



UPPER WHARFEDALE SCHOOL  
COURSES IN YEARS 10 AND 11

2007 - 2009

# CORE CURRICULUM SUBJECTS

## ENGLISH AND ENGLISH LITERATURE

The school follows a course leading to two GCSEs run by the WJEC.

- 20% of the marks come from a coursework folder of six assignments, chosen from pupils' best pieces.
- 20% of the marks come from three speaking and listening assessments.
- 60% of the marks come from three examinations, two in English and one in English Literature. All examinations last two hours.

As well as testing Reading and Writing, pupils will study Shakespeare, a modern play, poetry from all ages, a modern and a Victorian novel.

**For further details of the English courses, please see Mr M Katz.**

## MATHS

All students are grouped according to their ability.

Students follow the Edexcel 'A' GCSE Mathematics course using the Collins text books. There are two tiers of entry. The Higher Tier covers GCSE grades from A\* to D and the Foundation Tier covers GCSE grades from C to G. The course is assessed through two examination papers (one without the use of a calculator) at the end of Year 11.

**For further details of the Mathematics course, please see Mr K Brown.**

## SCIENCE

The KS4 Science Curriculum has changed nationwide. There has been a change of emphasis from knowledge to understanding and application of skills. There is a strong emphasis on the science of contemporary issues.

All pupils follow OCR Science for the 21<sup>st</sup> Century course leading to two GCSEs in Science. In Year 10 all pupils study the same Core Science and sit four external examinations, one in January and three in June.

In Year 11 there are two courses offered:

- (1) Additional Science
- (2) Applied Science

Course 1 allows progression to A levels. Course 2 does not usually lead to A levels.

Decisions are made during Year 10 as to which course individuals study in Year 11. More details will be available during Year 10. For more details of the syllabus visit the following website: [www.ocr.org.uk](http://www.ocr.org.uk). Another useful site is the Qualifications and Curriculum Authority: [www.qca.org.uk/science](http://www.qca.org.uk/science).

**For further details of the Science course, please see Dr L Madgwick.**

## **PHYSICAL EDUCATION**

All students in years 10 and 11 will follow a full course of physical education for two hours each week. The course is entirely practical and compulsory for all students. At the end of each module or activity they will be assessed by the PE staff and given a National Curriculum level leading to an overall level being awarded at the end of year 11.

During the course students will be encouraged to:-

1. Develop better individual performance, increasing tactical awareness and learning to coach and referee. This third area is especially relevant if students are unable to take a full part in the lesson because of minor injury. Therefore all students should bring kit to all lessons even if they are unable to play competitively.
2. Improve their standard and understanding of the factors that affect health and fitness.
3. Undertake National Governing Body awards such as lifesaving, junior football organiser, rugby community leader, netball coaching and refereeing.
4. Undertake a Junior Sports Leaders Award (JSLA), which is the first step on the ladder to organising and coaching sporting activities.

As senior students, with Governing Body awards, they will be encouraged to help the department with the coaching of teams and helping to organise extra-curricular activities both at lunchtime and after school. They will play in, and help with, the House Sports competition.

## **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION**

All students follow a course in Personal, Social, Health and Citizenship Education (PSHCE). Wherever possible, learning is process-based with practical activities which involve decision making, problem solving and learning through experience.

Much of the work undertaken in PSHCE at KS4 involves working in groups but is structured in such a way as to enable students to develop self-awareness of their individual strengths and weaknesses. The two-year course will provide students with a wide range of experiences including economic awareness, enterprise, citizenship, work experience, health skills, sex and relationships education and preparation for post-16 education, training or employment.

From 2007, students will be able to sit an external examination at the end of Year 11 on aspects of the course, entitled "Certificate in Preparation for Working Life". This course is equivalent to a short course GCSE, and students may gain a level 1 pass (roughly half a GCSE level D-G) or a level 2 (half a GCSE level A-C).

As part of Citizenship the school aims to develop students as individuals who are aware of the responsibilities of living in our society, who respect other people and who are capable of playing an active role in their community. We seek to do this through all school activities, not just through the taught curriculum. Citizenship is developed through timetabled subjects and through involvement in extra curricular activities and enrichment days.

Year 11 are given the opportunity to gain a Citizenship Award at Bronze, Silver or Gold level which acknowledges the citizenship work they do throughout the school.

### **Progress Folders**

In Year 9 students begin to build up a personal folder of evidence of their achievements and other materials including work completed in PSHCE. This folder is backed up by a variety of tutorial materials which help students to understand their personal learning styles, to learn to review their progress and to plan their next steps, both personally and academically.

This 'Progress Folder' is continued in Years 10 and 11 and throughout the school, students are encouraged to keep a record of their interests and hobbies and, in consultation with form tutors and subject teachers, to recognise and evaluate their academic and social development.

In KS4, as a part of the PSHCE course and tutorial time, students gain further practice in reviewing and evaluating their inter-personal skills, academic progress, work experience, hobbies and other curriculum areas. They also learn how to prepare a curriculum vitae, a personal statement, and how to draw up and update an action plan to record their intentions and ambitions after leaving Upper Wharfedale School.

**For further details of the Personal, Social, Health & Citizenship Education course, please see Mrs C Tierney (Mrs Mason for the Citizenship element).**

## **RELIGIOUS EDUCATION AND CITIZENSHIP**

Students will follow an RE course in Year 10 and a Citizenship course in Year 11. It is hoped that for many students this will lead to a short course GCSE qualification (half a GCSE each).

The RE course will allow students to explore ideas and topical issues such as medical ethics, poverty and wealth.

The Citizenship course covers human rights, power politics and the media and global issues and will involve producing a portfolio based upon a community activity students undertake.

**For further details of the Religious Education and Citizenship Course, please see Mrs R Mason.**

# **LEVEL 2 VOCATIONAL COURSES**

## **(EQUIVALENT OF TWO GCSEs)**

### **APPLIED PERFORMING ARTS**

New Applied Performing Arts GCSE. Single and Double Award.

A vocational qualification based on the performance industry.

The new Performing Arts GCSE is initiated by selecting themes or areas of study to work on, such as Runaways, Drug Abuse, Teenage Life, Road Safety, Homelessness, Horror, Growing Up, Cultures, Teenage Issues, Documentary Production, etc.

Once an area of study or issue has been selected, students begin a general or holistic study of the skills and techniques that are used to create a performance or presentation. This study looks at: Digital Image Creating and Projection; target audiences; action planning and meeting deadlines; choice of personnel; planning job tasks; working in teams; presenting ideas to peers and teachers; research and development; health and safety; working on personal skills development; budgeting; copyright and performance rights; marketing and publicity; organization of ticket sales; box office, front of house; professional conduct; preparing running orders, call sheets; effective evaluation – ongoing during the preparation of the performance and after the final performance; reviewing the performance from the point of view of the realiser; reviewing the performance from the point of view of the audience; exploration of new technologies.

The students will study the above through a variety of practical activities and tasks and even trips enabling them to acquire the necessary skills, knowledge and understanding to plan and perform a Showcase for the single award and a Commission based on a particular brief for the double award.

Together with this holistic experience preparation, planning and performance students will specify which art form to choose. They, along with some teacher guidance, can decide which specific Art Form to study in depth. These range from: Drama/Acting; Dance; Music; Music Technology and possibly DJ'ing.

After all of this students will have an overview of the whole performance process in relation to the performing arts industry. Furthermore, they will also have personal performance or presentation experience. They will basically, be equipped with a holistic perspective and skill array of the entire performance industry from both sides of the curtain or screen.

**For further details of the Performing Arts course, please see Mr N Sloan.**

## APPLIED ICT

Entry requirement guidance:	Students should be able to demonstrate an interest in computers and software packages
How and where is the course delivered?	5 hours per week over two years Delivered by Craven College
What is studied?	Three units are studied through a combination of taught classes, assessment work and personal study at home  Tools and Applications ICT in Organisations ICT and Society  Applications include: Databases, Spreadsheets, Graphs, Webpage Design, Powerpoint, Word Processing, Desktop Publishing, Graphics
How is this course assessed?	Two units are assessed through coursework and one unit is assessed through an Exam Board set assignment undertaken in class.
Next steps:	With further training or study, students can enter careers such as Desktop Publishing, Webpage Design, Systems Analysis, Finance, Office Administration  You could study more advanced courses: A Level ICT Applied A Level in ICT  If you want a job straight away, you could work and train in Administration, Finance or Design
What else do I need to know?	There will be trips to organisations. One example is Coca Cola at Wakefield, which is the largest Coca Cola plant in the world. We look at all the ICT systems that are in place.

**For further details of the ICT course, please see Mrs D Hartley (Craven College)**

## **BTEC FIRST DIPLOMA IN SPORT**

### **What is a BTEC First Diploma?**

A BTEC First Diploma is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

**A BTEC First Diploma is equivalent to four GCSE grades A\* - C.**

### **What is the course structure?**

The course is made up of six units – three core units that everyone takes and three specialist units. The specialist units enable you to study one of the two specialist pathways (Sport or Outdoor Education) in more depth.

### **What subjects will I study?**

All students take three core units:

The Sports Industry  
Health, Safety and Industry  
Preparation for Sport

**You take three specialist units from one of the following pathways:**

<b>SPORT</b>	<b>OUTDOOR EDUCATION</b>
The Body In Sport	Sport Leadership Skills
Sport Leadership Skills	Expedition Experience
The Sports Performer	Outdoor and Adventurous Activities
Work Based Project	Work Based Project
Practical Sport	Business for Sport

### **How is the course assessed?**

All units are assessed, and graded and an overall grade for the qualification is awarded.

### **What can I do at the end of the course?**

With further training or study, students go into careers in:

- Sports centres
- Leisure centres
- Outdoor activities centres

A BTEC First Diploma prepares you for employment and provides a good grounding to go onto a more advanced course such as:

- BTEC National Diploma / Certificate / Award in Sport
- Advanced VCE in Leisure and Recreation

**For further details of the Physical Education courses, please contact Mrs H Mukherjee.**

## **BUSINESS DIPLOMA**

Entry requirement guidance:	Students should be able to demonstrate an interest in business
How and where is the course delivered?	One day per week over two years Friday in Year 10 and Thursday in Year 11 Delivered by Craven College
What is studied?	Six units are studied through a combination of taught classes, assessment work and personal study at home  Three are core units:  Exploring Business Purposes Developing Customer Relations Investigation Financial Control  And three specialist units:  Business Communication Doing Business Online Exploring Business Enterprise
How is this course assessed?	By coursework – all units are assessed and graded as a Pass, Merit or Distinction The qualification is then given an overall grade of a Pass, Merit or Distinction
Next steps:	Employment into a business environment or further study on a:  BTEC National Diploma or Certificate in Business Course Business and IT Skills Course A Level Programme Specialist Professional Course
What else do I need to know?	Lever arch files, stationery, pens and floppy disks should be provided by the students.

**For further details of the Business Diploma course, please see Mrs D Hartley (Craven College)**

## **HEALTH AND SOCIAL CARE (DOUBLE AWARD)**

This is a new course on offer at Upper Wharfedale School which is equivalent to two GCSEs. It enables students to develop a valuable insight into the Health and Social Care Sector and important related issues.

There are 3 units to be studied over Years 10 and 11:

### **Unit 1 Health Social Care and Early Years Provision**

Students will learn about:

- The range of care needs in the community and the types of services available, e.g. health care, pre-school care, foster care.
- The types of jobs involved in health and social care and the skills they require, e.g. childminders, school nurse etc.

### **Unit 2 Promoting Health and Well-being**

Students will learn about:

- What we mean by health and well being
- The factors that affect our health and how to measure our physical health, e.g. diet, exercise.
- The ways of ensuring people know how to improve their own health, e.g. the No Smoking Campaigns.

### **Unit 3 Understanding Personal Development and Relationships**

Students will learn about:

- How we grow and develop and what affects our growth and development, e.g. genetics and our environment
- How we develop self concept and personal relationships – our view of our self.
- How we cope with major life changes, e.g. physical changes (adolescence), relationship changes (marriage, divorce).

### **Assessment**

Unit 1	Coursework (portfolio)	33.33%
Unit 2	Coursework (portfolio)	33.33%
Unit 3	Final Examination	33.33%

**For further details of the Health and Social Care course, please see Ms C Rose.**

# GCSE SUBJECTS

## ART & DESIGN

Students follow a course of study in Art and Design intended to develop further those strengths and skills already evident from work in Years 7 to 9.

The syllabus is Art and Design (Unendorsed), with candidates submitting work in at least **two** of the following areas of study: Drawing and Painting, Graphics, Textiles, 3D Design, Photography.

Students will be required to complete four to five units of coursework. A coursework unit should include preparatory work, sketchbooks, logs or journals, and ICT work relating to the final piece(s) in the chosen area(s) of study.

Candidates will be assessed through both Coursework (60% of the marks) and the Controlled Test (40% of the marks). Both coursework and controlled test are school assessed and moderated by AQA.

## ART TEXTILES

Pupils will be required to work in one or more area(s) of Textiles such as those listed below. They may explore overlapping areas and combinations of areas. There will be a leaning towards the Fine Art element.

- Printed and/or dyed materials
- Domestic textiles
- Constructed, manipulated and/or applied textiles
- Fashion and/or costume.

Students will be required to complete up to four units of coursework. A coursework unit will include preparatory work and sketchbooks relating to the final piece(s). As well as textile experimentation this will involve elements such as drawing, painting/mixed media, ICT, annotation, art/design history and research.

Candidates will be assessed through both coursework (60% of the marks) and the controlled text (40% of the marks). Both coursework and controlled test are school assessed and moderated by AQA.

**For further details of the Art courses, please see Miss A Nottingham.**

## **DESIGN AND TECHNOLOGY: FOOD TECHNOLOGY**

Students who elect to take Food Technology will either study for the Food Technology GCSE or the Hospitality and Catering GCSE. The choice of syllabus will depend on numbers and composition of the group and their interest.

### **FOOD TECHNOLOGY**

The course provides opportunities for investigating, designing, making and evaluating with the focus on the use of food as a material. Candidates will need to develop an appropriate knowledge of the complex nature of food, its various properties, the effect of processing and the appropriate selection of tools and equipment which enables it to be cut, formed, shaped and finished.

This knowledge will be gained through focused practical tasks and assignments. Wherever possible these should be related to:

- (a) Product design, development and production (designing and making a food product) with the use of appropriate tools;
- (b) Food as a material (working with a range of foods);
- (c) Manufacturing and processing (development of food products by combining ingredients and/or components).

The assessment of Food Technology is in two parts:

- (a) Coursework (60%) which consists of a single project (50 hours) within which candidates will be required to carry out an extended, integrated 'design-and-make' project which involves them in the production of a design folder;
- (b) A single examination paper of 2 hours is set in two tiers - the Higher offers Grades A\* - D and the Foundation Grades C - G.

Preparation sheets for the examination are issued in March of the year of the examination. This allows students to prepare in a focused way for the written paper. This course involves **a lot** of written work as well as practical.

### **HOSPITALITY AND CATERING**

This is a newly introduced course by the Welsh GCSE Board and covers all aspects of the hospitality and catering industry.

It involves a great deal of practical work of a basic nature and students will need to be able to plan and make meals to suit all occasions. They will be expected to provide all ingredients as necessary on a regular basis.

The examination grade is made up of a coursework portfolio based on comparing two catering establishments, work based experience in a suitable environment or planning and executing two different functions. This area accounts for 60% of the final grade which is marked internally and externally moderated. The remaining 40% of the grade is composed of an hour's written examination marked externally which can be taken either in January or July of the examination year. All questions in the paper are compulsory. The course involves a great deal of both written and practical work.

At present the subject is offered as a single GCSE award.

**For further details of Food Technology courses, please see Mrs R Shelmerdine.**

## **FRENCH**

Students following the AQA GCSE French syllabus study 4 themes (= 20 topics). They will enter all components of the GCSE at either Higher or Foundation Tier. Homework tasks will usually be set on a weekly basis.

Terminal Examinations are taken in Listening, Speaking and Reading. The written component of the GCSE will be assessed through coursework. Each of the 4 components contributes 25% to the final grade.

**For further details of the French courses, please see Mrs J Jolly.**

## **GEOGRAPHY**

The GCSE Geography course is split into 2 main themes: The Natural Environment which looks at physical themes of earth movements, glaciation and rivers (taught by Mr Langham) and The Human Environment: settlements, population, industry and world development (taught by Mrs Mason).

A geographical investigation - a fieldwork project in Clitheroe is conducted in the September of Year 11 - forms 25% of the final GCSE grade.

**For further details of the Geography course, please see Mr D Langham.**

## **HISTORY**

The GCSE Modern World History course studies the main developments in international relations 1919 - 1989.

The Depth Studies are the U.S.A. 1919 - 1941 and how British society changed 1906 - 1918. There are two pieces of coursework.

**For further details of the History course, please see Mrs S Simpson.**

## **RESISTANT MATERIALS TECHNOLOGY**

This GCSE course offers students the opportunity to create quality products to their own specifications. It is best suited to pupils who enjoy working independently and can maintain interest for extended periods. In the past the vast majority of pupils have been very successful with most entered for the Higher Tier paper.

Students will complete two design and make projects of their own choice. They will have the opportunity to extend their skills using hand and power tools as well as the CAD/CAM facilities.

Students will sit a written paper at either Higher (A\* - D) or Foundation (C – G) level which carries 40% of the mark, their major project providing the remaining 60%.

Students who are interested can take the GCSE examination a year early with the option of studying for an AS level in Year 11. This will involve having an extra lesson after school from June in Year 9. Students who would like to be considered should discuss this with Mr Marston at the Parents' Evening.

Students who work hard in the subject are rewarded with high grades - a willingness to try is more important than ability.

**For further details of this Design and Technology course, please see Mr A Marston.**