

PRESDALES SCHOOL



YEAR NINE OPTIONS

2018

GCSE COURSES TO BE OFFERED IN 2018/19

(A) COMMON CORE

1. English

The study of English will lead to two separate GCSE qualifications. Students will follow the WJEC/EDUQAS specification for English Language. This will be assessed by two terminal examinations, one based on twentieth century literature reading and creative writing and the other based on nineteenth and twenty-first century non-fiction reading and transactional, persuasive writing. In addition, there is a spoken language component.

Students will follow the AQA English Literature qualification. This specification consists of two terminal exam papers. The first focuses on Shakespeare and the nineteenth century novel, worth 40% of the total marks. Here, students will be required to explore an extract from a Shakespeare play, *Romeo and Juliet*, and then answer on the text as a whole. They will follow the same procedure for a nineteenth century fiction text. The second paper is based on modern texts and poetry. Here, students will explore a twentieth century play, *An Inspector Calls* by J B Priestley and answer on both prepared and unseen poetry.

2. Mathematics

All students will be working towards the GCSE Mathematics (1MA1), examined at the end of Year 11. We plan to use Edexcel examination board for Higher Tier entry covering GCSE grades 4-9 and AQA examination board for Foundation Tier entry encompassing GCSE grades 1-5. All exam boards for Maths GCSE have the same specification. Students will continue to work in sets based on mathematical ability and movement may take place between sets as a result of tests and teacher assessment.

The aims of the Mathematics GCSE are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The content of the course is divided between the topics of:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Statistics and Probability

The GCSE qualification is assessed by three equally weighted written examination papers (one non-calculator and two calculator). The Foundation Tier targets grades 1 to 5 and the Higher Tier targets grades 4 to 9, with 50% of the marks at Higher Tier addressing grade 7 and above. Final decisions on tier of entry will be made during Year 11.

3. Science

All students in Years 10 and 11 will study Science according to the National Curriculum at Key Stage 4. Students will be invited to follow one of two routes:

a) Separate Sciences

Biology, Chemistry and Physics are offered as a suite of three GCSEs. Students will be invited to select this course based on their attainment in Science. They will need to select "Third Science" as a Free Option Choice if they choose to study Separate Sciences. These three GCSEs will be assessed at the end of Year 11. Each GCSE is assessed 100% by external examinations. Students can be entered for either higher (grades 4 to 9) or foundation (grades 1 to 5) level depending on teacher assessment of their progress. We follow the AQA syllabus for each GCSE.

b) Science Double Award

Students achieve one qualification which is the equivalent of 2 GCSEs. The qualification consists of equal quantities of Biology, Chemistry and Physics. Students will be assessed at the end of Year 11 and the qualification is assessed 100% by external assessment. Students can be entered for either higher (grades 4/4 to 9/9) or foundation (grades 1/1 to 5/5) level depending on teacher assessment of their progress. We follow the AQA Combined Science: Trilogy syllabus.

4. Religious Education (GCSE Short Course)

At the beginning of Year 9, all students began a GCSE short course which is completed in Year 10. This is examined in the same depth as any other GCSE course and so a grade '9' shows the same depth of understanding as any other GCSE grade '9'; however, only half of the content is studied.

Students have the opportunity to engage with a variety of philosophical and ethical questions, each of which is studied from both Buddhist and Christian viewpoints, although students are also able to evaluate religious teaching from any position, including non-religious beliefs.

There are four key aspects of the course.
We begin with;

1. An introduction to Christian Theology;
 2. An introduction to Buddhist Philosophy.
- Key beliefs, ideas and principles are then critically evaluated in the context of
3. Sex and relationships, including marriage, family, divorce and gender equality;
 4. Issues of life and death, including the world, the origin and value of human life, and beliefs about death and the afterlife

This course will help students learn about some of the approaches of religions to fundamental questions about human existence and consider some of the most

important questions about how people should behave and why. Students are encouraged to give full, articulate reasons for holding a point of view on philosophical and ethical issues, to appreciate a variety of views, including religious perspectives and to reach conclusions based on a thoughtful and analytical evaluation of a range of ideas.

The whole GCSE short course (both Year 9 and Year 10 work) will be examined at the end of Year 10. We follow the EDUQAS examination board. There is no coursework.

(B) MODERN LANGUAGE CHOICES

September 2016 saw the introduction of the new GCSE 9-1 in French, German and Spanish and Italian and Russian began teaching it in September 2017. French, German, Spanish and Italian are following the GCSE AQA specification and Russian the Edexcel specification.

All students study one language and have the opportunity to study GCSE in both of their KS3 languages.

Here is a quick and simplified overview to show you what you will be learning.

French, German, Spanish, Italian and Russian are taught as linear courses.

The language will be taught developing the skills of listening, speaking, reading and writing leading to a GCSE grade 9-1 with 9 being the highest grade.

(a) Assessment:

The new GCSE is linear which means there will be ONE final exam in each skill, FOUR exams in total at the end of Year 11 which count towards your GCSE grade. All skills will be equally weighted: Listening 25%, Speaking 25%, Reading 25%, Writing 25%. The exam can only be taken either at Higher or at Foundation level.

(b) Themes:

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where the target language is spoken.

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in the Target Language -speaking countries/communities

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

(C) HUMANITY CHOICES

1. Geography

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 this is and helps to prepare you for these changes.

Geography helps you to tackle the big issues:

- Environmental responsibility
- The changing world of trade and industry
- Global interdependence
- Cultural understanding

The transferable skills which Geography fosters are an asset in the complex world of employment today. The nature of peoples' working lives is changing; it is less likely that you will spend all your life with one company or organisation. Geographical study fosters a range of qualities and skills and provides a firm basis for life-long learning.

Geographers can:

Make a concise report
Handle data
Ask questions and find answers
Analyse material
Manage themselves
Solve problems

Geographers are:

Good communicators
Socially, environmentally and spatially aware
Problem solvers
Good team players
Computer literate
Well rounded, flexible thinkers

Geography is a subject that combines very well with others in the curriculum and that aims to develop a range of skills, as well as breadth of knowledge.

Course Outline

The course that we have chosen (AQA) brings in current geographical concerns, as well as a sound grounding in key ideas. It will allow students to deepen their knowledge of a range of contemporary topics drawing from physical, human and environmental aspects of the discipline. Some of the material builds on topics and skills taught during Key Stage 3.

The topics we study include:

- Tectonic hazards
- Tropical storms
- Extreme weather in the UK
- Climate change
- Coastal landscapes in the UK
- River landscapes in the UK
- Ecosystems
- Tropical rainforests
- Cold environments
- Urban issues and challenges
- The changing economic world
- The challenge of energy resource management

This course is designed to equip students with many skills that are useful in other subjects and in the workplace. Students consider various viewpoints and learn how they can help create a positive geographical future. Issue evaluation and decision making exercises help students develop critical thinking and problem solving skills.

Fieldwork

Fieldwork is an integral part of Geography GCSE and will actively develop research skills and reinforce ideas that we cover in the classroom. It is a requirement of the exam board that all students participate in two fieldwork days, where they will develop fieldwork techniques through the collection of primary data. Their understanding of this will be assessed in Paper 3. We will be exploring the physical environment, human world and the interaction between the two. Within school we will be offering weekly support clinics and masterclasses which aim to consolidate prior learning and aid revision.

Assessment

Students will be assessed on their exam performance only, there is no coursework. All exams will take place at the end of the course. Students will take three exams: one on physical geography (1 hour 30 mins), one on human geography (1 hour 30 mins) and one on issue evaluation and fieldwork (1 hour). The issue evaluation aspect of Paper 3 will involve pre-release material which will be available from March, allowing students to feel more confident about the content of that exam. Questions include multiple choice, resource-response, short answer and extended answer styles.

2. History

History is, at its heart, the study of human experience and human interaction. We have selected the Edexcel History GCSE 2016 specification in order to build on students' knowledge and skills from Key Stage 3. The course covers a range of periods of history and blends overview and depth to strengthen their knowledge and understanding of key themes and developments from the Middle Ages to the present day.

The course is composed of four units:

Thematic Study and Historic Environment

Medicine in Britain c.1250 to the present, with the British sector of the Western Front, 1914 – 1918: injuries, treatment and the trenches.

British Depth Study

Henry VIII and his ministers, 1509 – 1540

Modern Depth Study

Weimar and Nazi Germany, 1918-1939

Overview Study

Superpower relations and the Cold War, 1941 – 1991

The study of these units provides opportunities for students to develop their knowledge and understanding of history and human experience in a range of ways, including:

- An overall story of change and continuity in British history
- The historical origins of modern politics, through the political changes introduced by the Tudors
- The development of scientific and social and cultural attitudes, through the study of medicine and health
- The role of key individuals, both in politics and in social and scientific fields
- Henry VIII – and of course his famous wives, Thomas Cromwell, Hitler, Stalin and a number of US Presidents
- William Harvey, Edward Jenner, Louis Pasteur, Florence Nightingale, Elizabeth Garrett Anderson, Alexander Fleming
- An understanding of the nature of politics and international relations in the modern world, through the study of twentieth century democracies and dictatorships, the role of modern superpowers and the crises of the nuclear age and the Cold War.

We answer questions such as:

- How much changed in medicine and health between the Black Death and the Plague?
- Did industrialisation improve medicine and health?
- How far did science improve medicine after 1500?
- How did war lead to developments in medical treatments and medical technology in the twentieth century?

- Was Henry VIII a powerful king?
- How far did Henry transform England?
- Did democracy make Germany great again in the 1920s?
- Why did Hitler gain power in 1933 (but not before)?
- Was anyone better off under the Nazis?
- How close did the world come to nuclear war?
- Why was there a crisis over Cuba in 1962?

Studying History at GCSE builds on the skills students have already been developing in History since Year 7. These include oral and written explanation and analysis; the ability to identify and deploy relevant evidence; the ability to construct an argument in response to a question; the ability to research and use sources critically and the ability to engage with the experiences and cultures of other people and other countries.

These skills are an invaluable basis for A level courses in sciences as well as in social sciences and humanities and are equally essential beyond education, in the workplace. Successful past students of GCSE History are now doctors and dentists, as well as historians and journalists; they have continued to draw on the knowledge and skills they gained at GCSE, whatever path they have later chosen to follow.

(D) FREE OPTIONS

1. Art

The AQA two-year Fine Art course is designed to encourage and motivate students through a diverse range of vibrant and dynamic materials and topics. Students will become more self-directed through research and problem solving. There is great emphasis on fine drawing skills and written annotation. The course is assessed through two components (i) portfolio 60% (ii) externally set assignment 40%. Final assessment takes place through the marking of ALL work produced. Deadlines and checklists are issued at the start of each project. It is expected that homework will be continuous at 3 hours per week. The GCSE exam is in April following a limited preparatory period studying a chosen theme set by AQA. The exam is ten hours of sustained focus study.

What skills will be developed?

Areas covered in the syllabus are:

- Observational studies
- Composition skills
- Painting/Drawing
- Printing
- Mixed media experimentation
- Art History/analysis and evaluation of images
- Modifying/reviewing work
- Evaluation skills

Who would this subject suit?

Students will need to be:

- Well motivated
- Able to work independently to research ideas and artists
- Able to work to deadlines and organise their time
- Dedicated and enthusiastic and able to put in a lot of time out of school hours.

What could I do next with this subject?

Go on to study Art at A level, Photography at A level or Art BTEC at college

Do I need to know anything else?

- Sketchbooks and Art materials will be needed for the course. The Art department offers an Art Pack of materials at a discount price.
- The Art department runs a coursework club on three lunchtimes
- The department runs trips according to the projects theme. All trips are of tremendous educational value. We encourage students to visit galleries in their own time to develop links with the work of artists' assessment objectives.
- The department invites artists/printmakers etc. to carry out workshops/talks to introduce new techniques and media.

2. Business

The new GCSE course we have opted for is the Edexcel/Pearson Business GCSE (9-1) 1BS0

The course is split into two broad complementary themes called Investigating Business and Building a Business. In this respect it is very similar to the course that it is replacing with the notable exception of any coursework. Theme one develops the concepts of entrepreneurship and the practicalities of setting up a new business including external economic influences. Theme two then explores how businesses grow and looks at operational and financial decision making along with human resource management and recruitment. Both themes are examined with two 90 minute terminal examinations split into 3 sections, A, B & C and requiring skills of calculations, multiple choice, short answer and extended writing

The course is a good base for progression to Year 12 where we offer Business A level and Economics A level separately. It is also useful to prepare students for the concepts and knowledge required for vocational study such as BTEC. Those considering their own business one day in the future will find the grounding that this rigorous GCSE gives useful.

3. Computing

Computer Science is a new GCSE which contrasts significantly with older 'ICT' GCSEs. The new courses focus on how computers work and how to program them (a.k.a. 'coding'), also incorporating aspects of networking, security and emerging trends in computing.

The final choice of exam board is to be decided but most GCSE specifications are structured as follows:

20%: a programming project conducted under controlled conditions and lasting approximately 20 hours. Students will develop a computer program using an approved language (most probably Python) and draw on their understanding of algorithms, decomposition and abstraction to design, write, test and refine a program.

80%: two exam papers on all topics covered during the course including algorithms, binary representation, data representation, data storage, data compression, encryption, databases, Boolean logic, computer networks, emerging trends in computing technologies, the impact of computing on society and understanding how to develop program code.

4. Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth taught by a specialist teacher of Graphics and Textiles.

The majority of the course will be delivered through the practical application of knowledge and understanding.

The Topics and themes will include the following:

1. Core technical principles covers core technical principles
2. Specialist technical principles covers specialist technical principles where students will go into greater depth in their selected material area – Graphics or Textiles
3. Designing and making principles covers design and making principles.

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.

The aim of this course is to prepare young people to participate in the rapidly changing technology of the future. It develops different ways of thinking which enable people to be adaptable, autonomous and creative problem solvers.

For each material area candidates must complete a Non-exam assessed project and sit a written examination paper.

Non-exam assessment 50% of the total marks (100 marks)

Written Examination 2 hours 50% of the total marks (100 marks)

The controlled assessed project consists of a detailed design and make project and should demonstrate 35 hours work. Candidates are expected to develop a prototype for a commercial product. This involves researching a target group and design need, generating design ideas, making and testing a practical outcome and finally considering the market potential for their product. It is expected that students will have an awareness of the impact technology has on society and the environment.

In Year 10 students will undertake several mini projects during which they will acquire knowledge and develop a range of practical skills. Year 11 students will research a design brief set by the examination board and prepare for the summer examination.

Success in any of the material areas at GCSE could enable pupils to continue into the sixth form and study A' Level Fashion and Textiles and Product Design.

Outlined below is the subject specific content for each of the Design and Technology areas.

Textile Technology

The aim of the course is to enable students to design and make quality, 3 dimensional textile products, using a range of materials, skills and processes. In Year 10 students concentrate on developing a range of basic practical techniques, for example printing and dyeing fabric. Candidates will also develop their knowledge and understanding of fibres, fabrics, their characteristics and working properties and demonstrate the safe use of appropriate tools and equipment.

Future education/career paths could be a degree or HND in Art and Design, Marketing, Management, Advertising, Fashion or Interior Design and Fibre and Fabric manufacture.

Graphic Products

is an opportunity for students to build on their Key Stage 3 experiences and continue to design and make quality products using a range of materials, skills and processes. There is a strong emphasis on the use of computer graphics alongside traditional drawing skills. Students will use a variety of materials including card, paper, plastic, wood, metal and textiles to design and make a selection of products.

Future education/career paths could be A level Product Design, Engineering, Web Design, Animation, Illustration, Marketing, Graphic Design and Architecture.

Food Preparation and Nutrition

An exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The qualification focuses on developing students' practical cooking skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into 5 topics:

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

Assessment

Non-exam assessment. 50% of qualification.

Task 1: Food investigation (1,500 – 2000 word report)

Task 2: Food preparation (3 hour practical exam).

Written Exam

50% of qualification.

Theoretical knowledge of food preparation and nutrition from the core topics above.

1 hour 45 minutes.

Career Paths

A degree in Food Science, Nutrition, Dietetics, Marketing, Manufacture, Secondary and Primary Education, Health Service, Hospitality and the Catering Industry.

5. Drama

What is it?

GCSE Drama is a highly appealing course due to the diverse range of activities, combining both practical and theoretical approaches to learning. The combination of academic and creative challenge with a practical focus makes for a dynamic and engaging course. GCSE Drama enables students to learn and hone a variety of dramatic skills and techniques whilst developing students' knowledge of key dramatic genres. In addition to this, students will be given the opportunity to explore real life in a safe environment, preparing them for the wider world.

Why should I take it?

GCSE Drama nurtures the use of transferable skills such as communication, public speaking, analysis and evaluation, problem-solving and collaboration, research and

decision making. These are all vital skills for the world of work, regardless of whether you intend to pursue further Drama qualifications or have an ambition to work in the creative industry post GCSEs. Such skills are also invaluable to the successful study of a huge range of A Level subjects, as well as those that can be studied at further and higher education institutes.

Key Course Benefits:

- Work creatively both as part of a group and individually
- Develop artistic skills through practical exploration and realisation
- Engage with themes and issues extending to the wider world
- Work as a performer, deviser, designer and director
- Gain an exciting learning experience where investigation of social, historical and cultural context is key
- Work through the process of research, improvisation, rehearsal, performance and evaluation
- Work practically to bring scripts to life, analyse and evaluate text in action
- Create presentations that explore a range of genres and styles, allowing students to gain an understanding of how the work impacts upon an audience
- Build confidence in performance
- Develop higher order thinking skills
- Enhance literacy and communication skills

What will I be studying?

The course will aim for you to look at the many specialisms of drama, which will allow you to explore the subject in its entirety. The six key concepts explored through each of the three units of work are:

- Character, context and plot
- Structure
- Audience and defining performance space
- Improvisation
- Genre, performance, style and convention
- Semiotics of Drama

Key Course Features:

- Creative approaches: Acting, devising and designing tasks appear throughout the course to suit a range of interests and skills
- Themed projects where you can create and perform
- Script work projects where you can bring to life and perform extracts from plays and then analyse and evaluate text in action
- Written portfolios that allow you to reflect upon the process and evaluate Drama.
- Live theatre witnessed and reviewed

How is it assessed?

There are three assessed units in total:

- Two units will be an assessment of practical skills and prepared performance work. Written portfolio work also accompanies each of these units. (60 % of the final GCSE, 30% per unit of work).
- One unit will be a written examination (40% of the final GCSE).

What else do I need to know?

GCSE Drama is an excellent starting point for further study at A Level and for University degree courses. Students of Drama develop creative skills, as well as knowledge and understanding of the Arts thus preparing them to study subjects such as: Performance Studies, Drama and Theatre Studies, Performing Arts, Media Studies, English Language and Literature, Philosophy, Sociology and Psychology, Dance, Music and Art.

The study of GCSE Drama paves the way to a wide range of career possibilities, including those involved in public speaking and presenting, leadership and management, group co-operation and interaction, performing and communicating, teaching and learning, problem solving and investigation, and analysis and evaluation.

6. Music

Music at GCSE can be very rewarding. It is recognised as a valid qualification by Universities, Colleges and employers. Music can make a welcome break from standard written GCSE examinations and courses. Most significantly the course helps you to explore unique areas of creativity, discipline and independence. The emphasis in GCSE Music is on learning about music through experiencing music.

More time is given to your individual development on an instrument (or voice). Part of the course will focus on the use of ICT in Music as well as on basic recording techniques. All of this is extremely useful as a basis for a possible career in the media, broadcasting, record production, publishing, film etc. The GCSE course contains the following elements:

(a) Listening

The styles covered include pop, classical, folk, world film and game music. The examination is conducted by means of a CD with students making a written response.

(b) Performing

Students perform 2 pieces for the final examination. They develop their ability on an instrument (or in singing). Whilst grade examinations are important, the GCSE course stresses the importance of a musical performance. It is possible for a student with a lower grade to obtain a good mark in this examination as long as she has a genuine desire to work hard and make progress. We offer a 50% subsidy of music fees for those learning in school or at a Hertfordshire County Music School. In return for this students must support at least one school extra-curricular activity e.g. the Senior Choir.

(c) Composing

Students submit two compositions for their final coursework. No previous experience is required to undertake this part of the course which can prove to be highly enjoyable. It is like learning to spell, make sentences and then write creatively with musical notes. Students learn to improvise and develop basic compositional techniques before moving on to composing in their own style. The course is well structured but allows considerable personal freedom of expression. Students will learn to use music technology (iMacs with Logic Software) to a deeper level as part of the course.

Students considering this course should be adaptable, open to different styles of music (classical and popular) and have shown some evidence of progress on a musical instrument (or singing).

7. Physical Education

GCSE Physical Education provides students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity. In addition to this, the content of the course provides a route to additional study in Further Education awards, such as A levels and to Higher Education in PE, as well as to related career opportunities. For example; sports coach/manager, PE teacher, physiotherapist, fitness instructor, sports development officer, sports nutritionist, sports psychologist.

Topics covered within the theory element of the course include:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

How it's Assessed

2 written exams: 1 hour 15 minutes each

78 marks per paper

60% of GCSE

Non-Exam Assessment: Practical Performance in Physical Activity and Sport

What's Assessed

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

How It's Assessed

Assessed by teachers

100 marks

40% of GCSE

GCSE Physical Education students are expected to attend a minimum of two extra-curricular activities, showing commitment and enthusiasm. We also advise that students should be playing or performing in at least two activities outside of school.

8. Sociology

GCSE Sociology helps students to develop a wide range of knowledge and understanding about society, about how sociologists study and understand its structures, processes and issues. Studying sociology broadens students' minds, helps them to see their world from a different perspective and in new and thought provoking ways. It is exciting, interesting, up to date and relevant to students' lives. Sociology is a people based subject. It combines with a variety of subjects and is relevant to a wide range of careers including teaching, medicine, health and social care, media, politics, police and law.

Sociology is studied through a variety of methods including documentaries, films, newspapers, sociological research and surveys and students can expect to take part in group work, discussions, written assignments and presentation.

What skills do Sociologists have?

By studying sociology, students will develop transferable skills including how to:

Investigate facts and make deductions

Develop opinions and new ideas on social issues

Analyse and better understand the social world.

Students will also develop their analytical and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

Course Outline

Students will follow the AQA Sociology (8192) course. The topics we study are:

- The sociological approach -debates within sociology, classical sociologists including Durkheim, Marx and Weber, different sociological perspectives such as feminism, functionalism, interactionism and Marxism, how to use sociological research methods and how they apply in particular contexts.
- Social structures, social processes and social issues - Critically evaluate and compare and contrast theories, explanations or methods. Explore and debate contemporary social issues
- Families – Function of the family, changing family forms, conjugal role relationships, divorce.
- Education – Roles and functions, link to capitalism, educational achievement, internal processes.
- Crime and deviance – social construction, social control, criminal and deviant behaviour, statistics.
- Social stratification– Functionalism, socio-economic class, Life chances, Poverty, Power/authority.
- Sociological research methods – Research design, types of data, Practical & ethical issues.

Assessment

There are two papers examined at the end of the course in Year 11. Both papers make up 50% of the total marks. Each exam is 1 hour and 45 mins long. They consist of multiple choice questions, followed by a range of short and extended responses.

Paper 1: The Sociology of families and education

Paper 2: The Sociology of Crime and Deviance and Social Stratification

9. BTEC Health and Social Care

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for students who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning.

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing

Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them

Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology by allowing you to apply your knowledge and skills practically in a vocational context.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

A Levels as preparation for entry into higher education in a range of subjects

Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3.