

Key Stage 4 Options Booklet

Dear Students,

We hope that you are enjoying your first year at Haydon Bridge Community High School and Sports College and that you are looking forward to making decisions about your KS4 curriculum.

This booklet aims to give Year 9 students and their parents / carers the help they need in making important choices about the subjects students wish to take forward next year in preparing for a range of qualifications in Year 11. It provides information about the core subjects, the optional subjects and some guidelines about making choices.

Your parents / carers, form tutor and senior staff will help you to make your choices.

This is an exciting time in your education and we wish you every success.

Yours sincerely,

Mr J Dowler
Headteacher

Individual Learning Plan

Year 10 Options - Initial Preferences

Your name:.....Tutor group:.....

The list below includes all the subjects we are hoping to make available for Year 10 in 2010. Please make sure you have read the details about the courses in the Options Booklet, and that you understand the information about levels so that you choose appropriate subjects. Speak to your tutor or subject teachers if you are unsure.

The choices that you make will help us to plan the Year 10 timetable for next year so that the maximum number of students can study their chosen subjects. **Please understand, however, that not all combinations will be possible**, although we will do our best to satisfy as many wishes as we can. If some subjects only attract very small numbers, we may find we cannot offer them at all. In that case we will speak to students and contact parents / carers to discuss alternatives.

All subjects have a triple (3) double (2) or a single (1) value. You need to choose from the list subjects that give a total value of 6, showing them in your personal rank order. You will eventually do the equivalent of 4 singles, so your 5th and 6th choices are reserves which we will use instead of your 3rd / 4th choice(s) if we have to. If you are interested in a Higher or Foundation Diploma, you should choose it as Options 1, 2 and 3.

Subjects	Value	Your choice (1-6)
<i>Applied GCSE Health and Social Care</i>	1	
<i>Art</i>	1	
<i>BTEC First for IT</i>	1	
<i>Business Studies</i>	1	
<i>Drama</i>	1	
<i>French</i>	1	
<i>Food and Catering</i>	1	
<i>Geography</i>	1	
<i>Graphics</i>	1	
<i>History</i>	1	
<i>Music</i>	1	
<i>PE</i>	1	
<i>Religious Studies</i>	1	
<i>Resistant Materials</i>	1	
<i>Spanish</i>	1	
<i>Textiles</i>	1	
<i>WILD Course (Well Being in the Wider World) (Level 1)</i>	1	
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<i>BTEC First Diploma in Business (Level 2)</i>	2	
<i>BTEC First Diploma in Sport (Level 2)</i>	2	
<i>CACHE Foundation (Childcare Level 1)</i>	2	
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<i>Foundation Diploma – Environmental and Land Based Studies (Level 1)</i>	3	
<i>Higher Diploma – Construction and the Build Environment</i>	3	
<i>Higher Diploma – Engineering</i>	3	
<i>Higher Diploma – Environmental and Land Based Studies</i>	3	
<i>Higher Diploma – Hospitality</i>	3	
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SECTION A:

Introduction

Introduction

As you will know, Year 9 is the final year of Key Stage 3 where all students follow a curriculum that is set out for them. In Key Stage 4 students have, for the first time, some degree of choice about the curriculum that they follow. Consideration of what they may wish to study Post 16 and any career aspirations that they may have at this stage are both important factors in making these choices. The government's 14 – 19 agenda stresses the importance of choices made at this stage and the implications that this might have for the future. In light of this, schools have a responsibility to provide a breadth of options and a requirement to ensure that students receive appropriate advice and guidance in making these choices.

KS4 Curriculum

The Core: All students follow a compulsory core in accordance with the statutory requirements set out by government. This comprises examination courses in English, Maths and Science, a short course in RE and ICT functional skills in addition to non-examined courses in PE and PSHEE (including citizenship). These subjects combined comprise 60% of the curriculum (or 30 out of 50 lessons each fortnight).

The Options: The remaining 40% comes from the options subjects (or 20 out of 50 lessons each fortnight). Students are asked to choose the equivalent of 4 option subjects. Clearly these need to be carefully considered. All GCSE courses count as 1 option each. BTEC courses count as 2 options each. Foundation and Higher Diplomas count as 3 options each. Students need to bear this in mind when making their choices. It is important that students take time to find out what the different subjects involve and what qualifications each subject leads to. It is important to consider that some courses which take up two option blocks as well as Diploma courses may have 5 learning periods each week blocked across a day, and so students need to have a genuine interest in the subject if they are to take it on.

In making their choices, students should consider a balance of subjects which will provide variety in their curriculum and develop a range of skills which link to their individual strengths, interests and future aspirations.

Student Support and Guidance

The following table provides a summary of when and how students will receive support and guidance at school in making their choices for KS4:

DATE	SUPPORT AND GUIDANCE
November – February	A series of PHSEE lessons to support choices.
20 th January	'Taster' sessions to experience flavour of new subjects.
22 nd January	Year 9 Progress Reports issued.
2 nd February	Diploma Roadshow – 3:00 – 7:00pm, Beaumont Hotel, Hexham.
28 th January – 8 th February	All students receive a 1:1 interview with their tutors to discuss options choices.
28 th January	Learning Review and Options Evening – Issue of Options Booklet
8 th February	Return of option preferences.

8th February onwards...

Once options forms have been returned on 8th February (we would ask for your support in ensuring that students return their forms by this date) further work is done to ensure that students' choices are appropriate to their progress and interests. If we have any concerns we will speak to both students and parents/carers.

The choices made by each student are then put into the computer to help us generate the KS4 timetable. This process can take some time so it is important to warn at this stage that students will not receive an immediate response about the choices they have made.

A health warning!!

We ask that students choose 4 priority options with 2 reserve choices. The computer programme then works to generate a 'best fit' timetable that accommodates as many of these choice combinations as possible. **Inevitably it is impossible to get a 100% fit.** This means that we may need to speak to some students at a later stage to re-consider 1 or 2 of the choices that they have made (for this reason the **reserve subjects** are equally important when choosing subjects). It is also important to say at this stage that **if insufficient students opt for a particular subject it may not be viable for that subject to run** and so again we would need to speak to students to ask them to reconsider their choices.

Our experiences indicate that whilst there may be some students who will need to review their individual choices, this system provides the highest 'satisfaction' rate compared to previous models used.

Qualifications Available

GCSE's

All GCSE courses allow access to both level 1 and level 2 qualifications:

Level 1 = GCSE grades D – G (these are suitable for students working at KS3 level 3 and 4)

Level 2 = GCSE grades A* - C (these are suitable for students working at KS3 level 5 and above)

BTEC

Each unit is a portfolio. There are no written examinations. You can achieve a pass, merit or distinction. A pass is equal to 4 GCSEs at grade C; a merit is equal to 2 A and 2 B grades; a distinction is equal to 2 A* and 2 A grades. A distinction is equivalent to 4 A* grades.

BTEC courses are level 2 courses.

BTEC First Diploma is equivalent to 4 GCSE grades A* - C, BTEC First Certificate is equivalent to 2 GCSE grades A* - C.

These courses are taken in double time (i.e. require 2 option blocks).

Higher Diplomas

This is a new qualification for 14 – 19 year olds. Five Higher Diplomas will be offered at level 2 this year; Environmental and Land Based Studies at Haydon Bridge High School; Engineering at Prudhoe High School; Hospitality and Catering at Queen Elizabeth High School; Construction and the Built Environment at Northumberland College, Low Prudhoe and Travel and Tourism at Ponteland High School. These subjects take up 3 option blocks. The Higher Diploma is equivalent to 7 GCSE grades A* - C. You will also study functional skills in literacy, numeracy and ICT, have 10 days of work experience in your chosen vocational area and complete a project. If you choose this qualification you must be expected to achieve the entry requirements and demonstrate, through interview, an interest in working in the relevant industry sector, as well as enthusiasm and reliability. Please note that places are limited.

Foundation Diplomas

This is a new qualification for 14-19 year olds. The Foundation Diploma in Environmental and Land Based Studies is available at Haydon Bridge High School and will take up 3 option blocks. The Foundation Diploma is equivalent to 5 GCSE grades at D – G. You will also study functional skills in literacy, numeracy and ICT, have 10 days of work experience in your chosen vocational area and complete a project.

If you would like more general information about Diplomas please speak to Mrs McCormick. There is a 'Diploma Roadshow' event for any student and their parents / carers to find out more about these qualifications. Further details to follow.

Choosing subjects - Points to consider!

Do.....	Don't.....
Do keep possible future career pathways in mind and check that subject choices are appropriate	Don't worry if you don't know exactly what career you want to do yet
Do take time to discuss any career ideas with your tutor, subject teachers or Connexions PA	Don't make choices based on what your friends are doing – you may not even be in the same group
Do remember that all qualifications are valuable in their own right	Don't choose or dismiss a subject based on your teacher at KS3. Staff change and there is a good chance that your teachers in KS4 may be different to KS3
Do think about your own abilities, strengths and interests	Don't choose a subject without taking time to find out about what the course involves
Do think about subjects that you enjoy as you are likely to have a good chance of doing well in these	Don't forget to ask if you need help and guidance in making these choices – parents, tutors and teachers will all help
Do make sure that you choose courses that are appropriate to your ability	Don't waste this important opportunity to plan your KS4 curriculum!
Do make the most of the information available – options booklet, taster sessions, 1:1 with your tutor etc in making choices	

IMPORTANT REMINDER - Please remember that we will do our very best to accommodate the widest range of subject combinations possible, however there may be a small number of students for whom we are unable to timetable all 4 choices. There is also the possibility that any course that attracts only a small number of students may not be viable to run. In such cases we will speak to students and parents / carers as appropriate to discuss this and consider alternatives.

If at any point parents or carers wish to discuss their son / daughter's options choices further, please do not hesitate to contact Mrs McCormick - Assistant Head KS3 (ext. 202); Miss Evans (ext. 214) or Mr Tedder (ext. 212) Assistant Heads KS4.

Careers Guidance

One of the factors that may influence subject choice is the career that a student may wish to follow. At this stage, students should be thinking more of the “job families” - career categories - rather than specific careers. It is vitally important that students do not unwittingly close doors to certain career areas through unwise choice of subjects.

Careers Education is delivered as a cross-curricular theme and as a key element of the PSHEE programme in school to increase awareness of the world of work and to help students to make the right choice from a wide range of courses open to them.

The UK On-Line Resource Centre has a Careers Section with a comprehensive range of career books, university and college prospectuses and other literature, together with KUDOS and Careerscape which are interactive computer information and guidance programmes. Students have already been introduced to KUDOS in their PSHEE lessons. Students have other opportunities to find out about careers by attending careers information sessions given by local employers about the work they do and undertaking an experience of work programme in Year 10.

The school works closely with Connexions, which is a service for 13-19 year olds offering advice and guidance on a full range of issues, including career choices.

An online careers resource that is also available to students is **u-xplore**, where students and parents / carers can log on and look into possible future careers. This gives students an insight into what doing a particular job will be like. It provides useful information on the qualifications needed to pursue these jobs, as well as an insight into career possibilities. Leaflets giving information and log on instructions will be available to collect on 28th January at the Student Learning Review and Options Evening.

Connexions Personal Advisers are accessible to students for information and guidance throughout their time in school, and have an input into the PSHEE programme, but there is particular emphasis on careers guidance in Year 11 when students are making choices about Post-16 options. Entry qualifications and availability of opportunities change rapidly year by year. Personal Advisers have up to date information on these matters at both local and national levels.

If any students or parents / carers would like to discuss future careers options they are welcome to make an appointment with Margaret Morey (Connexions PA) during one of her days in school or at the Learning Review evening. Appointments may be arranged via Avril Kirsopp in the UK On-line Resource Centre.

Personal Education

The PSHEE (Personal, Social, Health and Economic Education) programme is for all students and follows through from Year 9 into Years 10 and 11 as part of the compulsory core curriculum and is delivered by form tutors. It is designed to help students prepare for the opportunities, responsibilities and experiences of adult life. The programme covers topics and issues relating to Work Related Learning and Careers Education and Guidance; Financial Capability; Health Education; Citizenship; Enterprise; Study Skills and Personal Development as well as monitoring and supporting students' achievement and progress. The programme covers the following areas:

Learning about Learning:

- The brain and learning
- Work on preferred learning styles and multiple intelligences
- Review and recall skills such as mind mapping
- Note taking skills
- Exam preparation
- Time management
- Positive thinking
- Thinking skills

Our aim is to help students to take responsibility for their own learning.

Personal Development and Well Being, Citizenship, and Financial Capability:

- Current affairs
- Environmental issues
- Equal opportunity issues such as democracy and politics, prejudice, and discrimination
- Alcohol, tobacco and drugs issues
- Behaviour for learning
- Organisational skills
- Stress management
- Sex and relationships education
- Healthy living
- Anti-bullying issues
- Money matters

Careers Education Advice and Guidance / Enterprise / Work Related Learning:

- Use of careers software packages:
- Work experience preparation / debriefing e.g. curriculum vitae, letters of application and interview skills
- Enterprise activities
- Post 16 advice

Monitoring and Supporting Student Achievement and Progress:

- Monitoring the use of the student planner
- Report reviews / 1:1 discussion with tutors
- Completing an individual learning plan, target setting and action planning
- Writing personal statements and CVs
- Exam preparation and revision skills

SECTION B:

Compulsory KS4
Courses

Compulsory KS4 Courses

English

Mathematics

Science

Religious Education

Physical Education

Information Technology

English

Exam Board Specification: AQA

Qualification: GCSE grade A*-D for higher entry, or grade C-G for foundation entry

Introduction to Course:

Students in Year 9 are following a programme of study which builds on the skills required to study GCSE texts.

Progress through each of the Attainment Targets (Speaking and Listening, Reading, Writing) will be achieved through a variety of different types of work and will be assessed on a continual basis with regular feedback to students. The work undertaken will be based on a selection of literature from different genres, ages and cultures

Assessment Opportunities:

A range of assessment routes are available from September 2010 and the most appropriate routes will be chosen for each student during the course of this year. Students and parents/carers will be kept informed of relevant developments.

Progression: (Higher Education and Employment Opportunities)

AQA AS / A2 English Literature and a range of university courses.



Leader of Subject Area: Mr A Parry

Mathematics

Exam Board Specification: AQA Modular (B) (Specification 4307 will be taken in November 2011. New specification in June 2012).

Qualification: GCSE grade A*-D for higher entry, or C-G for foundation entry
(The full syllabus for each course can be found at <http://www.aqa.org.uk>)

Introduction to Course:

The GCSE Mathematics course requires studying number, algebra, shape, space, measures and data handling.

Modules Studied:

Module One: Probability and Statistics

Module Three: Number and Algebra

Module Five: Algebra, Geometry & Trigonometry (Study of this module starts during year 10)

In addition, in year 11 a small number of students will follow the OCR Entry Level Certificate whilst the most able will have the opportunity to work towards the level 3 FSMQ in "Additional Maths". Further details will be given nearer the time.

Assessment Opportunities:

18%	Examination: Module 1	(Year 10)	November
27%	Examination: Module 3	(Year 9)	June
55%	Examination: Module 5	(Year 11)	November

Progression: (Higher Education and Employment Opportunities)

Maths A-level.

Also supports: Physics, Chemistry, Biology, Geography and Engineering.

Skills developed during the course include: Problem solving, numeracy, financial awareness, logical thinking and deduction skills.

Careers include: Actuarial Science, Accounting / Finance, Computer Science, Operational Research, Mechanics / Engineering, Aircraft Design, Brokerage, Pharmaceuticals... and many more!

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Leader of Subject Area: Mrs H Jackson

Science

Exam Board Specification: AQA Science B Scheme

Qualification: Most students will achieve 2 single awards in Science (i.e. 2 GCSEs). A number of more able students will achieve 3 single awards in Science ('Triple award').

Introduction to Course:

In line with the requirements of the National Curriculum, Science must be studied by all students in Years 10 and 11. The current Year 9 have already begun 'open plan learning' GCSE. This will continue into Years 10 and 11, providing a highly 'vocational' and 'skills orientated' curriculum. This style of learning will provide students with the necessary science skills required in the modern technical workplace. The Science Department will provide a broad, balanced Science Curriculum for all students.

Modules Studied:

The course will cover familiar areas of Biology, Chemistry and Physics e.g. Ecology, Genetics, Organ Systems, Atomic Structure, Periodic Table, Metals, Electricity, Forces, and Energy. In addition certain aspects of Earth Science and Astronomy will also be covered.

Assessment Opportunities:

75%	Exam – Biology / Chemistry / Physics	January of Year 10 (3x45 mins)
25%	Investigation Skills Assessment	Throughout Year 10 and 11

Additional Science:

75%	Exam – Biology / Chemistry / Physics	June Year 11
25%	Investigation Skills Assessment	Throughout Year 10 and 11

Applied Science:

40%	Exam - Science in Work Place	January of Year 11
60%	Portfolio	June of Year 11

Progression: (Higher Education and Employment Opportunities)

1. A Level Biology, Chemistry and Physics: GCSE Grade B required.
2. Single Applied Science
3. Double Applied Science
4. Many engineering and mechanical careers require / prefer Science grade C or above.

Leader of Subject Area: Mr A Williams

Religious Studies

Exam Board Specification: OCR

Qualification: Short course, equivalent to ½ a GCSE

Introduction to Course:

All students in Years 10 and 11 follow a short course in Religious Education. This programme introduces students to a number of important social and ethical issues. The course is run in conjunction with the ICT core course so that issues studied in RE are reinforced and used as the basis for the ICT skills being developed. In addition to the RE course that students follow they will also complete a number of RE 'conference days' which will support the issues and topics addressed in lessons.

Modules Studied:

The topics covered include:

- Abortion, euthanasia, fertility treatment, suicide and animal research
- Prejudice and racism
- Poverty and wealth
- War, peace, violence and justice

Assessment Opportunities:

Assessment is by two 1 hour exams at the end of the course.

Progression: (Higher Education and Employment Opportunities)

This course gives students the chance to explore issues that are relevant to modern society in order that they can develop their skills of evaluation, the ability to think logically and to ultimately be able to discuss issues that concern them with an open mind, based on informed observation.

Physical Education

Exam Board Specification: N/A

Qualification: N/A

Introduction to Course:

As you would expect in a Specialist Sports College, Physical Education is part of the core curricular experience for all students in Key Stage 4.

In Years 10 and 11 pupils will have four lessons of Physical Education in a two week block, in which time and emphasis will be placed on developing skills, making and applying decisions, developing physical and mental capacity, evaluating and improving and making informed choices about healthy active lifestyles.

As students progress through the course a range of options will be available, allowing for a balance of activity to meet National Curriculum requirements, and a depth of knowledge to develop both confidence and skills.

Modules Studied:

Games	- Invasion, Net Wall, Striking and Fielding
Athletics	- Track and Field, Cross Country, Fitness Training
Gymnastics	- Trampoline and Gymnastics
Dance	- Dance, Aerobics
Outdoor Adventurous Activities	- Cycling

In addition a range of external coaches work within lessons to provide enrichment activities such as fencing, rowing and golf.

Assessment Opportunities:

N/A

Progression: (Higher Education and Employment Opportunities)

Skills developed through Physical Education support learning across all subjects. These include:

- analytical and evaluation skills
- creativity and resourcefulness
- confidence and independence
- co-operation and teamwork

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Leader of Subject Area:

Ms E Hicks

Information Technology

Exam Board Specification: AQA (TBC)

Qualification: Functional Skills

Introduction to Course:

All students in Year 10 and 11 will participate in a Functional Skills course in Information and Communications Technology. This is a level 2 course.

The Functional Skills qualifications are designed to equip learners with the essential skills in ICT that will help them to 'function' confidently, effectively and independently in their work and life in general.

Modules Studied:

Functional Skills ICT covers a range of ICT skills that students will need in everyday life. Students will explore the ways in which data is stored, processed and presented using tools such as word processors, spreadsheets and databases. They will develop their research skills using the Internet and other sources of information.

The content of this course allows students to apply and transfer their ICT skills that they have learnt to a 'real life context'.

Assessment Opportunities:

During their studies all students will sit an external assessment in controlled and supervised conditions. It is a two-hour paper and will test students on:

- Using ICT systems
- Finding and selecting information
- Developing, presenting and communicating information

Progression: (Higher Education and Employment Opportunities)

ICT Functional Skills is a nationally recognised qualification that will be respected by employers. It can also serve as a base for further study of ICT as well as compliment other subjects being studied.

SECTION C:

Optional KS4
Courses

GCSE Business Studies

Exam Board Specification: AQA

Qualification: GCSE Foundation and Higher, Grades A* - G

Introduction to Course:

Business Studies is a relevant qualification for everyone, no matter what your future choices.

Have you ever wondered how Nike works out what price to charge for their trainers or why the Harry Potter books are best sellers? Study **Marketing** and find out how products are priced and promoted and why products are designed to be as appealing as possible to consumers.

Have you ever wanted a Saturday job? Get the inside track on how employers select candidates. Learn the basics of **Recruitment and Training** and find out how you can select the right person for a job and train them so that they can carry out their job to the best of their ability. We will provide practical training to improve your interview techniques.

Plan to make your first million? Discover how to make this happen. We will provide you with valuable information on how to plan to set up your own business; how the economy will affect your business and why inflation, interest rates, recession and unemployment are important.

Do you have ambition? Could you run a business? Learn the basics in GCSE Business Studies. Look at the hurdles a business has to overcome in its start up phase and if successful, how it will grow and develop. Business is relevant to everybody in every walk of life. Having a business qualification gives you a head start.

Modules Studied:

Unit 1: Setting up a Business
Unit 2: Growing as a Business
Unit 3: Investigating Business

Assessment Opportunities:

40%	Unit 1: Setting up a Business	1 hour written paper
35%	Unit 2: Growing as a Business	1 hour written paper
25%	Unit 3: Investigating Business	Controlled assessment

Why choose Business Studies?

If you choose GCSE Business Studies then you will have some excellent opportunities to:

1. Visit a major business e.g. Alton Towers
2. Develop ICT skills useful for business

Progression: (Higher Education and Employment Opportunities)

Business courses are available in the 6th form as both traditional academic routes and as vocational courses.

BTEC First Diploma: Business

Exam Board Specification: Edexcel

Qualification: Equivalent to 4 GCSE's, Grades A* - C

Introduction to Course:

A BTEC First Diploma is a practical, work related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Enthusiasm and excellent time management skills are required to ensure assignments are produced on time to the necessary standard. BTEC introduces students to particular areas of employment and provides a good basis to go on to a more advanced work-related qualification or into the world of employment.

Modules Studied:

The course is made up of six units; three core units provide a general foundation and three specialist units introduce students to particular topics in more depth.

All students take the **three core units:**

Unit 1 Exploring Business Purposes

Introducing the concept of different types of business activities, how businesses manage their resources to achieve their goals.

Unit 2 Developing Customer Relations Who are business' customers, how can they be identified and what techniques can be used to promote the product or service? How can the business ensure customers' satisfaction?

Unit 3 Investigating Financial Control

The importance of recording transactions, investigating how businesses may take a profit and break even, exploring cash flow management.

All students take the **three optional units:**

The following are an example of the selection of optional units available:

- Unit 4 Business Communication
- Unit 5 People in Organisations
- Unit 6 Providing Business and Administration Support
- Unit 7 Personal Selling
- Unit 8 Doing Business Online
- Unit 9 Exploring Business Enterprise
- Unit 10 Starting a Small Business

Assessment Opportunities:

All units are assessed and graded by teachers – **THERE ARE NO EXAMINATIONS.** An overall grade for the qualification is awarded to all learners who successfully complete all units. Grades awarded are Pass, Merit, Distinction or Distinction*.

Progression: (Higher Education and Employment Opportunities)

Students achieving this qualification will be skilled and able to become employed in business or may prefer to continue studies at Advanced Level at school or college.

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Leader of Subject Area:

Mr S Chalk

GCSE Health and Social Care

Exam Board Specification: OCR

Qualification: Applied GCSE A* - G

Introduction to Course:

This GCSE specification in health and social care enables learners to:

- actively engage in the processes of health and social care to develop as effective and independent learners;
- understand aspects of personal development, and the health, social care and early years sectors through investigation and evaluation of a range of services and organisations;
- develop a critical and analytical approach to problem-solving within the health, social care and early years sectors;
- examine issues that affect the nature and quality of human life including an appreciation of diversity and cultural issues.

The GCSE double award specification in health and social care additionally enables learners to:

- develop their awareness of the influences on an individual's health and wellbeing;
- understand the importance of motivation and support when improving health.

Modules Studied:

Unit 1 Health, Social Care and Early Years Provision

- The range of care needs of major client groups
- The ways people can obtain services and the possible barriers that could prevent people from gaining access to services
- The types of services that exist to meet client group needs and how they are developed and organised
- The principles of care that underpin all care work with clients
- The main work roles and skills of people who provide health, social care and early years services

Unit 2 Understanding Personal Development and Relationships

- The stages and pattern of human growth and development
- The different factors that can affect human growth and development
- The development of self-concept and different types of relationships
- Major life changes and sources of support
- Personal development and relationships

Assessment Opportunities:

Unit 1 Internal assessment, external moderation – Year 11

Unit 2 Exam in June – Year 11

Why choose Health and Social Care?

This course is ideal for any students thinking of going into the caring professions.

Progression: (Higher Education and Employment Opportunities)

This leads directly onto AS and A2 Health and Social Care plus a range of University courses.

Leader of Subject Area: Mrs S Lee

CACHE Foundation Award in Caring for Children

Exam Board Specification: CACHE

Qualification: CECC Pass, Merit or Distinction

The CACHE Foundation Award in Caring for Children is a Level 1 course. If you are expecting to achieve grades up to and including a D at GCSE, this is the ideal course for you.

Introduction to Course:

CACHE, the Council for Awards in Children's Care and Education is the leading provider of nationally recognised awards in early years care and education. These awards provide the knowledge and skills for work with children and families in a wide range of settings including child minding, playgroups, creches, nursery, infant or primary schools and classes, day nurseries, family centres and hospitals.

Modules Studied:

- Unit 1: Personal Development: this part of the course is an introduction to the world of work
- Unit 2: Human Growth and Development from Birth to Old Age: how do we grow?
- Unit 3: Food and Nutrition: all about balanced diet, food preparation and presentation for children, feeding babies
- Unit 4: Health and Safety Practices: hygiene, infection, food storage and handling, hazard recognition and accident prevention, basic first aid
- Unit 5: Care of Children: children's basic needs, care procedures and routines for children of different ages
- Unit 6: Play and Practical Activities: why is play important? Different types of play, preparation for play and activities, role of the adult in play
- Unit 7: Orientation to work programme: how to work in a childcare setting, career planning

Assessment Opportunities:

You will be assessed through a range of tasks, presented in a portfolio, which will be marked by your teachers and moderated by CACHE. There is one short answer test paper at the end of the programme.

Why choose CECC?

Students who are looking for vocational experience.

Students who are interested in a profession in Childcare.

Students who are interested in a different kind of educational challenge.

Progression: (Higher Education and Employment Opportunities)

If you complete this course successfully you can progress to the CCE (Level 2) course in Year 12 which is a nationally recognised qualification for employment in work with young children.



Leader of Subject Area:

Mrs R Lee

WILD Course (Well Being in the Wider World)

Exam Board Specification: ASDAN

Qualification: Foundation – Entry Level, Bronze / Silver Award

Introduction to Course:

A wide ranging course which aims to give students transferable skills and hands on experience in vocational, personal and community activities.

Modules Studied:

It covers a wide range of topics which may include:

- **Exploring Leisure Time** – including overnight camps, outdoor activities and sports.
- **Keeping Fit and Healthy** – including first aid, road safety and cooking.
- **Understanding World Issues** – including poverty, fair trade and charity work.
- **Communicating Well** – including using maps and the internet.
- **Humans and Animals in their Environment** – including litter, recycling and animals in the wild.
- **Work in the Community** – including firefighters, the police and work experience.
- **Enterprise & Community Projects** – including running a Christmas fair and the Shoebox Appeal.

Assessment Opportunities:

Students collect a portfolio of evidence including photographs, power point presentations and witness statements. The work is internally and externally assessed and there is no final exam. Successful candidates will achieve the Bronze Award by the end of Year 10 and the Silver Award by the end of Year 11.

Why choose WILD?

The WILD course is suitable for Foundation Level 1 students for whom the full range of GCSEs may not be the right choice.

Progression: (Higher Education and Employment Opportunities)

Students may be able to work towards the COPE (Certificate of Personal Effectiveness) qualification (equivalent to GCSE grades D – G) by showing their ability in the Wider Key Skills of Working with Others, Problem Solving and Improving their Own Learning



Leader of Subject Area: Mrs C Stirling-Hill

GCSE Food and Catering

Exam Board Specification: WJEC

Qualification: GCSE Foundation and Higher, Grades A* - G

Introduction to Course:

This course concentrates on the food preparation and service aspect of the hospitality and catering industry. The course provides opportunities for students to develop their critical thinking and to manage a range of resources in order to develop products, which are suited to the needs of individuals and of the catering industry.

We have a long standing partnership with the Head Chef of Langley Castle Hotel who regularly comes into school to support and advise the students during practical activities.

Modules Studied:

- The industry – food and drink
- Job roles, employment opportunities and relevant training
- Health, safety and hygiene
- Food preparation, cooking and preparation
- Nutrition and menu planning
- Costing and proportion control
- Specialist equipment
- Communication and record keeping
- Environmental considerations

Assessment Opportunities:

60% Unit 1: Catering skills related to food preparation and service
Controlled task

Two practical tasks – internally assessed and externally moderated

40% Unit 2: Catering, food and the customer

Written paper – 1¼ hours – externally set and marked. All questions will be compulsory and targeted at the full range of GCSE grades.

Why choose Food and Catering?

This course will provide a unique opportunity in the curriculum for students to develop their knowledge and extend their skills within catering in a vocational context. If you have an interest in working with food and being creative with food then this course could be for you. The course will provide opportunities for you to develop your capacity for imaginative, innovative thinking, creativity and independence.

Progression: (Higher Education and Employment Opportunities)

This course is intended to offer opportunities for progression through a variety of routes in further education (e.g. Advanced Level GCE, Diplomas), training (e.g. Modern Apprenticeships) or employment.

Leader of Subject Area:

Mrs P Halliwell

BTEC First for IT Professions

Exam Board Specification: (TBC)

Qualification: BTEC First Certificate in IT Pro – equivalent to one GCSE Grades A*-C
(Option for BTEC First Extended Certificate – equivalent to 2 GCSEs Grades A*-C)

Introduction to Course:

BTEC Firsts are modular courses aimed at providing skills and knowledge to students that will be directly relevant to future employment and further study. Most of the tasks that you will complete have a work-based theme and setting.

This course has no final exams – instead students will build up a portfolio of work throughout the two years using a variety of presentation techniques...

- You will make posters, brochures and leaflets to show understanding
- You will make presentations and websites to present knowledge effectively and show your ability to use slideshow and web-development software
- You will create reports that discuss your experience of producing the work and consider how it is applied in the wider world
- You may make use of podcasts, video blogs, photo diaries and video recording of practical tasks to create evidence of your skills and knowledge

Modules Studied:

	Modules covered (example titles based on old specification)
BTEC First Certificate (1 GCSE equivalent)	1. Working in the IT Industry 16. Website Development
Extended Certificate (2 GCSE equivalent)	2. Communicating in the IT Industry AND 15. Database Design OR 16. Animation Techniques OR 18. ICT Graphics OR 23. Multimedia OR 26. Interactive Media Production

The course will be delivered in a way that allows more able students to create some evidence for the Extended Certificate as part of the coursework they produce for the core modules. The expectation is that the majority of students will take this option.

Assessment Opportunities:

The course is 100% coursework assessed – students will have deadlines every half term for the submission of evidence. Each module is graded as either Pass, Merit or Distinction and a combined mark for the student's entire portfolio is used to award the final grade.

Why choose BTEC First IT?

Students who wish to understand how IT fits into the wider world of work will benefit hugely from the BTEC course. They will know how real organisations make use of hardware and software and will also be well-placed to understand the growing uses of the Internet and the World Wide Web.

Progression: (Higher Education and Employment Opportunities)

HBHS offers a Level 3 BTEC National Award course (A Level equivalent) that builds directly on the modules studied in the BTEC First course.

Students who move on to employment will have a good understanding of the IT related skills and qualities employers want from them.



Leader of Subject Area: Mr G Morton

GCSE Physical Education

Exam Board Specification: Edexcel

Qualification: GCSE Grades A* - G

Introduction to Course:

This is an academically and practically demanding course.

Modules Studied:

60% of the marks are awarded for practical performance in four different sports. Students scoring the highest marks are those who show commitment to attending practice sessions and out of school activities in a range of sports. In addition each student studies one sport in detail and completes an analysis of performance.

The theoretical marks (40%) are based on a final examination. The theory course covers:

- Healthy, Active Lifestyle
- Your healthy, active body

Assessment Opportunities:

40%	Written exam (end of Year 11)
60%	Practical assessment (end of Year 11)

Why choose PE?

Students should have a strong interest in PE and school sport and a commitment to extra-curricular and community sport.

Progression: (Higher Education and Employment Opportunities)

This course is excellent preparation for A Level PE. It is also a good “contrast” option, as the coursework is mainly practical assessment.



Leader of Subject Area: Ms E Hicks

BTEC First Diploma: Sport

Exam Board Specification: Edexcel

Qualification: BTEC Sport is a level 2 course. It is taken across two option blocks, and successful students will gain GCSE A* - C equivalent grades on completion of the course.

Introduction to Course:

This course has no final examination and is assessed entirely through coursework. Students opting for this course should be highly organised and self-motivated.

Modules Studied:

The BTEC is based around six units of work from:

- The Sports Industry
- Health, Safety and Injury
- Preparation for Sport
- The Body in Sport
- Sports Leadership
- The Sports Performer
- Practical Work
- Planning, Performing and Instructing

Assessment Opportunities:

There is no final examination; the qualification is based entirely on coursework.

Why choose BTEC Sport?

Students opting for this course should have a strong interest in PE and sport, be highly motivated and disciplined with coursework deadlines and able to keep well documented evidence files. Good attendance is vital as assessment is ongoing. Good IT skills would also be a benefit.

Students opting for this course should be capable of achieving C/D grades at GCSE.

Progression: (Higher Education and Employment Opportunities)

This course provides good preparation for studying BTEC courses at level 3, as it consists entirely of a coursework portfolio. It is also a good introduction to the Apprenticeship and NVQ courses in Sports Leadership and Coaching.



GCSE Geography

Exam Board Specification: AQA specification A GCSE

Qualification: GCSE Foundation and Higher, Grades A* - G

Introduction to Course:

The aims of the course are to:

- Give all students an interest in Geography and a genuine enjoyment of the subject;
- Develop geographical knowledge and skills;
- Encourage an enquiring approach.

Modules Studied:

The syllabus is divided into seven parts:

Various aspects of each topic are studied at local, national and global levels.

1. Rocks, resources and scenery	}	During these
2. Water on the land	}	topics students
3. The restless earth	}	will also
4. Population change	}	develop mapskills,
5. Changing urban environments	}	use photographs,
6. Tourism	}	graphs
7. Fieldwork controlled assessment	}	and diagrams

Assessment Opportunities:

At the end of the course there are two written examinations covering Sections 1 – 6 on the syllabus. In addition, candidates must submit coursework which will count for 25% of the total marks. This coursework takes up the last ½ term of Year 10. Students will complete a Tourism or Urban study based on sites within West Northumberland and Tyneside. The fieldwork report will be produced in lessons, under supervision, within 20 lessons and will not exceed 2,000 words.

Why choose Geography?

Geography is becoming increasingly relevant and important as concerns such as global warming, flooding, population pressure and earthquakes appear in the news and are beginning to affect us all. Many of these topics are studied during the GCSE course and provide much interest for students. In addition, Geography is now generally regarded as a unique 'bridging subject', linking well with many of the science and arts courses offered in the option columns.

Progression: (Higher Education and Employment Opportunities)

For a whole range of Higher Education options and careers Geography is considered to be a relevant and useful subject.

Geography is available in the Sixth Form for students who have successfully followed the GCSE course.



Leader of Subject Area:

Mr I Radley

GCSE History

Exam Board Specification: AQA A- Schools History Project

Qualification: GCSE Grades A* - G

Introduction to Course:

The aim of the course is to stimulate interest in, and enthusiasm for, the study of the past. Candidates will develop essential skills such as the ability to locate and extract information from primary and secondary sources; to detect bias, analyse information and to construct a logical argument. All of these skills are very relevant, both in a working environment and in higher education.

“How do we deal with the poor?”

“Why are there conflicts between groups in society?”

“How do we deal with plagues and disease?”

“How do human beings overcome problems?”

Governments today constantly ask these questions as they grapple with the problems of the modern world. Yet issues such as these are nothing new. Past societies have searched for, and indeed found, solutions to these questions.

Modules Studied:

The new History GCSE course is divided into three main areas:-

The American West 1840 – 1895 (Unit 2A: 40402A)

How did Native Americans live?

How did the pioneers survive?

How did they live in an environment with no wood?

How was a way of life destroyed?

History Around Us

Why did mining decline in Northumberland, what effect did it have on people’s lives? A visit to Woodhorn Colliery.

Medicine Through Time (Unit 1A: 40401A)

From trepanning (drilling holes in the skull), to mummification, to ‘ring-a-ring-a-roses’, to Florence Nightingale, to heart transplants. Investigate how medical care has developed through time.

Assessment Opportunities:

40%	Examination	Unit 2A	45minutes	End of Year 11
25%	Controlled Assessment		History Around Us	
35%	Examination	Unit 1A:	1hour 45minutes	End of Year 10

Progression: (Higher Education and Employment Opportunities)

A History AS / A2 course is available in the Sixth Form for those students who have successfully followed the GCSE course.

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Leader of Subject Area:

Mr P Higgins

GCSE Religious Studies Philosophy and Ethics

Exam Board Specification: OCR

Qualification: GCSE Grades A* - G

Introduction to Course:

You do not have to be religious to study this course, just open minded! This two-year course tackles questions of concern that affect all people.

The course follows the two most popular aspects of religious studies – ethics and philosophy which address the fundamental questions of life as well as the ethical issues that dominate the headlines.

Modules Studied:

We study 8 topics over two years which include the origins of humanity, arguments for and against the existence of God, the problem of evil, the possibility of an afterlife, religion and science, social injustice and medical ethics.

Assessment Opportunities:

Assessment is by four, 1 hour written exams at the end of the course.

Why choose Religious Studies?

This course is ideal if you have an open, questioning mind, it will encourage you to consider the implication of issues independently, and it will develop your ability to think in a rigorous and critical way and to argue logically and rationally. Religious Studies GCSE can help pupils to answer the many difficult questions and issues they face each day by encouraging an understanding of the world in which we live. It will foster tolerance for different faiths and cultures, and show the importance of shaping the moral and political views of society. To complete a Religious Studies GCSE course is to do a subject that will have a lasting influence on the way students think, relate and behave.

Progression: (Higher Education and Employment Opportunities)

Religious Studies is uniquely suitable as a basis for future courses in Sixth Form, College and/or University. This is because of its interactive style – you are encouraged to express your opinions, engage in dialogue and present your own points of view on a variety of issues. Such a course of study will help you face the deeper issues of life. Religious Studies helps students develop their skills of evaluation and to give evidence to support their opinions, these types of skills will be extremely useful in all areas of life and in particular careers. This course offers students an opportunity to fully prepare themselves for a career in a multi-cultural society, it is a chance for students to investigate ethical issues and philosophical ideas.

Leader of Subject Area:

Mrs F Philipson

GCSE Modern Languages

Exam Board Specification: AQA Spanish 4695, French 4658

Qualification: GCSE Foundation and Higher, Grades A* - G

Introduction to Course:

The GCSE French & Spanish courses both aim to provide you with the skills and knowledge to discuss your lifestyle, relationships, interests and your work and education, and to cope with everyday situations such as shopping, socialising, eating and drinking as well as developing excellent levels of communication and self-expression. In French and Spanish there are two levels of entry in reading and listening exams, whereas speaking and writing are assessed through controlled tasks during the course.

Modules Studied:

The four contexts studied are Lifestyle, Leisure, Home and Environment and Work and Education.

Assessment Opportunities:

Listening – 20%, Reading – 20%, Speaking – 30%, Writing – 30%

Speaking tests and written coursework will take place during Years 10 and 11. There will be examinations for Listening and Reading at the end of Year 11.

Why choose Modern Languages?

Whatever your aims for the future, the skills gained by studying a foreign language at GCSE will always be valuable to you, whether it be when you are travelling abroad for pleasure, within your work role, or simply as an entry on your CV. Regardless of what you are applying for, universities and employers will look favourably on a qualification in a modern language because it shows the ability to think logically and to communicate successfully both in speaking and in writing. Increasingly the government is stressing the importance of studying a foreign language and is encouraging all students to continue their language learning to the end of Key stage 4 wherever possible.

We hope that most students will consider the value of continuing with either French or Spanish, and that many will wish to keep going with both the languages where these have been studied in Year 9.

Progression: (Higher Education and Employment Opportunities)

All Languages students enjoy the challenge and satisfaction of learning to communicate in a foreign language, often choosing to continue their study at A level.

Many sixth form linguists go onto degrees in Modern Languages at University which can then lead to careers in areas such as businesses abroad, the diplomatic service, the forces or teaching, as well as a wide range of others.

Leader of Subject Area:

Mr P Smith / Mrs J Quincey

GCSE Art and Design

Exam Board Specification: AQA

Qualification: GCSE Grades A* - G

Introduction to Course:

The GCSE course aims to increase the student's awareness of a wide range of materials and skills. The course will enable students to present and express their own ideas in visually stimulating terms, relating their work to other craftspeople and artists where possible.

Modules Studied:

In Year 10, students explore a wide range of materials and skills through involvement in-group projects covering Ceramics, Printmaking, Sculpture, Textiles and Painting. The work is project based requiring independent research and information gathering. Thinking skills are emphasised and developed throughout the course. The coursework produced in this year will be submitted alongside Year 11 work for final assessment.

In Year 11, students will be given a common starting theme and select their projects independently and plan ways of developing their ideas and design into finished pieces of artwork. Students are able to choose whichever material they like to develop their work. It will be **essential** to study the work of artists and craftspeople on this course.

Assessment Opportunities:

The Examination is made up of two parts:

2/3 coursework projects (60%) and the 10-hour controlled test (40%).

The controlled test expects the students to work in exactly the same way as they have worked on their coursework projects but under exam conditions.

Why choose Art and Design?

Art and Design increases students' awareness of a wide range of material and skills enabling them to express and present their own ideas in visually stimulating terms. The course will enable students to develop their intellect, creativity and independent thinking skills through researching, analysing and making connections with other artists, designers and craftspeople.

Progression: (Higher Education and Employment Opportunities)

The GCSE is a strong foundation to build on at A Level where specialisms may be an option in Fine Art, Textiles, Sculptures and Photography. Further education opens opportunities into a variety of artists and designers based courses.

GCSE Music

Exam Board Specification: Students will be following the AQA GCSE Music Specification

Qualification: GCSE Grades A* - G

Introduction to Course:

This course will foster a greater understanding of music through direct experience of the creative processes involved.

Modules Studied:

Unit 1 Listening and Appraising

Students will develop musical understanding across a range of genres. This will include detailed work on Popular Music, World Music and Western Classical tradition.

Units 2 and 4 Composing

Students will develop skills during the course, which will enable them to complete 2 musical compositions. Final submissions may be completed in Popular or Classical styles.

Unit 3 Performing

Students will be required to submit recordings of 2 performances. Recordings can be made by Mrs Barnes or Mr Raine at any time during the course and will consist of solo work and group work. There will also be opportunities to learn multi track recording skills.

Assessment Opportunities:

Listening and Appraising: 20%

Examined in Year 11. Exam will take the form of question and answer booklet with accompanying CD.

Composing: 40%

Completed in school as coursework.

Performing: 40%

Recorded in school. Students will have the opportunity to record a number of performances. The best examples will be used for final assessments.

Why choose Music?

This course will appeal to anyone who enjoys performing and has an interest in creating their own musical ideas.

Progression: (Higher Education and Employment Opportunities)

A Level Music and Music Technology.

Work within Music and Media.

Leader of Subject Area: Mrs A Barnes

GCSE Drama

Exam Board Specification: Edexcel GCSE Drama – 1699

Qualification: GCSE Grades A* - G

Introduction to Course:

This course allows students to develop their enjoyment and understanding of all aspects of drama through the practical and theoretical exploration of plays, themes and concepts. It develops skills in all areas of performance through both scripted and devised work, furthering student's transferable wider skills of teamwork, communication, research and presentation.

Modules Studied:

Paper 1 Units 1 and 2 - practical exploration with written evidence.

Paper 2 Performance

Assessment Opportunities:

Paper 1 Units 1 and 2:

Coursework (Controlled Assessment) 60%.

The candidates will produce 2 portfolios and one evaluation per unit, based entirely on their practical work. This is internally assessed and externally moderated in March/April of Year 11.

Paper 2:

Practical (Performance) 40%.

The candidates will perform in a small group for an external examiner. The performance can be scripted, devised or be a combination of the two. The candidates are marked individually in April / May of Year 11.

There is no written exam for this course.

Why choose Drama?

Drama offers all students the opportunity to develop many wider key skills, as well as the specific skills of performance technique, an appreciation of varying performance styles and the ability to intellectually analyse their own and other's work. To take this course, students are expected to have an interest in film, television and theatre performances and also those who would like a career in any aspect of the Performing Arts.

Progression: (Higher Education and Employment Opportunities)

This course feeds directly into Edexcel A/S and A2 in Performing Arts and Higher Education opportunities within all aspects of the Performing Arts. The skills developed are essential 'life skills' and are transferable to all future training and career paths.

GCSE Design Technology - Graphic Products

Exam Board Specification: AQA

Qualification: GCSE Foundation and Higher, Grades A* - G

Introduction to Course:

This course is ideal for students who have an interest in designing and making graphically-based three-dimensional products, using plastics, paper, board etc., to fulfil a chosen client's needs.

Modules Studied:

During year 10, students undertake a series of projects that help them to build their skills, for example, designing and making a board game. Students will investigate a range of materials (paper, board, plastics, adhesives etc.) and undertake a mixture of hand-produced work and computer-based design and manufacture, thus reflecting industrial workplace practice.

Towards the end of year 10 and throughout year 11, students will independently research, design and make a project from a given brief. Students carry out their own research, design a product that suits a specific client group's needs, develop the design then manufacture and test a prototype. Industrial production of the project must be considered. The students also complete a 20 page A3 folder to accompany their product. Together they form 60% of the GCSE, thus it is important that students are able to work on a long-term basis on their projects.

Assessment Opportunities:

An exam forms 40% of the GCSE, with questions relating to students' knowledge of a variety of graphical materials, techniques and industrial manufacturing processes. In addition, there is also a significant design element within the exam.

Progression: (Higher Education and Employment Opportunities)

Leads onto AS / A2 level and a variety of University courses.

Please note that due to the very high coursework content, it is not recommended that students undertake more than one subject within the Design & Technology area (Graphics, Food & Catering, Resistant Materials or Textiles Technology).

Leader of Subject Area:

Mr A Langford

GCSE Design Technology - Resistant Materials

Exam Board Specification: AQA

Qualification: GCSE Foundation and Higher, Grades A* - G

Introduction to Course:

This course is ideal for students who have an interest in designing and making three-dimensional products from timber, plastics and / or metals in order to fulfil a chosen client's needs.

Modules Studied:

During year 10, students undertake a series of projects that help them to develop their designing and making skills, including making model bridges (which we load test), decorative acrylic clocks (using CAD/CAM), and timber shelves. Students will learn to use a variety of resistant materials (woods, metals and plastics) and undertake a mixture of hand-produced work and computer-based design and manufacture, thus reflecting industrial workplace practice.

Towards the end of year 10 and throughout year 11 students will work on a controlled assessment unit which involves a design and make activity selected from a range of board set tasks. Students carry out their own research, design a product that suits a specific client group's needs, develop the design then manufacture their product. Industrial production of the project must be considered. The students complete a 20 page A3 folder to accompany their product. Together they form 60% of the GCSE, thus it is important that students are able to work on a long-term basis on their projects.

Assessment Opportunities:

60% Design and making

40% Exam, with questions relating to students' knowledge of a variety of materials, techniques and industrial manufacturing processes. In addition, there is also a significant design element within the exam.

Progression: (Higher Education and Employment Opportunities)

This leads directly to AS / A2 Design and Technology followed by a range of University courses.

Please note that due to the very high coursework content, it is not recommended that students undertake more than one subject within the Design & Technology area (Graphics, Food & Nutrition, Resistant Materials or Textiles Technology).

Leader of Subject Area: Mr A Langford

GCSE Design Technology - Textiles

Exam Board Specification: AQA

Qualification: GCSE Foundation and Higher, Grades A* - G

Introduction to Course:

This course allows candidates to specialise in design and making activities using textiles. This is mostly based around fashion and accessories but it is possible to look at furnishings. Candidates will learn about and apply a range of manufacturing processes as well as techniques and technologies appropriate to the design and make process.

Modules Studied:

Candidates will be expected to complete one written exam at the end of Year 11 as well as submit a controlled assessment. For their controlled assessment candidates will carry out a thorough design and make project which will involve both written and practical work.

The subject content for both the exam and the project will cover all aspects of fibres and fabrics as well as design, manufacture, quality control, health and safety, CAD CAM and will also involve the use of IT as well as looking at High Street fashions and the processes involved in getting textiles from the drawing board to the shop floor.

Assessment Opportunities:

Examination	40% of total mark
Controlled assessment	60% of total mark

Why choose Textiles?

This course is ideal for any students who are interested in fashion. Students who enjoy art do well on this course and it can be studied alongside GCSE Art.

Progression: (Higher Education and Employment Opportunities)

This course leads directly onto A level Fashion and Textiles for those students wishing to follow that route.

SECTION D:

Diplomas

Higher and Foundation: Environmental and Land Based Studies Diploma

Exam Board Specification: AQA / City and Guilds Higher Diploma ECBS

Qualification:

The diploma qualification is the equivalent of 7 GCSE's at grade A*-C (Higher)

The diploma qualification is the equivalent of 4 GCSE's at grade D (Foundation)

What will I study?

The diploma in Environmental and Land Based Studies will give you first hand experience of the opportunities, occupations and career paths involved in this sector.

Environmental and Land Based Industries generate a lot of wealth and provide many jobs around the world. In the UK alone the sector is worth £9 billion and provides jobs for around 720,000 people. The sector offers many different types of work including farming, horticulture, food production, forestry, land management, sports turf, animal health and welfare, environmental conservation and land based sustainable energy technologies such as wind farming and biofuels.

Course entry requirements: You will be expected to be working at level 5 or better in at least two of the core subjects English, Maths and Science and demonstrate through interview that the course is right for you and you are right for the course.

Course Content:

Principal Learning:

Based at Haydon Bridge High School one day a week consisting of three areas.

Productive and working environments – this looks at the resources of our natural environment, our impact on the environment the environment's influence on us and how we can best use the resources.

Plants and animals – this looks at how we use plants for commercial, recreational and conservation purposes and animals for food production, recreation, work or companionship.

Developing the sustainable environment – this theme explores the impact on our environment and how important it is we move towards more green and environmentally friendly practices.

Generic Learning:

This consists of three strands. A project based on the environmental and land based industries; functional skills including ICT, Maths and English and a minimum of 10 days work experience.

Additional / Specialist Learning:

Here you will have the opportunity to choose another GCSE which possibly compliments your diploma or choose from some BTEC Agriculture units or even follow another science, language or creative subject that interests you. You will also be expected to develop a range of personal, learning and thinking skills.

Assessment Opportunities:

Higher – 7 units; 6 internally assessed (coursework), one exam (higher) and project.

Foundation 5 units; 4 internally assessed, one exam and project.

Functional skills exams in English, Maths and ICT for both.

Why choose the Higher Diploma in Environmental and Land Based Studies?

Careers working with plants and animals; extended work experience of ten days, practical work involved in the course.

Progression:

For those who are successful you may choose from a range of options:- an advanced diploma in the same subject, an advanced diploma in another subject, A levels, an apprenticeship or job, or a course at college.



Higher Diploma: Construction and the Built Environment

Exam Board Specification: TBC

What will I study?

This is a two year course which will provide students with a Higher Diploma qualification equivalent to 7 GCSE grades at A* - C.

The Construction and the Built Environment Diploma provides a programme of applied and practical learning which introduces learners to the fabric of the world in which we live and its impact on individuals and communities. This Diploma gives learners the opportunity:

- to acquire knowledge of the construction and built environment industries such as Architects, Civil and Structural Engineers, Town Planners and other Technical and Professional roles within today's Construction industry.
- to develop understanding of the extent and significance of the built environment and of the activities which shape, develop and influence it to develop skills relevant to the construction and built environment industries.

The Diploma will enable learners to progress into further and higher education and future employment. Learners following a Construction and Built Environment programme will also:

- develop Functional Skills in English, Mathematics and ICT
- produce a project which compliments the Principal Learning and / or supports their progression
- have a particularly wide choice of Additional and Specialist Learning from which they can choose other qualifications which reflect their interests and abilities.

Course Content:

Principal Learning:

Based at Northumberland College, Low Prudhoe – one day a week

- Unit 1:** Design the built environment: the design process
- Internally Assessed Assignment
- Unit 2:** Design the built environment: materials and structures
- Internally Assessed Assignment
- Unit 3:** Design the built environment: applying design principles
- Internally Assessed Assignment
- Unit 4:** Create the built environment: structures
- Externally Assessed Assignment
- Unit 5:** Create the built environment: using tools
- Internally Assessed Assignment
- Unit 6:** Value and use of the built environment: communities
- Internally Assessed Assignment
- Unit 7:** Value and use of the built environment: facilities management
- Internally Assessed Assignment

Generic Learning:

You will cover the 3 functional skills (Maths, English and ICT) and complete a project based on the Construction industry. We will also arrange at least 10 days of work experience for you in a Construction Environment in your local area.

Additional Learning:

The Additional Learning component of your course will be an option subject of your choice (choose a single option).

Course Entry Requirements:

Expected Key Stage 3 Level 6+ in both Maths and English and through interview to demonstrate an interest in working in the Construction Industry, enthusiasm and reliability.

Progression:

For those who are successful, you will have the skills and qualifications necessary to progress to the Advanced Diploma and beyond and / or work in the Construction and the Built Environment industries.

Higher Diploma: Engineering

Exam Board Specification: Diploma – Edexcel

What will I study?

This is a two year course which will provide students with a Higher Diploma qualification equivalent to 7 GCSE grades A* - C.

This Diploma gives students the chance to learn both theoretically and practically and may be appropriate for those students considering engineering, in any of its forms, as a future career. Engineering is all around us, it concerns the application of scientific and mathematical principles. Engineering has given us bridges, aircraft, cars, motorbikes, space travel, electronic devices, railways, mountain bikes and more! You will study the theory behind how engineers create these products and get your own opportunity to design and manufacture your own engineered products.

There is a national demand for engineers and currently there is a shortage in most fields. Engineers can earn very good wages and often travel to different parts of the world to work. |For those of you wishing to help design and build new things, this is the course for you.

Course Content:

The course comprises of Principal Learning, Generic Learning and Additional and Specialist Learning.

Principal Learning:

Based at Ponteland High School, one day per week

1. Exploring the Engineering World
2. Investigating Engineering Design
3. Engineering Applications of Computers
4. Producing Engineering Solutions
5. Electrical and Electronic Circuits and Systems
6. Application of Manufacturing Techniques in Engineering
7. Applications of Maintenance Techniques Engineering
8. Exploring Innovation, Enterprise and Technological advancements

Generic Learning:

You will cover the 3 functional skills (Maths, English and ICT) and complete a project based on the Engineering Industry. We will also arrange at least 10 days work experience for you in a business appropriate to the Engineering Diploma.

Additional Learning:

The Additional Learning component of your course will be an option subject of your choice (choose a single option).

Course Entry Requirements:

The number of places on the Diploma course is likely to be restricted to a maximum of five students per school. You are expected to have a Key Stage 3 Level 6+ in both Maths and English. Applicants must apply for the course by letter and are considered through interview to demonstrate interest, suitability and enthusiasm.

Progression:

For those who are successful, your diploma will equip you with the skills to progress to the Advanced Diploma – equivalent to 3 ½ A levels – and go on to University or work in the Engineering Industry. The Advanced Diploma in Engineering will be offered at Prudhoe Community High School in September 2011.

Higher Diploma: Hospitality and Catering

Exam Board Specification: Diploma – City and Guilds

What will I study?

The Higher Diploma in Hospitality will give you a taste of the huge range of opportunities and occupations offered by the hospitality sector. This could inspire you to travel overseas or even aim for celebrity status within the industry! Seventy six percent of the sector is made up of small and micro businesses so the opportunities for entrepreneurship are vast. The Diploma reflects this by teaching you the know how to set up and run your own business/ Students who have an idea what kind of a career they wish to follow will be able to prepare for the next step. Those who do not, but who know what they enjoy will be able to find out more about the sector and tailor a programme of learning to suit them. Irrespective of future employment, all of us will be consumers and providers of hospitality and catering during our lives and the qualification will teach vital life skills, such as healthy eating and food safety.

Course Content:

The course comprises Principal Learning, Generic Learning and Additional Learning. To achieve the full award passes must be achieved in all elements. You will be given the opportunity to learn through visits, discussion and talks from people working in industry, classroom based teaching, research and opportunities to work in kitchens and restaurants.

Principal Learning:

Based at Queen Elizabeth High School one day per week

- Unit 1:** Exploring the UK Hospitality industry
- External Test
- Unit 2:** Customer Service skills for the Hospitality industry
- Internally Assessed Assignment
- Unit 3:** Legislation and regulations for the Hospitality industry
- Internally Assessed Assignment
- Unit 4:** Effective team work for the Hospitality industry
- Internally Assessed Assignment
- Unit 5:** Basic business and financial principles for the Hospitality industry
- Internally Assessed Assignment
- Unit 6:** Hospitality Service and current trends within the industry
- Internally Assessed Assignment
- Unit 7:** Techniques for food preparation and cooking
- Internally Assessed Assignment
- Unit 8:** Preparing and cooking meals for a range of customers
- Internally Assessed Assignment

Generic Learning:

Based in your own school, you will cover the three functional skills (Maths, English and ICT) and complete a project based on the Hospitality industry. We will also arrange at least 10 days of work experience for you in your local area. This broad mix of knowledge, understanding and skills will equip you for college and university or employment.

Additional Learning:

The Additional Learning component of your course will be an option subject of your choice (choose a single option).

Course Entry Requirements:

Expected Key Stage 3 Level 6+ in both Maths and English and through interview to demonstrate an interest in working in the Hospitality industry, enthusiasm and reliability.

Progression:

For those who are successful, you will have the skills and qualifications necessary to progress to the Advanced Diploma and beyond and / or work in the hospitality or catering industries.



Higher Diploma: Travel and Tourism

Exam Board Specification: Edexcel

What will I study?

This is a two year course which will provide students with a Higher Diploma qualification equivalent to 7 GCSE grades at A* - C.

The Travel and Tourism Industry is one of the largest employers in the UK. Currently 1.5 million people work in this industry (5% of all jobs) within a huge variety of different types of organisation, from travel agents and tour operators to government agencies and customer service providers. Each year approximately 9 million tourists arrive in or leave the UK. The industry is estimated to be worth £110 billion! Not surprisingly there are literally hundreds of different career opportunities available to you in Travel and Tourism.

The Higher Diploma in Travel and Tourism is a new qualification that offers high quality, industry relevant learning that combines the development of practical skills with a strong knowledge of the industry. As a result, you will develop an excellent all round understanding through a course designed to build your personal and employability skills.

Course Content:

Principal Learning:

Based at Ponteland High School one day per week

- Unit 1:** Journeys and Destinations in Travel and Tourism
- External Test
- Unit 2:** The UK Travel and Tourism Sector
- Internally Assessed
- Unit 3:** The Customer Experience in Travel and Tourism
- Internally Assessed
- Unit 4:** Employment Opportunities in Travel and Tourism
- Internally Assessed
- Unit 5:** Travel and Tourism Business Environments
- Internally Assessed
- Unit 6:** Promotion and Sales in Travel and Tourism
- Internally Assessed
- Unit 7:** Work in a Travel and Tourism Team

Generic Learning:

Based in your own school you will cover the three functional skills (Maths, English and ICT) and complete a project based on the Travel and Tourism Industry. We will also arrange at least 10 days of work experience for you in a Travel and Tourism organisation in your local area. This broad mix of knowledge, understanding and skills will equip you for college and university or employment.

Additional Learning:

The Additional Learning component of your course will be an option subject of your choice (choose a single option).

Course Entry Requirements:

Expected Key Stage 3 Level 6+ in both Maths and English and through interview to demonstrate an interest in working in the Travel and Tourism industry, enthusiasm and reliability.

Progression:

For those who are successful you will have the skills and qualifications necessary to progress to the Advanced Diploma and beyond and / or work in the Travel and Tourism Industries.

Tynedale Virtual College and the New Diploma Pathways

Q What is the Tynedale Virtual College (TVC)?

A TVC is a partnership between four schools (Ponteland High, Prudhoe Community High School, Queen Elizabeth High School, Haydon Bridge High School), local FE colleges (Northumberland College; Mencap National College, Dilston) and the Northumberland Adult Learning Service. It is a means of pooling our resources so that we can offer a wider range of courses to our students than we could as individual establishments. Higher Diploma (also known as Level 2) courses will be delivered on Wednesdays at all of the participating schools and colleges. Students will spend time in their own classrooms, as well as visiting specialist facilities and workplaces. Information about transport arrangements will be provided to interested students and their families.

Q What are Diplomas?

A Diplomas have been developed by employers, schools, colleges and universities to help young people realise their potential and gain knowledge and skills in a real world environment. A Diploma is an all-round package that gives students the right knowledge, experience, insight and attitude to prepare them for the next stage of life, whether that is university, college or work.

Diplomas are being introduced in phases from 2008 to 2011. In total there will be 17 available Lines of Learning at three levels, Foundation (or Level 1), Higher (or Level 2) and Advanced (or Level 3).

In 2013 a national entitlement will be introduced meaning all learners aged 14-19 will have the choice of working towards a Diploma.

Q For whom are Diplomas designed?

A Diplomas are suitable for a wide range of students, including the most able youngsters preparing for demanding university courses, for young people who find the existing education system does not suit them and for those who want to go straight into work after leaving school. The wide scope of these qualifications is due to their unique, flexible design. Students will be able to select which level Diploma suits them best.

Q Why has the Government introduced these Diplomas?

A Diplomas are innovative new qualifications for 14-to 19-year-olds. They have been created to provide a real alternative to more traditional education and qualifications, and are the most important change to the country's' education system since the introduction of GCSEs.

Diplomas are part of the Government's educational reforms designed to offer young people exciting choices and opportunities, equipping them properly for adult life and helping them enjoy a brighter future in the fast changing world in which they are growing up.

The Diploma is aimed at offering young people a real alternative to traditional qualifications by combining general education and work related learning in an exciting, creative and enjoyable way.

By providing exciting and challenging opportunities to experience different styles of learning in different settings, often outside of the classroom in a more adult environment, the Diploma will help young people make better informed choices about the type of learning that best suits them and about what kind of work or further study they may want to do. In addition, the Diploma will create new opportunities for progression - from one level of achievement to the next, across pathways (e.g. from GCSE to Higher level Diploma), from school or college to further or higher education, and ultimately to adult and working life.

Q Are Diplomas valued by universities, colleges and employers?

A The Diploma will give young people the essential knowledge and personal skills that they will need for college, university or work.

The Diploma will be widely recognised and valued by employers and further and higher education institutions as a highly valuable combination of skills, knowledge and attitudes.

Q Which Diplomas are available to Haydon Bridge High School students?

A In 2009 there will be Foundation and Higher Diplomas in: Environmental and Land Based Studies. Higher Diplomas are also available in: Engineering; Hospitality and Catering; Construction and the Built Environment, each of which is hosted by one of our TVC partners.

Q Will the Diploma replace traditional vocational courses?

A No. BTEC vocational courses, such as BTEC Sport and Business, will continue to be offered to Y9 students and, if there is sufficient demand, will go ahead.

Q Where can I find out more about Diplomas?

A QCA has published detailed information on its Diploma webpages at www.qca.org.uk/diploma