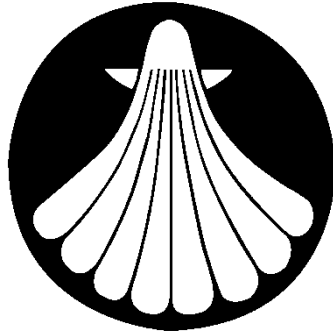


THE BOSWELLS SCHOOL



**Key Stage 4
Options
General & Subject
Information
2019-2021**

Introduction

Year 9 is a very busy time for students and their parents as information is gathered and decisions are taken about which courses are to be studied in Years 10 & 11. The purpose of this pack, together with the Options Information Evening and the Year 9 Subject Consultation Parents' Evening, is to assist you with that process. It contains advice about how to make choices alongside descriptions of the courses offered.

The educational landscape is constantly changing, but it is clear that the government are pushing towards a more academic curriculum. The 'English Baccalaureate', which recognises the achievement of any student who gains higher grade GCSE passes in English Language, Mathematics, Double Award Science or two individual Science subjects, a Modern or Ancient Foreign Language and History or Geography, is becoming more prominent. Therefore, as a school, it is our duty to ensure our students are equipped with the correct qualifications that will allow them to flourish in further education and beyond.

Equally, we want our students to achieve well in the subjects they study at key stage 4, and there will be some students who it will not suit to continue with a Modern Foreign Language or History or Geography. Therefore, based upon each student's prior attainment in these subject areas, we have identified whether it would be best for each individual student to follow one of three pathways:

Yellow Pathway

Student will take the following combination of subjects

- English Language, English Literature and Mathematics **and**
- A choice of Double Science or Triple Science
 - If Triple Science is Chosen;
 - One of Geography, History, French German or Spanish **and**
 - Two further option subjects
 - If Double Science is chosen;
 - One of Geography or History **and**
 - One of French, German or Spanish **and**
 - Two further option subjects (which may include a second Humanity or Language subject)

Green Pathway:

Students will take the following combination of subjects

- English Language, English Literature and Mathematics **and**
- One of French, Spanish, German, Geography or History **and**
- Double Science or Triple Science
- Three further options subjects.

Blue Pathway:

Students will take the following combination of subjects

- English Language, English Literature and Mathematics **and**
- Double Science and four further options subjects.

The decision as to which pathway each student is following has been taken by the school and is indicated on the option form included with this booklet.

Within each student's identified pathway, the choices that they are able to make should be related to their interests, abilities and aspirations; we believe that choosing subjects which interest and engage is the best route to success.

By the time the students reach Year 10, they will have already started work towards their English, Mathematics and Science GCSE examinations.

All courses which begin in September 2019 will be examined at the end of Year 11.

It must be remembered that this booklet is not the only help available. Within school, tutors, subject teachers and senior staff will all offer advice and guidance. You can be assured that as a school we will do our very best to work with you as we prepare for the next all-important stage of your child's education. Should you need any further information or clarification please do not hesitate to ask.

How to make your decision

Start by asking yourself some simple questions:

- 1. Which subjects do I like?**
You will tend to work harder in those subjects that you find more enjoyable
- 2. Which subjects am I best at?**
These will lead to better results in the examinations
- 3. Which subjects do I need?**
If you have a certain career in mind then certain subjects may be required.

What Next?

Discuss all of the options open to you, together with your thoughts and decisions, with your teachers and family. This will help you make the **right decision for YOU**.

Choose subjects that you are interested in. You have two years of study ahead of you and if you do not enjoy the work, it will be hard to motivate yourself.

If you know what you want to do when you leave school, make sure that you check to see if there are any particular qualifications that you need. Do not leave it and find out in two years' time that you should have taken a certain subject. You can seek advice from your tutor or Head of Year.

If you are not sure what you want to do – **don't worry**. There are a lot of people of your age that do not know. The guidelines are there to make sure that you take a balanced range of subjects so that no doors will be closed to you in the future.

What Not to Do

- Do not make a decision until you have all of the facts. You have several weeks to discuss your choices, think about them and make up your mind carefully.
- Do not choose a subject just because your friend is doing it. Think about what you want to do.
- Do not take a subject just because you like or dislike the teacher. The chances are that you may not have them next year.

Points to Note

Whilst every effort will be made to ensure that you will be able to study the subjects you select as first preferences, this may not always be possible. In a number of cases, where staffing, equipment and resources are limited, it may be necessary to restrict the number of students taking a particular course. **It is also possible that subjects will be withdrawn if not enough students select them.**

It is very important that care and attention is given to the reserve preferences made.

Please also be aware that the Department for Education are yet to accredit a number of qualifications as GCSEs or GCSE equivalents for teaching from September. Therefore, although we aim to be as accurate as possible with regards to the qualification we intend to deliver in September for specific subjects, changes of course may need to be made after the students have made their choices. We will inform students and parents in such circumstances where the qualification changes.

Entry into GCSE examination is the 'norm'. Students must make their Option subject selections in the expectation that they will complete the course, including the completion of any coursework, controlled assessment, practical and oral assessments and the examination. Exceptions to this will be very rare and the relevant Head of Year will instigate consultation should this be considered. A very small number of students may be selected, in consultation with parents to follow an alternative or work based curriculum during Years 10 and 11.

It is increasingly important during Years 10 and 11 that students attend school regularly to be fully prepared for their exams and any NEA (non-examination assessments, e.g. Art, Food Preparation). Parents must be aware that requests for annual family holidays cannot be granted if they conflict with these dates.

Dates for the Diary

Year 9 Options Meeting for parents and students	4 th March 2019
Year 9 Parents' Evening	14 th March 2019
Completed Options Forms to Form Tutors	29 th March 2019

Please note that as a result of the Government raising the participation age, all our current Year 9 students must continue in education or training (including apprenticeships) until their 18th birthday.

CORE SUBJECTS

These subjects are compulsory:

- English



- Mathematics



- Science



English

All Year 10 and 11 students are required to take an English course leading to public examinations. All students are entered for GCSE English Language and GCSE English Literature. The examinations will take place in the summer of Year 11.

Course Details

English Language - This is a two year course and comprises:

- Speaking and Listening endorsement - This is a non-examination internal assessment unit. A separate mark is now given for Speaking and Listening which is not included as a part of the overall GCSE English Language grade but is compulsory.
- Analysis of unseen 20th or 21st Century prose fiction.
- A descriptive or narrative writing task.
- Analysis of unseen 19th Century non-fiction texts.
- Analysis of unseen 20th or 21st Century non-fiction texts.
- A non-fiction writing task.

English Literature - This is taught alongside English Language and comprises:

- A study of a Shakespeare play.
- A study of a 19th Century novel.
- A study of either a modern prose text or a modern drama text.
- A study of a set of themed poems and analysis of unseen poetry.

The Examination

English Language - There will be two externally set exam papers at the end of the course. This will account for 100% of the final examination grade. They comprise of:

Paper 1:

- Analysis of unseen 20th or 21st Century prose fiction.
- A descriptive or narrative writing task.

Paper 2:

- Analysis of unseen 19th Century non-fiction texts.
- Analysis of unseen 20th or 21st Century non-fiction texts.
- A non-fiction writing task.

English Literature - There will be two externally set exam papers at the end of the course. This will account for 100% of the final examination grade and comprise of:

Paper 1:

- A study of a Shakespeare play.
- A study of a 19th Century novel.

Paper 2:

- A study of either a modern prose text or a modern drama text.
- A study of a set of themed poems and analysis of unseen poetry.

Further Education & Careers

English helps students write clearly, express themselves fluently and read perceptively. English GCSE is an entry requirement for Higher Education and for many careers. It may lead on to A levels or BTEC courses.

Further Information & Advice

Alison Crickmore (ace@boswells-school.com) Head of Faculty

Mathematics

All students will follow a scheme which extends the Maths Mastery course covered in Key Stage 3. Students will cover a range of topics under the broader headings of:

- algebra;
- geometry and measure;
- ratio and proportion;
- probability;
- Statistics;
- number.

This leads to a Pearson Edexcel GCSE examination. Mathematics is a subject which enables students to access post GCSE courses, apprenticeships and careers.

Course Details

Students are grouped in sets according to their ability and will use a range of resources. Students are shown how to use calculators properly as well as pen and paper methods. There are two tiers of entry, Foundation and Higher. The assessment for each tier of entry consists of three externally-examined papers. The students will continue to be set weekly homework on HegartyMaths to help students retain information, create independent learners and provide revision material in year 11.

Coursework

There is no coursework for Mathematics GCSE.

The Examination

There are three written papers accounting for 100% of the final mark for both tiers of entry. One paper is a non-calculator paper, the other two are calculator permitted papers. At both tiers, a scientific calculator is a necessity. Each of the papers are 1½ hours in duration.

Further Education & Careers

Mathematical competence is important in most areas of study at higher level but particularly in Science, Engineering, Technology and Economics. A qualification in Mathematics is often a requirement for Higher Education courses.

Further Information & Advice

Ian Kennedy (iky@boswells-school.com)

Head of Faculty

Triple Science

Students study all three Science specialisms: Biology, Chemistry and Physics as separate subjects. The course will provide students with an excellent foundation for either post-16 training or further study. Selection for Triple Science will be aimed at Sets 1 and 2 and will be confirmed after the end of Year 9 exams. At the end of the course, students will receive three grades from 9 - 1, one for each subject.

Course Details

The course covers similar topics to the Combined Science course, but in much more depth. There are 28 required practicals across the entire course, which will be covered in detail, preparing students for the practical assessments at A Level. Scientific knowledge is essential in today's society and the separate Science syllabus followed allows all topics to be related to everyday life. The exam board is AQA.

All groups will follow a programme of study based on the new National Curriculum. Modules will be delivered at an appropriate level to each group. At the end of each module the students will take a test based on past GCSE questions. Although the results of these tests do not count towards the final GCSE, they are used to monitor the progress of the students and to prepare them for exam conditions and practice.

The Examination

There are two examinations per science subject (6 in total). Each exam is 1 hour 45 minutes in duration and counts towards 50% of the total GCSE in that subject.

Further Education & Careers

This course is an excellent preparation for the study of all A level Science and supports many other courses. Science opens the doors to a huge variety of careers and employers regard it very highly.

Further Information & Advice

Toni Gage-Pascoe (tgp@boswells-school.com)

Head of Faculty

Caroline Farrell (cfl@boswells-school.com)

Assistant Head of Faculty

Trilogy: Combined Science

Students will follow a Double GCSE course of Science Trilogy which covers aspects of Biology, Chemistry and Physics to an appropriate level. The course will provide all students with a sound foundation for either post-16 training or further study. At the end of the course, students will receive a double grade from 1-1 to 9-9.

Course Details

The course will consist of both theory and practical work, with 21 required practicals. Scientific knowledge is essential in today's society and the AQA Science syllabus, which is followed, allows all topics to be related to everyday life.

All students will be grouped, taking into account their attainment at Key Stage 3. All groups will follow a programme of study based on the new National Curriculum. Modules will be delivered at an appropriate level to each group. At the end of each module the students will take a test based on past GCSE questions. Although the results of these tests do not count towards the final GCSE, they are used to monitor the progress of the students and to facilitate any changes of set and to make a decision on tier of entry for the final exams.

The Examination

There are six 1 hour and 15 minute written papers at the end of Year 11. Students will take examinations in one of two tiers - Higher (9-9 to 4-3) or Foundation (5-5 to 1-1).

Further Education & Careers

Although this course can lead to the study of any A level Science it is important to note that Triple Science provides better preparation for this pathway. Science opens the doors to a huge variety of careers and employers regard it very highly.

Further Information & Advice

Toni Gage-Pascoe (tgp@boswells-school.com)

Head of Faculty

Caroline Farrell (cfl@boswells-school.com)

Assistant Head of Faculty

Statutory Subjects

Physical Education & Games

Physical Education continues as a compulsory subject for one period a week. This course follows a two year programme, which may include Badminton, Basketball, Football, Health Related Fitness, Hockey, Swimming, Rugby, Table Tennis, Trampolining and Volleyball. Summer activities include Athletics, Cricket, Rounders and Tennis.

Personal Development (formerly Personal, Social, Health and Citizenship Education)

As part of the general Pastoral Curriculum we continue with work which helps students to acquire skills and prepare them to become full members of society. Study Skills and Social Issues are covered in the programme, together with an increasing amount of careers guidance. We also use the expertise of a wide range of external agencies to help students' development.

This provision also includes the study of political, legal, economic and social issues, together with an appreciation of the diversity of the UK today. We continue a programme of sex and drug education which focus on topical issues like 'legal highs' or 'drug driving' which are relevant to teenagers. Students are also encouraged to become involved in Community Action projects and to become responsible citizens

Study Skills

This involves constructing a guide to managing controlled assessment, learning, revision and recall, in order to aid success at GCSE. We offer study conferences twice a year for students in Year 11.

Careers Programme

This aims to enable students to gain an understanding of the different occupational areas and the local job market. Additionally, students look at the mechanics of getting a job or college place, e.g. CVs, application forms, letters and interviews alongside a one week work experience placement in the Summer term of Year 10. Students will also undergo a 'mock interview' process in the Spring term of Year 10 where external employers, from a variety of fields, give them experience and feedback to help them prepare for this area. All students in Year 11 are offered an individual careers interview.

Resources available

These include an excellent careers' library, a pool of visiting speakers from industry, education, commerce and other employers. Theatre companies give presentations and performances for some of the topics that we cover. Students will be offered independent advice and guidance in helping them make decisions about their post 16 choices.

Guided option subjects

Depending on your assigned pathway select 1, 2 or 3 first preferences and 1 or 2 reserve subjects from this list

Computing, Business & Technology

- Business Studies/Retail Business
- Child Development
- Computer Science
- Constructing the Built Environment
- Engineering
- Food Preparation & Nutrition
- Information Communication Technology

Humanities

- Geography
- History
- Religious Studies

Learning Support

- Skills in Progression
- Tourism

Modern Foreign Languages

- French
- German
- Spanish

Performing & Creative Arts

- Art & Design
- Dance
- Music
- Music Technology
- Performing Arts (Acting)
- Performing Arts (Musical Theatre)
- Performing Arts (Production)

PE

- Physical Education

Art & Design

GCSE in Art, Craft and Design

The course is designed to meet the needs of the students who may be considering further study or a career in Art & Design or who simply have a strong interest in the subject. Creativity and flair are obviously assets but commitment and good organisational skills are also important for success in this subject. Students should have basic art equipment (colouring pencils, paint, paper, glue, pens and pencils) for completing work at home.

Course Details

This GCSE course provides a breadth of opportunity for involvement through which creative, imaginative and critical abilities can be developed. Students will be introduced to a variety of experiences, processes and techniques in two and three-dimensional media. These may include painting, printmaking and ceramics. With the emphasis on practical work, students will be able to improve on drawing, painting and modelling skills. Students will be expected to make use of ICT to gather a wide range of information on both artists and cultures, to help inform and develop their ideas. Students will have the opportunity to visit an art gallery to help enhance their contextual understanding.

Coursework

Assessment will be on a portfolio of coursework worth 60% and the final examination worth 40%. This coursework will be completed during the two years of the course and made up of several different projects. As part of the coursework, students will be expected to maintain several sketchbooks in which all developments and experiments are logged, both practically and through short annotation. Homework is an essential part of coursework and students are expected to complete 2 - 3 hours per week.

The Examination

An externally set paper will be given, allowing approximately 20 hours preparation time on a chosen theme that will then lead up to a 10 hour practical examination. The key to success is the collation of good visual sources at the start and keeping up to date with Homework.

Further Education & Careers

It is a recognised entry for further study at A level or BTEC. There are numerous art-related courses for student's to follow in creative and vocational areas.

Further Information & Advice

Sarah Armstrong (sag@boswells-school.com) Head of Art

Dance

Dance allows students to develop their creative talents and offers the opportunity for students to extend their knowledge of choreography, dance forms, performance and appreciation. Students learn to work in a particularly close social environment and develop a great deal of self-confidence in performing and choreographing for themselves and others.

Course Details

This GCSE course aims to develop knowledge of dance as an art form through three strands of the course, choreography, performance and appreciation.

The course is biased towards contemporary dance, which all students have experienced at Key Stage 3. The students will study six set works. Students are assessed on both practical and theoretical elements.

Weekly attendance at Dance Club is a basic requirement, as it constitutes the majority of the Homework allocated to the course. Involvement in the School Production and dance shows are a strong recommendation. It is essential that students who opt to study this course are confident to perform in a public forum. They will be expected to perform in the GCSE Dance Showcase.

Coursework

Performance in a duet or trio (performance piece) and a solo performance (2 x set phrases) (30%)

Group composition (30%)

The Examination

The remaining 40% of the final mark is made up of an externally set written paper.

Further Education & Careers

It will give access to BTEC and A level courses, and is particularly relevant to Performing Arts courses. If you are thinking of a career in the media/theatre, then this course is not only great fun but enhancing too.

Further Information & Advice

Paul Butler (pbr@boswells-school.com) Head of Dance and Head of Faculty

Music

This course is ideally suited to students who have achieved well during KS3, have been recommended by a member of the Music team, or students who are currently receiving instrumental tuition. If you are not currently receiving tuition you should speak to your music teacher regarding your suitability for this course. The course relies on students having creativity and commitment and a natural interest in performing and listening to music.

Course Details

GCSE music is about making and listening to music. It covers performing, composing and listening to a wide variety of musical styles – popular music, world music, and classical music. There are opportunities to use music technology such as sequencing and recording. The ability to play an instrument or sing is recommended and would be highly advantageous to this course.

Coursework

This comprises 60% of the final mark for which students will perform (play, sing or sequence) two pieces of music and compose a further two pieces. One of the performances will be a solo in any style and on any instrument. The other performance will be with other players in ensemble form. Minimum combined duration of both performances is four minutes, one minute of which must be ensemble. These performances may take place in the classroom, in school music groups or outside school but must be in the presence of your teacher. They will be recorded and marked by the class teacher. Performances will take place regularly in front of peers during the timetabled classes.

Students will also compose two pieces of music; one piece to a brief, and another which is completely free choice allowing students' creativity to flourish. These compositions will also be marked internally by the classroom teacher. Minimum combined duration of both compositions is only three minutes.

The Examination

There is a single written examination at the end of the course accounting for 40% of the final examination grade. It involves listening to music in the styles and forms studied such as classical, popular, and world studies, and answering a variety of questions about them.

Further Education & Careers

This course can lead on to study at A Level and it is accepted in all colleges and universities as a recognised qualification. It is highly relevant to a wide range of careers.

Further Information & Advice

Paul Butler (pbr@boswells-school.com)

Head of Faculty

Daniel Hardaker (dhr@boswells-school.com)

Joint Heads of Music

Alison Kemp (akp@boswells-school.com)

BTEC Music

Students who study this course will achieve a Level 2 BTEC First Award in Music. The course is ideally suited to students who have an interest in recording, mixing and producing music of all popular styles. Students on this course need no prior musical knowledge or any instrumental ability.

Course Details

The course consists of the following four units:

Unit 1 - The music industry. (Exam Module) Students will:

- know different types of organisations in the music industry.
- know job roles in the music industry.

Unit 2 - Managing a musical product. Students will:

- plan, develop and deliver a music product.
- review the management of a music product.

Unit 3 - Introducing music recording. Students will:

- plan a recording session, understand studio equipment.
- use recording equipment safely to produce multi-track recordings in the studio.

Unit 4 - Introducing music sequencing. Students will:

- explore music sequencing techniques using Logic Pro.
- use music sequencing software to create music for a car advert on Logic Pro.

The Examination

The course is 75% coursework based, which is internally assessed at The Boswells School, and Unit 1 is externally assessed by a written examination at the end of the course.

Further Education & Careers

This course could lead to an apprenticeship, working in a recording studio or as a sound production engineer for the BBC or similar. Students could also go on to study various Level 3 BTEC Music Technology courses at a college or sixth form.

Further Information & Advice

Paul Butler (pbr@boswells-school.com)

Head of Faculty

Daniel Hardaker (dhr@boswells-school.com)

Joint Heads of Music

Alison Kemp (akp@boswells-school.com)

BTEC Performing Arts (Acting)

This Edexcel BTEC Level 2 Tech Award is the equivalent of 1 GCSE and is designed to develop students' understanding of the Performing Arts industry as actors. This course is aimed at those students who have a passion and skill for performance. The course consists of 3 formal modules and numerous skills based schemes of work which will provide a broad range of activities over the two years to increase theoretical knowledge and challenge performance skills. Elements of voice work, speech, movement and characterisation are covered. The focus of this course is on the performance skills and allows the students to be fully involved and integral to the school's varied extra-curricular provisions/shows.

This course will be of particular interest to students wishing to extend upon and broaden their lower school experience of written and performed drama, as well as their experience of live theatre. It offers maximum scope for practical and creative work including: improvisation, developing drama skills and knowledge in a range of styles, role-play and the exploration of play texts. This course also provides an ideal opportunity to develop confidence and group work skills. Students will be expected to express ideas and participate in practical work as individuals and group members.

Course Details

Core Units:

Component 1: Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional actor.

Assessment: internally assessed assignments

Weighting: 30% of total course

Component 2: Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in the chosen discipline of acting

Assessment: internally assessed assignments

Weighting: 30% of total course

Component 3: Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course

Assessment

Students will be assessed throughout the course via performances, video diaries, presentations, written projects, teacher reports and evaluations. Emphasis is placed on the ability to perform in front of a live audience.

Further Education & Careers

The course will give access to A/AS level courses (such as Drama & Theatre and Performing Arts) and is particularly relevant to Performing Arts further courses. If you are considering a career in performing, arts management or media this course will give you an in depth knowledge which will provide a broad basis for further study.

Paul Butler (pbr@boswells-school.com)

Head of Faculty

Laura Willcox (lwx@boswells-school.com)

Head of Drama and BTEC Programme Leader

BTEC Performing Arts (Musical Theatre)

This Edexcel BTEC Level 2 Tech Award is the equivalent of 1 GCSE and is designed to develop students' understanding of the Performing Arts industry. This course is aimed at those students who have a passion and skill for Musical Theatre. The course consists of 3 formal modules and numerous skills based schemes of work which will provide a broad range of activities over the two years to increase theoretical knowledge and challenge performance skills. Elements of voice work, speech, movement and characterisation are covered. The focus of this course is on the performance skills and allows the students to be fully involved and integral to the school's varied extra-curricular provisions/shows.

This course will be of particular interest to students wishing to extend upon and broaden their lower school experience of singing, dance and acting, as well as their experience of whole school productions and viewing of live theatre. It offers maximum scope for practical and creative work and developing acting, singing and dance skills and knowledge in a range of styles. This course also provides an ideal opportunity to develop confidence and group work skills. Students will be expected to express ideas and participate in practical work as individuals and group members.

Course Details

Core Units:

Component 1: Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional musical theatre performer, director or choreographer.

Assessment: internally assessed assignments

Weighting: 30% of total course

Component 2: Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in the chosen discipline musical theatre (singing, dance and acting).

Assessment: internally assessed assignments

Weighting: 30% of total course

Component 3: Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of total course

Assessment

Students will be assessed throughout the course via performances, video diaries, presentations, written projects, teacher reports and evaluations. Emphasis is placed on the ability to perform in front of a live audience.

Further Education & Careers

The course will give access to A/AS level courses (such as Drama & Theatre and Performing Arts) and is particularly relevant to Performing Arts further courses. If you are considering a career in performing, arts management or media this course will give you an in depth knowledge which will provide a broad basis for further study.

Further Information & Advice

Paul Butler (pbr@boswells-school.com) Head of Faculty

Laura Willcox (lwx@boswells-school.com) Assistant Head of Faculty and BTEC programme leader

BTEC Performing Arts (Production design)

This Edexcel BTEC Level 2 Tech Award is the equivalent of 1 GCSE and is designed to develop students' understanding of the Performing Arts industry. This course is aimed at those students who have a passion and skill for production design. The course consists of 3 formal modules and numerous skills based schemes of work which will provide a broad range of activities over the two years to increase theoretical knowledge and experience of designing and executing the backstage elements of a production (costume, makeup, masks, props, set, lighting, sound). Focus of this course is on the design and technical elements needed within a production and allows the students to be fully involved and integral to the school's varied extra-curricular provisions/shows.

This course will be of particular interest to students wishing to extend upon and broaden stage crew/production club as well as their experience of whole school productions and viewing of live theatre. It offers maximum scope for practical and creative work and developing design and making skills for a range of production pieces. This course also provides an ideal opportunity to develop team work and problem solving skills. Students will be expected to express ideas and participate in practical application as individuals and group members.

Course Details

Core Units:

Component 1: Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional member of a production team; experience the designing and creating of a range of production elements

Assessment: internally assessed assignments

Weighting: 30% of total course

Component 2: Developing Skills and Techniques in the Performing Arts

Aim: develop skills and techniques in production design and design and execute one for performance

Assessment: internally assessed assignments

Weighting: 30% of total course

Component 3: Performing to a Brief

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task, where students work on designing and executing a production element for use in performance.

Weighting: 40% of total course

Assessment

Students will be assessed throughout the course via performance events, video diaries, presentations, written projects, teacher reports and evaluations. Emphasis is placed on the ability to perform in front of a live audience.

Further Education & Careers

The course will give access to A/AS level courses (such as Drama & Theatre and Performing Arts) and is particularly relevant to Performing Arts further courses. If you are considering a career in performing, arts management or media this course will give you an in depth knowledge which will provide a broad basis for further study.

Further Information & Advice

Paul Butler (pbr@boswells-school.com)

Head of Faculty

Laura Willcox (lwx@boswells-school.com)

Assistant Head of Faculty and BTEC programme leader

Film Studies

Film Studies is an extremely enjoyable and worthwhile subject to study, but expect to be constantly challenged by the course. Not only will it change the way you watch film, but more importantly it will challenge you to think in new ways and question or change your perspective on a whole host of issues, for example, representation of race or gender. Studying film allows you to understand important issues and developments within history, society and culture, using film as the medium with which to gain a greater insight into these areas.

Course Details

You will study the following areas:

- US Film 1930-1960
- US Film 1961-1990
- US Independent film
- Global Film
- Contemporary UK Film

You will study the following concepts:

- Film Technology
- Narrative & Genre
- Representation
- Film Style
- Film Criticism

Assessment:

There are two exams at GCSE, each worth 35% of the qualification with the remaining 30% assessed by Production work. Each exam lasts 90 minutes and consists of three different sections:

Component 1: Key Developments in US Film

- Section A: US Film Comparative Study
- Section B: Key Developments in Film & Film Technology
- Section C: US Independent Film

Component 2: Global Film – Narrative, Representation & Film Style

- Section A: Global English language film
- Section B: Global non-English language film
- Section C: Contemporary UK film

Component 3: Creative Production

There is a creative production element which allows you to showcase the film-making or screenwriting skills you have developed during the course by producing a:

Film Extract (video) or Film Extract Screenplay (with storyboard) Evaluative Analysis

Further Education & Careers

This course is ideal for those students considering a Further Education course in Media and Film studies. Studying Film studies can lead on to many career pathways within the industry including Visual Effects Production, Editing, Film Production, Film researching, Media Production industries and many, many more. The Key skills you develop are transferable to other subjects and include:

Creative Thinking Critical Thinking Emotional Intelligence Film Analysis Textual Analysis Communication Research skills Literacy Technical competencies (i.e. film editing)

Further Information & Advice

Toni Lister (tlr@boswells-school.com)

Alison Crickmore (ace@boswells-school.com)

Head of KS4 Media Studies

Head of Faculty

French

The course extends and broadens the students' previous experiences, further developing speaking, listening, reading and writing skills in the target language whilst offering invaluable insights into foreign cultures.

Please note that unfortunately it is not possible to take up a new language at this stage.

Course Details

This course continues the development of skills in comprehension, writing and speaking. We use lively, up to date materials, including ICT, to offer students a sound knowledge of the basic structures that make up the language. This prepares them for real life everyday situations involving listening, reading and conversation. The study of aspects of French life is an essential part of this course at all levels of ability, and students are encouraged to visit France. French is examined at GCSE via listening, reading and writing papers. In addition, students will have to complete a speaking examination (recorded). All 4 components are weighed equally (25% each).

It is essential that all students studying a language have a bilingual dictionary, know how to use it and bring it to every lesson. Students will be given a range of resources and materials, but should also consider purchasing a Revision Guide. Guides following the relevant syllabus and containing Listening CDs/ recordings for Listening practice are favoured.

Themes

Themes and topics covered provide a strong foundation for the study of the language at A Level. Themes covered during the course will be on aspects of: Identity and culture - Local area, Holiday and travel - School - Future aspirations, Study and work - International and global dimension.

Further Education & Careers

Using languages at work is no longer limited to specialist interpreters or working abroad, but is an increasingly sought after skill in many professional, commercial and industrial areas e.g. law, secretarial work, business, tourism, sales, marketing and journalism. Languages are also often a key entry requirement for many top universities in the UK. Additional language skills are sought after all over the globe but nowhere is this shortage felt more acutely than in the UK - so we want our students to have that added advantage.

Further Information & Advice

In the first instance, your child's teacher will be able to provide individual advice. You may also wish to contact the following staff:

Vanessa Lamb (vlb@boswells-school.com)	Head of Faculty - Languages
Katherine Martin (kmn@boswells-school.com)	Head of French

Useful websites:

<http://www.bbc.co.uk/languages/>

www.linguascope.com

www.languageskills.co.uk

http://www.prospects.ac.uk/options_modern_languages.htm

Spanish

The course extends and broadens the students' previous experiences, further developing speaking, listening, reading and writing skills in the target language whilst offering invaluable insights into foreign cultures.

Please note that unfortunately it is not possible to take up a new language at this stage.

Course Details

This course continues the development of skills in comprehension, writing and speaking. We use lively, up to date materials, including ICT, to offer students a sound knowledge of the basic structures that make up the language. This prepares them for real life everyday situations involving listening, reading and conversation. The study of aspects of Spanish life is an essential part of this course at all levels of ability, and students are encouraged to visit Spain. Spanish is examined at GCSE via listening, reading and writing papers. In addition, students will have to complete a speaking examination (recorded). All 4 components are weighed equally (25% each).

It is essential that all students studying a language have a bilingual dictionary, know how to use it and bring it to every lesson. Students will be given a range of resources and materials, but should also consider purchasing a Revision Guide. Guides following the relevant syllabus and containing Listening CDs/ recordings for Listening practice are favoured.

Themes

Themes and topics covered provide a strong foundation for the study of the language at A Level. Themes covered during the course will be on aspects of: Identity and culture - Local area, Holiday and travel - School - Future aspirations, Study and work - International and global dimension.

Further Education & Careers

Using languages at work is no longer limited to specialist interpreters or working abroad, but is an increasingly sought after skill in many professional, commercial and industrial areas e.g. law, secretarial work, business, tourism, sales, marketing and journalism. Languages are also often a key entry requirement for many top universities in the UK. Additional language skills are sought after all over the globe but nowhere is this shortage felt more acutely than in the UK - so we want our students to have that added advantage.

Further Information & Advice

In the first instance, your child's teacher will be able to provide individual advice. You may also wish to contact the following staff:

Vanessa Lamb (vlb@boswells-school.com)	Head of Faculty – Languages
Rebecca Nobes (rns@boswells-school.com)	Head of Spanish

Useful websites:

www.bbc.co.uk/languages/

www.linguascope.com

www.languageskills.co.uk

http://www.prospects.ac.uk/options_modern_languages.htm

German

The course extends and broadens the students' previous experiences, further developing speaking, listening, reading and writing skills in the target language whilst offering invaluable insights into foreign cultures.

Please note that unfortunately it is not possible to take up a new language at this stage.

Course Details

This course continues the development of skills in comprehension, writing and speaking. We use lively, up to date materials, including ICT, to offer students a sound knowledge of the basic structures that make up the language. This prepares them for real life everyday situations involving listening, reading and conversation. The study of aspects of German life is an essential part of this course at all levels of ability, and students are encouraged to visit Germany. German is examined at GCSE via listening, reading and writing papers. In addition, students will have to complete a speaking examination (recorded). All 4 components are weighed equally (25% each).

It is essential that all students studying a language have a bilingual dictionary, know how to use it and bring it to every lesson. Students will be given a range of resources and materials, but should also consider purchasing a Revision Guide. Guides following the relevant syllabus and containing Listening CDs/ recordings for Listening practice are favoured.

Themes

Themes and topics covered provide a strong foundation for the study of the language at A Level. Themes covered during the course will be on aspects of: Identity and culture - Local area, Holiday and travel - School - Future aspirations, Study and work - International and global dimension.

Further Education & Careers

Using languages at work is no longer limited to specialist interpreters or working abroad, but is an increasingly sought after skill in many professional, commercial and industrial areas e.g. law, secretarial work, business, tourism, sales, marketing and journalism. Languages are also often a key entry requirement for many top universities in the UK. Additional language skills are sought after all over the globe but no-where is this shortage felt more acutely than in the UK - so we want our students to have that added advantage.

Further Information & Advice

Vanessa Lamb (vlb@boswells-school.com)

Head of Faculty – Languages and KS5 German

Jackie Robertson (jrn@boswells-school.com)

Head of German

Useful websites:

<http://www.bbc.co.uk/languages/>

www.linguascope.com

www.languageskills.co.uk

http://www.prospects.ac.uk/options_modern_languages.htm

Geography

Geography helps you to understand what is happening around you. You will understand why your cities, are changing and some places are rich and others are poor. You will discover how our rivers and the sea shaped the land. The world in which we live is likely to change more in the next 50 years than it has ever done before, Geography explains why and helps you prepare for those changes.

Course Details

We follow the AQA specification. This exciting and relevant course studies geography in a framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes

Course overview

The course is structured into three examination papers as shown below:

Paper 1: Living with the physical environment

Section A: The challenge of natural hazards (Tectonic Hazards, Weather Hazards, Climate change)

Section B: Physical landscapes in the UK (Rivers and Coasts)

Section C: The living world (Tropical rainforests, Hot deserts)

Paper 2: Challenges in the human environment

Section A: Urban issues and challenges (Urbanisation)

Section B: The changing economic world (Development issues)

Section C: The challenge of resource management (e.g.: Water)

Paper 3: Geographical applications

Section A: Issue evaluation (Critical thinking and problem solving)

Section B: Fieldwork

Assessment

100% of the final GCSE grade will be examined at the end of Year 11 in the form of three structured examination papers. Two of these papers are one and half hours long and the third is an hour and 15 minutes long.

Trips

In order to meet the requirements of the course, students need to collect information first hand through fieldwork. There will be two separate days of fieldwork in Year 11. One will cover physical geography and one will cover human geography. This is assessed as part of the written examination in which students are required to refer to both primary and secondary data.

Further Education & Careers

Employers and Universities value Geography students highly for their wide range of transferable skills ranging from problem solving, analysis and technical aptitude. For students wishing to pursue courses at a Sixth Form College, Geography will enhance their understanding of other Humanities subjects, Business Studies and IT.

Further Information & Advice

Ms Sarah Hayes (spn@boswells-school.com)

Head of Faculty

Mrs Sarah Wells (swe@boswells-school.com)

Head of Geography

History

History is not just about the past! Studying GCSE in History will help you to understand the world in which you live and orientate your place within a world which is changing around you.

Course Details

The GCSE course looks to develop students' knowledge and understanding of past events, people and societies through the study of three diverse, yet complimentary, topics. The course also looks to develop students' conceptual understanding of causation, change, consequence and significance, as well as their ability to handle sources of information.

The three papers students undertake are:

Paper 1 (1hr 15min): Warfare and British Society c1250-present and London and the Second World War, 1939-45 (Historic environment element) (30% of the qualification): This paper focuses on the nature of warfare as well as the impact of war upon society. The paper covers four distinct time periods; c1250-c1500 (Medieval Warfare), Warfare and English society in the early modern period (c1500-c1750), Warfare and British society in the eighteenth and nineteenth centuries (c1750-c1900) and Warfare and British society in the modern era. This paper examines students' ability to utilise detailed historical knowledge, assessing their understanding of causation, consequence, change and methods via written assessment.

Paper 1 also contains the **Historic Environment** element of the GCSE, which focuses on London during the Second World War (1939-45). This is a source-based study that examines the importance of London during the Second World War, the nature of attacks on London and the impact of the attacks on the people of London.

Paper 2 (1hr 45min): Period study and British depth study; Superpower relations and the Cold War, 1941-91 and Early Elizabethan England, 1558-88 (40% of the qualification): This paper again contains two distinct aspects. The period study focuses on international relations during The Cold War period, specifically the changing relations between the USA and USSR. Topics include; NATO and the Warsaw Pact, the Arms Race, the Cuban Missile Crisis and the Collapse of the Soviet Union. This paper examines students' ability to use their chronological understanding and historical knowledge of the period to explain and analyse the significance of key events upon international relations. The British Depth Study focuses on the early Elizabethan period.

Paper 3 (1hr 20min): Modern depth study; Germany, 1918 - 39 (30% of the qualification): This final paper is an in-depth study into Germany during this short period of its history. Topics include, Weimar Germany, Hitler's Rise to Power, the Nazi Dictatorship and Nazi domestic policies. This unit examines students' ability to use detailed historical knowledge, assessing their understanding of causation, consequence, change and methods. The paper also assesses student's ability to analyse, evaluate and make judgements about interpretations including how and why interpretations may differ in the context of historical events studied.

Trips and Visits

The History Department runs a four-day trip to Berlin in June.

Further Education & Careers

History is prized by all employers, sixth-form colleges and universities. Students that have undertaken GCSE History often use the skills gained to pursue a career in professions such as Journalism, Law, and the Civil Service.

Further Information & Advice

Mrs Sarah Hayes (spn@boswells-school.com)

Head of Faculty

Mr John Daggar (jdr@boswells-school.com)

Head of History

Religious Studies

Religion matters! You will be working in a world with people who believe very different things from you. Taking Religious Studies at GCSE gives students the opportunity to explore issues that are important in today's world. It is a stimulating and thought-provoking course, which opens up a deeper understanding of people's actions and beliefs. The subject also proves popular at A Level with many students going on to take a Philosophy or Religious Studies degree.

Course Details

The full GCSE course in Religious Studies follows the Eduqas Syllabus. Within this we study 3 papers focusing on Islam, Christianity and Moral Issues. This is a challenging but extremely rewarding course to explore. With experienced teachers who are energetic and engaging in their teaching styles and with a bank of modern media to analyse as part of each module, students find the Religious Studies course opens their minds to the world of current affairs. The syllabus has been chosen to give students the full range of major world issues explored from two religious perspectives, and non-religious views and in doing so, develop their own personal opinions.

Paper 1 examines a complex range of contemporary moral issues including euthanasia, abortion, sex, homosexuality and prejudice. Students also examine arguments for and against the existence of God and study institutions such as the family and marriage. Students will also learn about the main principles and beliefs of the Islamic faith.

In Papers 2 and 3 students examine the main principles and beliefs of The Christian and Islamic faith.

Each student has been issued with a detailed breakdown of each module.

The Examinations

There are three examinations for the full course in Religious Studies. Two are 1 hour and one exam is 1 hour 45 minutes. These form 100% of the final grade.

Further Education and Careers

Religious Studies gives students a sound basis for studying any A level Humanities or Social Science and is recognised as an excellent subject for any career.

Further Information and Advice

Mrs Sarah Hayes (spn@boswells-school.com)

Head of Faculty

Mr Jack Caba (jcb@boswells-school.com)

Head of Department

Retail Business

601/3215/2 WJEC Level 2 Certificate in Retail Business

Students complete course work and an exam. It enables learners to learn in such a way that they develop:

- skills required for independent learning and development
- the ability to solve problems
- the skills of project-based research
- development and presentation skills

Course Content

Internal assessment (coursework) Unit 1 (25%) and 3 (50%).

WJEC Level 1/2 Award in Retail Business			
Unit Number	Unit Title		Assessment
1	Customer Experience	Mandatory	Internal
2	Retail Business	Mandatory	External
3	Retail Operations	Mandatory	Internal

- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Students complete two pieces of coursework – each between 20 and 50 A4 pages typed.
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for each grade.

External Assessment: (25 % of the course) Unit 2

Unit 2: Retail Business will be externally assessed. Details of the external assessment are as follows:

- 75 minute examination
- Total of 60 marks
- Three questions on each paper
- Short and extended answer questions, based on stimulus material and applied contexts
- Each question will have an applied problem solving scenario
- Each paper will assess all four learning outcomes. Assessment criteria will be sampled in each series. Each paper will assess learners' ability to interpret data
- Available in June of each year; learners are allowed one re-sit opportunity; the highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers Graded: Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction

Further Information & Advice

Mrs Jillian Fowler (jft@boswells-school.com) Head of Business and Economics

Business Studies

100% exam based, two 1.5 hour exams at the end of year 11.

This Business Studies (1BS0) course enables students to:

- Actively engage in the study of business so they develop into effective and independent students
- Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts

Course Content

Theme 1 – Investigating small business – 50% externally examined

This unit contains five topics:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Overview of assessment

External examination – 90 minutes for 90 marks

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper

Theme 2 – Building a business – 50% externally examined

This unit contains five topics:

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Overview of assessment

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks

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

Further Education and Careers

This course provides students with a sound basis for progression to courses in the college or to employment. It helps to prepare the students as employees who have a practical application of business and who have the ability to use knowledge, skills and understanding appropriate in the context of the UK and European market.

Further Information & Advice

Mrs Jillian Fowler (jft@boswells-school.com) Head of Business and Economics

2019-2021

Child Development

This course is designed to give students an insight into the social, physical, intellectual and emotional development of children. The Level 2 Award Certificate Cambridge National is being offered.

Course Details

Through the course of Child Development, students will study the overall needs of young children and the social environmental influences which affect their development in a contemporary, changing and multi-cultural society. There will be an opportunity to observe a young child at different stages of their development from birth to pre-school. Students following this course will study:

- Preparation for Pregnancy and Birth
- Physical Development
- Nutrition and Health
- Intellectual, Social and Emotional Development

Controlled assessments

Students will be required to submit two centre-assessed units with practical task-based assessment opportunities worth 50% of the final marks. Comprising of a child study task that requires a problem solving and investigative approach (this will be based on the observation of the development of a child provided by the student under the age of five) together with a shorter task, both of which are focused assignments with the emphasis placed on practical skills.

The Examination

This comprises 50% of the final marks and will be one and a half hours duration. It will examine the student's theoretical knowledge of the subject. Recall will be by short answer data response, structured and free response questions.

Further Education & Careers

Many aspects of the course will lead into related vocational courses, for example BTEC First Certificate in Children's Play, Learning and Development and Level 3 Diploma in Early Years Professional Practice, Level 3 Cambridge Technicals.

Further Information & Advice

Ms Penny Cater (pcr@boswells-school.com)

Head of Faculty

Mrs Linda Loy (lly@boswells-school.com)

Head of Food and Child Development

Computer Science

Course Details

Ever wondered what goes on 'behind the scenes' with the use of computers and other technology? This course gives you a real in-depth understanding of how computer technology works, including programming. It will develop critical thinking, analysis and problem-solving skills throughout the programme. It is a fun and interesting way to develop these transferrable skills to other subjects and can even be applied in day to day life. There is a focus on cyber security looking at phishing, malware, firewalls and people as the 'weak point' in secure systems which students will study for the first time at GCSE Level. There is also a greater emphasis on 'computational thinking' - cloud based programming platforms allow the students to learn the theory and apply it in real life situations in any programming language. Students will then use their new found programming skills in their independent coding project which helps to solve a real world problem of their choice, this encourages mental versatility.

The course is taught over 120 guided learning hours.

Certification/Qualification Awarded: GCSE Computer Science, graded 9-1

Additional Information: If you enjoy both English and Maths/Science you will also enjoy this course. Students who are interested in how a computer works, how to develop program code to solve problems, will find this interesting. Students must have access to a computer and the Internet outside of school hours to engage in the home learning tasks each week. The ability to be able to download recommended software is also a pre-requisite. This GCSE has links to areas studied in Maths, Science and English and will lead to further study of A Level Computer Science. Future careers may include computer programmer, systems analyst, engineering, financial resource management, science and medicine.

Assessment

This entire course is assessed through two written exams 40% each and one Non-Exam Assessment (NEA) 20%. The first exam focuses on Computer Systems, where the students learn complex theory such as Systems Architecture, Memory, Storage, Wired and Wireless Networks, Network Topologies, System Security, System Software and Ethical, Legal, Cultural and Environmental Concerns. This exam is worth 40% of the overall grade. The second written exam has a focus on Computational Thinking, Algorithms and Programming. Students will be expected to answer high level questions based on algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages and data representation. This exam is also worth 40% of the overall course. The Non-Exam Assessment (NEA) is an independent project which covers programming techniques, analysis, design, development, testing and evaluation of the program that has been made.

In **Year 10** students will prepare for paper 1 which will cover: Algorithms; Programming techniques; Computational logic; Translators and facilities of languages; Data Representation.

In **Year 11** students will prepare for paper 2 and NEA which will cover: Systems Architecture; Memory; Storage; Wired and Wireless Memory; Network Topology, Protocols and Layers; System Security; System Software; Ethical, Legal, Cultural and Environmental Concerns.

Further Education & Careers

The course will provide an essential foundation for most careers in the Computing/IT industry and further courses, including those specific to the use of computers and new technology.

Further Information & Advice

Penny Cater (pccr@boswells-school.com)

Head of Faculty and Head of Computing

Construction

The WJEC Level 1/2 Constructing the Built Environment course gives students an opportunity to build upon the basic skills they developed during Key Stage 3 and extend their understanding and application of working with materials, applying them to different contexts and using their manufacturing skills within the design context.

Course Details

WJEC Level 1/2 Construction Awards offer a learning experience that focuses learning through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Course Structure

Safety and Security in Construction (25% examination – external assessment)

Taken at the end of year 11 a 60 minute on-line examination which is a mixture of short and extended answer questions which gives students the opportunity to communicate detailed knowledge and thorough understanding of health, safety and security in construction and applying them to problems and other contexts.

Practical Construction Skills (50% controlled assessment – internal assessment)

Through this section of the coursework students will focus on a range of practical skills and apply three of them in greater detail which will become the assessed tasks for their coursework. Students will be assessed on their ability to interpret technical information, application of the skills, consideration of health and safety issues and the appropriateness of the skills and techniques utilised.

The skills covered include, as examples,

- Joinery e.g. hanging a door, attaching a skirting-board, etc;
- Tiling e.g. floor and wall, patch repair, etc;
- Electrical e.g. lighting, adding a new socket, etc;
- Brickwork e.g. use wall connectors, cut bricks, create a wall no higher than a metre, etc;
- Decorate e.g. emulsion a surface, gloss a panel door, paper an internal corner, etc;
- Plumbing e.g. waste and taps to a sink, etc.

Planning Construction Projects (25% controlled assessment style examination – external assessment)

Through this section students will focus on learning from the development of practical skills and health and safety requirements of construction processes and gain the knowledge and understanding needed to plan straightforward built environment development projects. This will be conducted from the point of view of many job roles in the sector including part of the client team, contractor team, statutory personnel and general individuals including security. A 2 hour on-line examination taken at the end of Year 11 will be based on 5 tasks from a list of 7 which are used to plan a construction project through the initial stages.

FURTHER EDUCATION AND CAREERS

The successful completion of this qualification, together with other equivalent qualifications, could provide the learner with opportunities to access a range of qualifications including A Levels, apprenticeships, vocationally related and occupational qualifications. These include:

- Level 3 Extended Project;
- Level 3 qualifications in construction;
- Apprenticeships in construction.

FURTHER INFORMATION AND ADVICE

Oliver Smith (ost@boswells-school.com) 2nd in CBT Faculty, Head of Design and Technology
See also the examination board's website for further information including a student guide, course specification and past examination papers:

WJEC – www.wjec.co.uk

Engineering

The WJEC Level 1/2 Engineering course gives students an opportunity to build upon the basic skills they developed during Key Stage 3 and extend their understanding and application of working with materials, applying them to different contexts using their manufacturing skills within the design context. The course is centred on the concept of 'plan, do, review' and this approach mirrors engineering production and design processes and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training.

Course Details

WJEC Level 1/2 Engineering is split into units where each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development;
- a range of generic and transferable skills with the ability to solve problems;
- the skills of project based research, development and presentation;
- the fundamental ability to work alongside other professionals, in a professional environment.

Course Structure

Engineering Design (25% examination – external assessment)

Taken at the end of year 11 a 90 minute examination which is a mixture of short and extended answer questions, based on stimulus material and applied contexts, where each question will have an applied problem solving scenario. A 60 mark paper where 10 marks are awarded for demonstration of mathematical skills and 20 marks are awarded for demonstrating drawing skills.

Producing Engineering Products (50% controlled assessment – internal assessment)

A manufacture project which is based on a design and brief set by the teacher. The product should be supported by a design folder which cover key engineering elements such as interpreting engineering drawings, identification of required resources, sequencing activities, use of tools, equipment and machinery and the evaluation of quality of engineered products.

Example projects include,

- manufacture of a scaled wind turbine;
- application of engineering drawings and circuit diagrams for the production of a toy radio controlled car;
- proposal and manufacture of a table and four chairs for the camping market which can be packed away in a box the size of a microwave.

Solving Engineering Problems (25% controlled assessment style examination – external assessment)

A 90 minute examination taken at the end of Year 11 will be based on the effects of engineering achievements, properties of engineering materials, engineering processes and solving engineering problems. The paper will be a mixture of short and longer written answers based on a pre-researched theme which will be based on one of or a mixture of mechanical, electronic and/or structural engineering.

Further Education and Careers

The successful completion of this qualification, together with other equivalent qualifications, could provide the learner with opportunities to access a range of qualifications including A Levels, apprenticeships, vocationally related and occupational qualifications. These include GCE in Engineering, Level 3 qualifications in Engineering or subject specific apprenticeships.

Further Information and Advice

Oliver Smith (ost@boswells-school.com)

2nd in CBT Faculty, Head of Design and Technology

Food Preparation & Nutrition

GCSE Food Preparation and Nutrition gives students the opportunity to extend, broaden and further develop their skills working with food.

Course Details

The course is aimed at students who are interested in any aspect of food, cookery and nutrition in the context of healthy diets and food science.

This qualification includes:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Non-Examined Assessment: 50% of grade taken in Year 11

Task 1: Food investigation: 15%

Students show their understanding of Food Science with the working characteristics, functional and chemical properties of ingredients. There will be a mock exam at the end of Year 10.

Practical investigations are a compulsory element of this task and taken in Year 11.

Task 2: Food preparation assessment: 35%

Students show their knowledge and demonstrate their skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. There will be a mock exam at the end of Year 10.

The Examination

- 1 hour 45 minutes
- 50% of grade
- Eight questions each with a number of sub questions (100 marks). It will examine the student's theoretical knowledge of the subject.

Further Education & Careers

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Further Information & Advice

Ms Penny Cater (pcr@boswells-school.com)

Head of Faculty

Mrs Linda Loy (lly@boswells-school.com)

Head of Food & Child Development

Information Communication Technology

OCR Cambridge Nationals in ICT gives students the essential skills for success in employment and higher education, and are among the fundamental transferable skills required by employers. This course delivers these skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. Students will receive a broad and engaging experience in the use of Information Technology and creative Internet media. It prepares candidates for a world increasingly dominated by the use of technology to support our working and private lives, which influences every aspect of everyday life. Studying ICT will help develop understanding and practical skills that are needed by active participants in this exciting and dynamic world.

Candidates are able to achieve the Certificate in ICT, on completing this course.

Course Details and Assessment

Units	Assessment Method
Mandatory R001: Understanding computer systems	Written paper 1 hour—60 marks
Mandatory R002: Using ICT to create business solutions	Centre assessed task OCR Moderated
2 other Optional Units Example: Creating modern media products and advanced spreadsheets	Centre assessed task OCR Moderated

The course comprises of 4 units totalling 120 guided learning hours:

- **Understanding Computer Systems (30 GLH):** this compulsory unit covers how computers and their components work, programming concepts, operating systems and software applications. This will include systems used at home, school and in a business setting.

Assessed by: Externally set exam

- Using ICT to Create Business Solutions (30 GLH):

Students will use a wide range of applications, developing an understanding of how to select the most appropriate software and to use tools to meet specific business requirements.

Assessed by: Internally marked and externally moderated coursework.

- Two further optional units (each 30 GLH)

Further Education & Careers

The course will provide an essential foundation for most careers and further courses, including those specific to the use of computers, media, and new technology.

Further Information & Advice

Penny Cater (pcr@boswells-school.com) Head of Faculty and Head of Computing

Physical Education

PE offers students the opportunity to develop their skills in a wide range of sports and activities, alongside helping them to improve upon their own performance.

Course Details

Students will have already been taught a variety of different activities in their PE lessons and this course will help them to build upon these basic skills. Throughout the course students learn about exercise, how the body works to help you exercise and then, through training, how the performance can be improved. This course contains one hour of theory work and two hours of practical work each week. **After school, lunchtime and before school sessions are part of the students' homework. A minimum of two sporting activities per week are compulsory in order to improve and maintain standards of performance. Students opting for this course must be prepared to make this commitment.**

Assessment

60% Theory consists of:

Paper 1

- Anatomy and Physiology (How the body works and how exercise effects the body)
- Motion and Movement (How size, direction and position effects forces on the body)
- Interpreting Data (Heart rates, recovery rates and graphs)

Paper 2

- Sociology of Sport (Gender, disability, sportsmanship and gamesmanship)
- Psychology of sport (Goal setting, imagery and mental rehearsal)

These tests last 1hr 30 minutes each and ask a variety of multiple choice, short and long answer questions.

40% Practical consists of:

1. 3 examined sports performances (10% per sport)
2. 10% coursework creating and evaluating a personal exercise programme followed by an oral presentation.

Is it difficult?

This depends on the person. It is not just about playing a game, you have to be good practically over a range of sports and also be able to fully understand the theory. Remember GCSE PE is fun, it is enjoyable and it is also challenging and demanding.

Further Education & Careers

PE is a subject that combines well with many other areas and a good GCSE grade will help students move on to any A-level course. Employment opportunities where these skills will be particularly valued include teaching, physiotherapy, sports administration, coaching, sports management or fitness. Students may also wish to follow this course for its own sake because they are interested in the fitness, health and enjoyment of it.

Books and materials

- BBC Bitesize
- Revision and workbook guides
- Awarding body website
- theeverlearner.com

Further Information & Advice

Sara Heaton (shn@boswells-school.com)

Head of Faculty

Callum Ridgway (cry@boswells-school.com)

Assistant Head of Faculty

Level 1 Diploma: Skills in Progression

Course Details

The Skills in Progression Diploma is designed to enable the greatest flexibility for students. The range of benefits for students include:

- An opportunity to work towards qualifications in small steps;
- Assessment methods that can be matched to learning aims and styles;
- Opportunities to boost self-esteem, self-confidence and to develop group and teamwork communication skills;
- Opportunities to improve employability.

Students will need to gain a total of 42 credits to achieve the Diploma from the wide range of Core and Optional Units available. The Core Units focus on areas such as: Developing Group and Teamwork Skills, Developing Personal Learning Skills and Introduction to Skills for Employability. Whilst the Optional Units offer a diverse range of options, many of which are vocational, including: Customer Service, Crime and Punishment, Local History, Advertising, News Production, Participating in Leisure Activities and Developing Presentation Skills.

Assessment

The assessment is portfolio based with no written examination, which means that it can be tailored for the needs of each student. Portfolio evidence can be presented in a number of different ways including video and photographic evidence as well as written documentation.

Further Education and Careers

The skills, knowledge and understanding developed during this course provide a basis for further study and progression to Level 2 qualifications.

Further Information & Advice

Andrea Thorne (atn@boswells-school.com)

Head of Learning Support

BTEC Travel and Tourism

Tourism is one of the fastest growing sectors in the UK in employment terms and is the UK's third largest employer. This qualification provides an engaging introduction to the world of travel and tourism.

Course Details

This course includes both UK and international tourism and allows students to explore current issues affecting global travel and tourism organisations and destinations. Students will explore some of the key areas within the sector, including:

- Tourism development
- Trends in travel and tourism
- How organisations meet customer needs
- The local and appeal of different types of travel and tourism destinations
- The impact of travel and tourism on the local community, environment and economy

Coursework

There are 4 coursework assignments:

Component 1: Travel and Tourism Organisations and Destinations (2 coursework assignments)

Component 3: Customer Needs in Travel and Tourism (2 coursework assignments)

The Examination

There is 1 written exam.

Component 2: Influences on Global Travel and Tourism

Further Education & Careers

The skills and knowledge that you gain will provide a sound basis for progression for further study of this sector or alternatively, this qualification, together with other relevant qualifications at Level 2, could provide progression to vocational qualifications at Level 2 or 3. Students could also progress to a range of A level qualifications.

Further Information & Advice

Andrea Thorne (atn@boswells-school.com)

Head of Learning Support