



POYNTON HIGH SCHOOL
and Performing Arts College

**Key Stage 4 Curriculum
2016-2018**

What next?

YOUR NEXT STEP

Students who enter Year 10 at Poynton High School and Performing Arts College in September 2016 are growing up in an exciting and rapidly changing world. It is important to face this world with confidence. Choices made as our students enter Year 10 may well influence their future personal, social and working lives, and they must therefore be made with great care. In this process the choice of a balanced curriculum, for each individual is vital; our students must keep as many doors open as possible for their future career choices. On the other hand many students will now begin, within this balanced curriculum, to specialise in areas of particular interest or strength, which may subsequently lead to certain pathways at Advanced Level and Higher Education.

Our aim is to provide a curriculum to meet the individual needs of each student. In order to do this effectively, co-operation between students, parents and school is vital. In addition, we should always be aware of the needs of employers and Higher Education, being mindful that most students will be likely to change careers several times in their working lives and many will eventually live and work in Europe or beyond. Our students must be prepared accordingly for such global citizenship.

We hope that Years 10 and 11 will provide a relevant and meaningful curriculum so that students enjoy and benefit from their school experiences, preparing themselves purposefully for their futures.

MR D WAUGH

Head Teacher

Please note that the information contained in this booklet was correct at the time of going to press. However the pace of change in education is fast moving so we will endeavour to keep you informed of any changes as they emerge. We ask students to state their preferences and will use this to help shape a curriculum to suit each student.

MR M DEAN

Deputy Head Teacher

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MAKING KS4 SUBJECT PREFERENCES - THE PROCESS

Over the next few weeks you are going to be making important decisions that could affect your future career or higher education opportunities. It is essential that you take time to think carefully about the choices you are going to make.

Why options?

In Years 7, 8 and 9 you have followed a broad general curriculum. For the next two years leading up to GCSE, Key Stage 4 that is no longer possible.

- GCSE subjects have to be studied in some depth. There is not enough time to continue with all the subjects you have taken so far.
- Options give you the opportunity to choose subjects that you enjoy and to concentrate on those which you do best. Choices based on your abilities and enjoyment are ones that are most likely to be successful.

Why are these choices important?

There are two main reasons why the choices you make in Year 9 are important.

- If you intend to go on to **Advanced Level** study in the Sixth Form or at college the choices made now may restrict the subjects you can study. This may then limit the opportunities open to you in **Higher Education** in 2020.
- Future **career** or **training opportunities** may depend on the choices you make now as some careers require particular subjects to have been studied to GCSE level.

You will need to do some research, and ask for help, if you think that you might be affected in these ways.

Getting advice

There are plenty of people in school who can help you answer the questions you may have about your choices.

- Your Form Tutor and Year Leaders know you well.
- Ask Subject Teachers about their subject and whether they think it would be suitable for you.
- The Head of Careers, Miss Webb, and the Careers Adviser can provide you with information about the requirements for future careers or courses.
- Mr Dean is the person to ask about the options and how they work.
- For advice on subjects that universities like at A level the Russell Group's *Informed Choices* document will be helpful.

Outside school discuss the choices with your parents. Other family members or friends might be able to tell you about the career you are interested in.

Things to remember when stating your preferences

- It is about **your future**. Do not pick a subject because your friends are taking it.
- Choose subjects that you enjoy.
- Choose subjects in which you are successful.
- Above all you must aim to follow **as broad and balanced a range of courses in Years 10 and 11 as possible**. This will mean that **you will not shut the door on future education or career opportunities**.

Key Dates

To make sure that everything is ready to start the KS4 courses in September there is a very structured timetable.

14th January 2016 Special Assembly - Options Booklet issued.

Your tasks now are to:

- Research any career interests you have – find out the entry requirements.
- Ask subject teachers about the course in their subject.
- Learn about subjects that are new to you from the staff who teach them.
- Discuss choices and problems at home.

27th January 2016 Options Evening for Parents at 4.45pm

3rd February 2016 Year 9 Parents' Evening

11th February 2016 Option Forms to be returned

Form Tutors will go over your options with you and discuss your preferences. If they feel that there are any problems then the Year Leaders or Mr Dean will be consulted and your parents will be contacted. We will ensure that you take the right subjects for you.

April 2016 First check by you that your choices have been processed correctly.

It will still be possible to change your options at this stage although we hope that this will be unnecessary.

All requests for a change of subject must be made in writing by your parents to Mr Dean. Changes will only be permitted if group sizes allow it.

16th June 2016 Last day for option changes to be entered on September group lists.

July 2016 You will receive a final print out of option choices.

It will not be possible to change your options during the first two weeks of the autumn term. If, however, you are unhappy with your choices after this time, you will need to agree with the Head of Department concerned and a letter from your parents will be required. Option changes at this stage will be subject to group size.

23rd September 2016 No changes allowed after this date.

Mr M Dean
Deputy Head Teacher

OPTION PREFERENCES 2016-18

The Curriculum for students in Years 10 and 11 is made up of two components: The Core Curriculum which includes English, Maths, Science, RE, Personal Development and Physical Education for all students and the Options which is where the students can make choices about the additional subjects they wish to study. Students have opportunity to select subjects from a choice of five option boxes. In one of the boxes they must choose RE.

Each of the option boxes has a mixed range of subjects and it is possible to follow pathways whilst trying to keep a balanced curriculum:

- A **Science** pathway can be followed by taking the three separate Sciences. An alternative Science pathway is possible for students who only follow Science in the core.
- A **Humanities** pathway, or a **Languages** pathway could be taken by choosing two or more subjects from these curriculum areas.
- **English Baccalaureate:** Within the subject choices available it is possible to select a **balanced pathway** choosing a humanities and modern foreign language alongside the core subjects. This allows students to follow an English Baccalaureate curriculum whilst retaining a wide range of options in preparation for entry into the Sixth Form or further education. The EBacc option is highly recommended for those looking to enter higher education after 2020. The subjects that are classed as EBacc subjects are facilitating subjects that will keep students' options open.

To ensure breadth you will not be able to study both ICT and Computer Science or both BTEC Business and GCSE Business Studies.

MAKING THE RIGHT CHOICES

Keep a broad curriculum

For most students a broad curriculum, including a Humanities and a Modern Foreign Language, will be the right choice. This will keep lots of options open to you.

Look to the future

In 2016 5 GCSEs (A*-C) are required for entry to our Sixth Form. Other FE providers have similar requirements. The new GCSEs are graded differently but students will still require good passes to progress to A level.

Universities are interested in 'facilitating subjects'. This means subjects that are useful for the next step. The Russell Group *Informed Choices* guidance provides further information on this. Typically these are traditional academic subjects.

Make sure your GCSEs will allow you to keep these subjects to A level should you decide.

What subjects do I enjoy?

You will study each option subject for 5 hours a fortnight so you must take subjects that you enjoy. Check that you will enjoy the content in Years 10 and 11.

Should I take a BTEC?

You could choose BTEC Business or BTEC Sport. These subjects are more practical based and may suit some learners more than learning for exams. If you are considering A levels you may be advised to study the GCSE option instead as A levels are assessed on exams so you will need to practise those at GCSE to be successful. The BTECs do have an exam but it is a smaller part of the course.

Will I always get my first preference?

You are stating preferences which will be useful in helping you to build a curriculum that meets your needs. We will work with you to ensure that your final options meet your needs.

Please note that the equipment available and health and safety issues can limit numbers for some subjects, and if the numbers opting for a subject are too few we may decide not to offer it. If this is the case we will discuss this with you.

If your form comes in after the deadline you are more likely to have to take a second preference.

Sometimes we move your choices round between boxes to balance group sizes and to make setting possible. This can be done because many subjects appear in more than one box.

In the light of timetable problems we may have to rearrange our option boxes but we will keep you informed of any changes.

Year 10 Option Choices – 2016-18

Name: _____

Form: _____

Box A		Box B		Box C		Box D		Box E	
Subject		Subject		Subject		Subject		Subject	
Art and Design (Ar) Child Development (Cd) Dance (Da) Drama (Dr) History (Hi) Product Design (Pd) Science (Bi, Ch, Ph)		BTEC Business (Bb) Computer Science (Co) French (Fr) Geography (Gg) German (De) ICT (It) Spanish (Sp)		Geography (Gg) History (Hi) Music (Mu) Physical Education GCSE (Pe) Product Design (Pd) BTEC Level 1/Level 2 First Award in Sport (Sf) Textiles (Tf)		Art and Design (Ar) Business Studies (Bs) Drama (Dr) French (Fr) German (De) ICT (It) Spanish (Sp)		Business Studies (Bs) Drama (Dr) Food and Nutrition (Fn) Geography (Gg) History (Hi)	
RE		RE		RE		RE		RE	
First Preference		First Preference		First Preference		First Preference		First Preference	
Second Preference		Second Preference		Second Preference		Second Preference		Second Preference	

Notes

- Select RE in one box
- You cannot state a preference for Computer Science and ICT or Business Studies and BTEC Business
- To take separate GCSE Biology, Chemistry and Physics select Science in A
- All students must select at least one Humanities subject (History or Geography) or a Foreign Language. Many students choose two Humanities or two languages
- It is strongly advisable to select both a Humanities and a Foreign Language so you gain the EBacc in 2018.

Signed: _____ (Student) _____ (Parent/Carer) Date: _____

Signed: _____ (Tutor) Date: _____

REFORMED GCSES

This Guidance is adapted from the gov.uk website

See more information about this Guidance (<https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform>)

New GCSEs in English language, English literature and maths have been taught from September 2015.

New GCSEs are being introduced in most other subjects from September 2016.

What new GCSEs will look like

The main features of the new GCSEs are:

1. A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
2. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
3. There will be new, more demanding content, which has been developed by government and the exam boards.
4. Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
5. Exams can only be split into ‘foundation tier’ and ‘higher tier’ if one exam paper does not give all students the opportunity to show their knowledge and abilities.
6. Resit opportunities will only be available each November in English language and maths.

Timetable

New GCSE to be taught from:	First results will be issued in:	Subjects
September 2015	Summer 2017	English language English literature mathematics
September 2016	Summer 2018	art and design biology chemistry computer science dance double science drama food preparation and nutrition geography

New GCSE to be taught from:	First results will be issued in:	Subjects
		history modern foreign languages (French, German, Spanish) music physics physical education religious studies
September 2017	Summer 2019	business design and technology

Ofqual

New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	
7	
6	A
5	
4	
3	B
2	
1	
U	C
	D
	E
	F
	G
	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

SOME TERMS EXPLAINED

Key Stage 4:	Years 10 and 11 in secondary education
Core Curriculum:	Those subjects in Years 10 and 11 that are taken by all students at Poynton High School as an entitlement at KS4.
Core Subjects:	Mathematics, English Language, English Literature, Religious Studies and Science – the subjects students are required to study in Years 10 and 11 under the National Curriculum.
GCSE:	The General Certificate of Secondary Education.
AQA, OCR, Edexcel, WJEC:	The examination boards whose GCSE courses are followed in the school.
Syllabus / Specification:	The programme of study students follow in a subject.
Controlled Assessments:	These have replaced the coursework element in many subjects. Pieces of work completed during the two year GCSE course which are marked and graded internally by teachers and count towards the final examination grade. The new GCSEs are mainly assessed by examination.
Technical Awards	These are vocational qualifications that are on a par with GCSEs. There are a range of BTEC qualifications covering vocational areas. The BTEC First is a Level 2 qualification like GCSE. The BTEC First Award consists of three units and is the equivalent of one GCSE. The BTEC First courses are graded at distinction, merit and pass. These are the equivalent of GCSE A* to C grades.
The EBacc	The EBacc is made up of English, Mathematics, the sciences, History and/or Geography and Modern Foreign Languages. These are the core academic subjects and it is recommended that students choose these. They are seen as subjects that prepare students for university or employment.

Entry to the Sixth Form requires students to have gained good qualifications in a range of subjects. Currently a minimum of five subjects at GCSE or equivalent at grade A*-C are required. This ensures that students have a successful background in a range of academic subjects. Individual subjects may have their own entry requirement. Entry criteria will change as the new GCSEs are graded differently but a range of good passes will still be required.

THE CORE CURRICULUM

This section contains details of those elements of the Year Ten and Year Eleven curriculum which all students follow.

The English, Mathematics and Science teams wish to remind parents that they will be beginning important aspects of the KS4 GCSE courses in Year 9. Students who are taken out of school for family holidays at this time will be disadvantaged.

ENGLISH LANGUAGE / ENGLISH LITERATURE

Examination Board: AQA

Assessment:

English Language: Examination – 100% of total mark

English Literature: Examination - 100% of total mark

Staff contact: Miss K Monaghan

Course Description

In Years 10 and 11, all students will follow the new AQA GCSE programmes in English Language and English Literature.

At the end of their course, students will receive two GCSE qualifications: one in English Language and one in English Literature.

Throughout the two year course students will study a range of English Language and English Literature texts – fiction (novels, poetry and drama) and non-fiction (reports, articles, leaflets) – and will be assessed through formal examinations at the end of Year 11.

Learning Method

Students learn through a range of learning styles (including co-operative and teacher led activities) using a range of interactive resources to enhance students' attainment and enjoyment while learning.

Student Performance

Students are placed according to prior attainment – based on KS3 class performance and SATs style test results – in broad bands suited to their individual learning needs and abilities.

At the end of their course, students will receive two GCSE qualifications: one in English Language and one in English Literature. Students will also receive a certificate giving details of their performance in a Speaking and Listening module (this element no longer forms part of the English Language GCSE). In 2015 84.4% of students achieved A* - C grades, with 100% achieving A* - G.

Student Progression

Progression from GCSE to GCE A Level in English Language, Literature and Media is strong with many students opting to continue their studies into Sixth Form.

MATHEMATICS

Examination Board: AQA (TBC)

Assessment: Examination

Staff contact: Mrs K Toby

Course Description

Mathematics is a compulsory core subject.

Throughout Years 10 and 11 you will study key elements of mathematics, including number, algebra, shape and space and data handling. All students will sit the linear GCSE, sitting three examinations at the end of the course. Students in set 1 will also study for an additional qualification in Year 11, Further Mathematics. This is a challenging level 2 qualification that will enrich and extend students' learning, as well as preparing them for A-level study of the subject.

You will continue to be taught in sets but you will be focused towards either Foundation or Higher levels of entry. Your progress will be monitored and you will be assessed regularly.

Tier	Available Grades
Higher	4-9 (A*, A, B, C, D)
Foundation	1-5 (C, D, E, F, G)

Learning Method

Staff endeavour to make lessons innovative, challenging and stimulating, setting clear learning targets each lesson and employing a variety of teaching and learning strategies.

Student Performance

Last year 75% of students achieved A*-C grades, with 23.2% achieving A*-A. 97.6% of students achieved A*-G.

Student Progression

Numeracy and the ability to think logically to solve problems are becoming increasingly important as we move into a more technological age. Most employers and Colleges of Further Education require a qualification in mathematics. Mathematics will also support the work covered in many other subjects such as Business Studies, ICT, Geography, Technology and the Sciences.

SCIENCE

Examination Board:	AQA
Assessment:	External assessment
Staff Contact:	Mrs D Howells

Course Description

The Science curriculum at Key Stage 4 offers 2 pathways.

Pathway 1

Double Award: Combined Science

This is a two year course in which students will be awarded two GCSEs in Science. Introductory topics will be covered in Year 9 which they will start after February half term. Students will study the three science disciplines; Biology, Chemistry and Physics and will also develop their scientific enquiry, communication and practical skills. The course places an emphasis on 'How Science Works' and over the two years students will complete 16 required practicals. At the end of Year 11 students will complete 6 examination papers; 2 for Biology, Chemistry and Physics.

Pathway 2

Three separate Sciences: GCSE Biology, GCSE Chemistry, GCSE Physics

For students who wish to study Science in more depth, we offer the separate GCSE Sciences. As with double award introductory topics will be covered in Year 9 which they will start after February half term. The three separate GCSE courses will be accessed through choosing the Science option in the options grid. Students will have an equal amount of time on each of the three sciences. Assessment is through examinations taken in the summer of Year 11.

Each of these separate award GCSEs follow the same content as the Combined Science course but there is extra content for each science subject which is more demanding and has a greater emphasis on explaining, theorising and modelling in science. For this reason if you were interested in pursuing this pathway you would have to achieve a minimum of a Level 6 at Key Stage Three. Each science subject has an emphasis on 'How Science Works' and over the two years students will complete 8 required practicals. Students will take two examinations per science subject at the end of Year 11.

Learning Method

Students learn through a mixture of practical work, investigation, discussion, self-assessment, peer assessment, modelling and research. We expect students to gradually become more independent learners and to be able to start taking a greater responsibility for their progress.

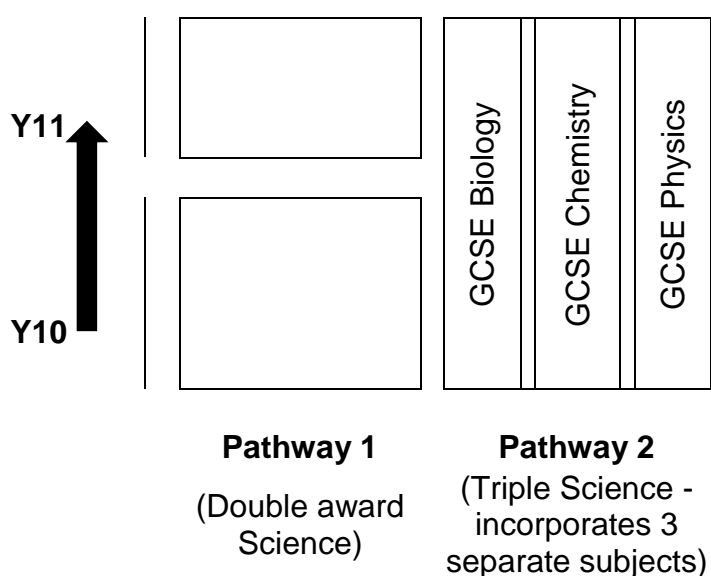
Student Performance

- The Science Department has achieved excellent GCSE results over the past years both in terms of percentage A*-C grades and value added against predicted grades. By carefully selecting students for their most suitable pathway, the department was last year able to see 79% achieve 2 GCSE passes in Science. 90% of the students following the triple science course achieved a grade C or above in all three sciences.

Student Progression

Our A level science courses are very popular and may be accessed through the study of Combined Science or from studying the separate GCSE Biology, Chemistry or Physics courses. Students choose to study science at Advanced level if they wish to pursue a career in for example medicine, veterinary medicine, nursing, pharmacy, engineering, teaching or medical research. Some students choose the Advanced level sciences just because they enjoy them and they use their qualifications to study marketing, advertising, the retail industry, the law and sport. A high percentage of our students go on to study at university and we feel that the skills they learn in science equip them very well for the challenge of university life. The 'How Science Works' skills developed in Key Stage 4 help students who choose to study Psychology at Advanced level.

To study Biology, Chemistry and Physics at Advanced level students are required to achieve good GCSE grades in Science subjects. Students can only achieve these grades if they sit higher papers. The selection of entry tier is not an option but is decided by how the students perform on unit tests and mock examinations. It is essential therefore that any student wishing to pursue science A levels at Poynton High School demonstrates attainment at a high grade from the very beginning of the course in Year 10.



RELIGIOUS STUDIES

Full Course

Examination Board: AQA

Assessment:

Written Examinations: 2 x 1 hour 45 minutes examinations (each examination is 50% of the GCSE)

Staff Contact: Miss R Long (Team Leader of Welfare Education)

Course Description

Students will study two units; the study of religions: beliefs teachings and practices and thematic studies. They will be challenged with questions about belief, values, meaning, purpose and truth, enabling students to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Religious Studies GCSE helps students to become aware of issues of local, national and global concern and places them in spiritual and moral contexts. By understanding the beliefs and practices of religions and world views, students can make connections between belief and action. Through a consideration of the beliefs behind environmental action, the needs of refugees or the work of aid agencies, students can become aware of the connections between beliefs, lifestyles and ultimate questions.

Understanding the right to hold different beliefs enables students to see diverse religions and beliefs as a significant part of the local, national and global community, and of human experience. They can develop as reflective and responsible citizens in a plural society and global community, with a strong awareness of religious and ethical diversity. By evaluating ethical issues, and expressing views using reasoned arguments, students can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

Students are taught the specification from a Buddhist and Christian perspective with a consideration of secular views where appropriate.

The Study of Religions: Beliefs, Teachings and Practices

(Buddhism and Christianity)

- Beliefs, teachings and practices
- Worship and festivals
- Sources of wisdom and authority
- The influence of beliefs, teachings and practices on individuals, communities and societies

Thematic Studies

Students will consider different religious and ethical arguments and their impact and influence in the modern world. They will be aware of different perspectives on the issues studied, within and between religions, as well as non-religious views.

- Relationships and families
- Religion and life

- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

Learning Method

Students will experience varied and interactive learning methods in Religious Studies. They will have visiting speakers from local organisations, participate in group work and complete individual research tasks and debate current affairs. Students will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Student Performance

Examination results continue to improve with 74% of students achieving A* - C in 2015.

Student Progression

Religious Studies is a popular subject. It addresses the big questions in life, is intellectually challenging, interesting and rewarding. Religious Studies provides a good foundation for Higher Education courses in Religious Studies, Philosophy, Sociology, Social Sciences, Politics and Law. In addition, it complements subjects such as History, English Literature and the History of Art. Religious Studies benefits a huge spectrum of careers, such as the police service, teaching, law and healthcare.

STUDENT DEVELOPMENT

Course Description

Student Development comprises elements of Personal, Social and Health Education (PSHE) and Citizenship and is taught through timetabled lessons and Student Development Days.

In Year 10, students will be equipped for their GCSEs with units on thinking skills and they will study local and national government and careers education.

In Year 11, students are further prepared for their GCSEs and future life through units on careers, finance and study skills.

Student development days will cover other aspects of PSHE:

- Health and well being
- Relationships
- Living in modern Britain and the wider world

Learning Method

Students will experience varied and interactive learning methods. They will participate in group projects, complete individual research tasks and debate current affairs in the media. Students will be encouraged to develop their skills of independent enquiry and to be reflective about their own learning.

Student Progression

Student Development education contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PHYSICAL EDUCATION

Examination Board:	Non examination course
Assessment:	Internally assessed to support learning
Staff Contact:	Mr J Thompson

Course Description

During Key Stage 4 all students will follow a course in Physical Education. A variety of activities are studied in depth. In each of these activities you will develop and apply advanced skills in demanding situations, as well as learning how to select and implement more complex tactics. You will experience a variety of roles such as performer, coach, leader and official. During the course you will learn how to devise and implement a fitness programme to help develop and maintain your own training and health in and out of school.

During the course there will be opportunities to participate in activities previously met during Key Stage 3 as well as the chance to attempt some new activities.



OPTIONAL SUBJECTS

The information in the pages that follow deals with those subjects which are OPTIONS. Particular attention needs to be paid to:

1. Details of the specification, to ensure that the content covered is one you will enjoy and can cope with.
2. Assessment methods: how the final grade is reached varies between subjects. Some methods of assessment will suit an individual more than others, and this may need to be an important factor when opting.
3. Your future plans. If you are considering university it is strongly recommended that you choose EBacc subjects. These are Humanities (History and/or Geography) and a Modern Foreign Language.

PERFORMING ARTS: DANCE

Examination Board: AQA

Assessment:

Examination external assessment:

Written Paper	1 hour 30 minutes	40%
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Coursework internal marked externally moderated:

Performance	30%
40 marks (15 for set phrases and 25 marks for duo/trio performance)	
Choreography	30%
40 marks	

Staff contact: Mrs C Hardicre

Course Description

If you enjoy being creative, physically active and would like to build on your dance skills learned during Key Stage 3, then this could be the course for you!

The GCSE Dance course is 60% practical, which means that 4 out of 5 lessons will focus on technique, choreography and performance. Exam style questions will also be taught through practical activity. Technique sessions will develop and enhance strength, flexibility and posture. In choreography classes, you will learn how to structure and develop your own dances using interesting and exciting starting points. You will learn how to improve your performance skills, including focus, projection and extension. In theory lessons you will watch professional dance works and learn how to analyse and appreciate what makes a good dance performance as well as learning about your own practice.

All practical elements (60% of the assessment) will be completed by March of Year 11, which allows you to focus on all theoretical GCSE exams in the summer term of Year 11.

Learning Method

You will have a number of opportunities to work alongside some of Britain's leading professional dance companies and see their work live.

Workshops and lessons will focus on movement phrases or choreographic skills. You will be creating and performing work in most lessons either individually or in groups, so team work is an essential part of this course. Some lessons will be theory lessons looking at professional dance works, but the majority of lessons will be practical. There is a lower percentage of written work, but practical and theoretical home learning will be set regularly. At times, rehearsals will also be necessary at lunch times or after school.

As a GCSE Dance student you will be invited to join the school dance company, Gravitare. Gravitare benefits from free technique classes and workshops throughout the year and creates pieces during after school rehearsals. GCSE dance students always perform at our annual platform event.

You will also have the opportunity to audition for Cheshire Youth Dance Company and the CAT scheme that both offer regular classes, training and performance opportunities.

Student Performance

Students continue to achieve good grades in dance with a 100% pass rate in 2015

73% of our students gained A* - C grades in 2013

72% of our students gained A* - C grades in 2014

54% of our students gained A*-C grades in 2015

Student Progression

GCSE Dance nurtures talent and develops numerous skills for aspiring dancers, performers, choreographers and managers. However many students who enjoy dance, but are not interested in a career in dance, find that the course builds their confidence and teaches them transferable skills that are extremely useful for any career. During the course students are required to speak and perform in front of an audience, work as part of a team and teach each other.

After GCSE Dance, students are given the opportunity to opt for A Level Dance or audition for training places at vocational dance schools. In the past few years Poynton High School students have gained places to study Dance degrees at a range of universities and world-renowned training schools including: Northern School of Contemporary Dance, De Montfort University, Liverpool Institute for Performing Arts (LIPA), The Royal Academy of Dance, and the Laban Centre – London.



DRAMA

Examination Board:	WJEC
Assessment:	<p>Component 1: Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification</p> <p>Component 2: Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification</p> <p>Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification</p>
Staff contact:	Mr C Kelly

Course Description

Component 1: Devising Theatre

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

Learners will be assessed on either acting or design.

Learners study two extracts from the same performance text chosen by the centre.

Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

Section A: Set Text

A series of questions on one set text from a choice of five:

1. *The Tempest*, William Shakespeare
2. *The Caucasian Chalk Circle*, Bertolt Brecht
3. *Hard to Swallow*, Mark Wheeler
4. *War Horse*, Michael Morpurgo, adapted by Nick Stafford
5. *DNA*, Dennis Kelly.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Student Performance

In 2015 the results were as follows

A* - A 31.7%

A* - C 90.5%

Student Progression

“The UK creative industries are a huge success story, delivering over £17.9 billion of exports in 2013, 8.7% of all UK exports. Music, television, film, games, fashion, design and architecture have been notably strong at developing content, products, services and talent for overseas markets” (www.gov.uk:) pub.2014 updated 2015.

“Even those who have no ambitions to enter the profession often discover through the drama GCSE that there is a real difference between performing and seeing a performance and simply studying a play as a text in the classroom. The skills learned are transferable. Drama GCSE is not seen as irrelevant by thousands of employers who have discovered that a school leaver who has taken the qualification is likely to know how to communicate and also work as part of a team and can think creatively” (Lyn Gardner *The Guardian*) pub. 2015.

Drama opens up a range of possible options including Law, Journalism, Teaching, Design, Architecture, Management, Marketing and Media, Television, Production and West End and Regional Theatre.

The teaching will be partially theoretical but delivered primarily through practical workshops and you can continue your studies at A level and beyond. You can be assessed on your performance work or a technical skill throughout such as set, lighting, sound, make-up or costume.

Your communication skills and determination, patience and resilience will be enhanced at the same time as you develop self-esteem, imaginative problem-solving and your productivity and your personality!

Drama GCSE will be an asset to you in every job or walk of life.



MUSIC

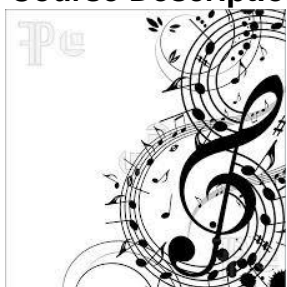
Examination Board: AQA

Entry Requirements: The ability to play a musical instrument or sing or use music technology

Assessment: Students will be assessed over 3 components

Staff contact: Mr T Webster, Mr C Western, and Mr M Rawling

Course Description



GCSE Music involves listening to, composing and performing music.

You will learn about:

1. Rhythm and Metre
2. Harmony and Tonality
3. Texture and Melody
4. Timbre and Dynamics
5. Structure and Form

What is GCSE Music?

There are 3 components:

1. Component 1: Understanding music – Listening exam paper – 40%
2. Component 2: Performing music – As an instrumentalist and/or vocalist and/or via technology – 30%
3. Component 3: Composing music – 2 compositions – 30%

Learning Method – What will happen in the lessons?

If you have enjoyed Music in Years 7, 8 and 9 you will enjoy the subject at GCSE. Your teachers are passionate about music and will really enjoy working with you in lessons and as part of the extra-curricular programme. Through practical activities you will develop your performance skills and learn more about how to compose music. You will develop an understanding of how and why music is created and constructed by listening to and analysing a variety of music from different musical traditions.

Student Performance – How well have students done in music?

In 2015 all the students gained an A*, A or B grade.

Student Progression – why choose it?

By studying GCSE Music you will develop a wealth of skills including: creativity; project-management; attention to detail; forming and expressing opinions; group-work; independent study; practising and refining; presentation skills; building confidence and resilience; interpersonal skills; listening and analysing. These skills are considered very important by potential employers across a range of occupations. The course is also excellent preparation for further musical study such as A level Music, Music Technology, and BTEC courses.

MODERN FOREIGN LANGUAGES

Examination Board: AQA

Assessment:

There are two tier levels of entry – Higher/Foundation

Listening	Unit 1	25% of total mark
Reading	Unit 2	25% of total mark
Speaking	Unit 3	25% of total mark
Writing	Unit 4	25% of total mark

Staff Contact:	Mr S Farrell	Head of French and Acting Head of MFL
	Mrs M Garcia-Marlor	Head of Spanish
	Mr P Horan	Head of German

Course Description

The course encourages you to express yourself, your likes, dislikes, ideas and opinions and develops your self-confidence. You will cover three main areas of experience during the course which deal with such themes as: Family Life, Personal and Cultural Identity, New Technologies, Free time, School, Employment Tourism, Local and Global Areas. Exam preparation is on-going through Year 10 and 11 in all four skills Listening, Speaking, Reading and Writing at either Foundation or Higher Level. All examination will be external and at the end of the course.



Learning Method

There are five hours per two week timetable cycle. For each topic the 4 skills of Listening, Speaking, Reading and Writing are given equal focus in class. During the course you will develop all these skills through a variety of activities e.g. interviews, role-plays, magazines, questionnaires, email contact, letter and report writing (, not just listening and writing,). There will be a greater emphasis in making students confident with spontaneous speaking and writing but also in translating from the target Language into English and vice versa.

You will have the opportunity to participate in one of our exchanges to Lyon, Kassel or Madrid or study trips where there will be opportunity for students to take a leading role as well as participate.



Student Performance

In 2015 the results for GCSE were as follows:



French	A* - C	70%
German	A* - C	73%
Spanish	A* - C	80%



Student Progression

Languages are not just for people who want to become language teachers and translators! Many of our students go on to study an AS or A level in a Modern Foreign Language and universities look favourably on those students who have chosen to continue with a language at GCSE level. In fact, some universities even ask this as an entry requirement. Learning another language can enhance your employment and mobility prospects, whatever your chosen career. The skills students acquire studying languages are invaluable and employers often look for candidates who are confident communicators, risk takers, adaptable in challenging situations. Many people today are using skills they have developed in language lessons, for their jobs as journalists, tour managers, lawyers, event organisers or business people.

Remember: a linguist's brain is quicker, nimbler and more resistant to Alzheimer and other forms of dementia!



French exchange 2015 at Alton Towers



Spanish exchange 2015 in Madrid



German exchange 2014 in Kassel

BUSINESS STUDIES

Examination Board: WJEC

Assessment: Written Paper: External examination taken at the end of Year 11 (75%)

Controlled Assessment: Internally assessed controlled assessment (25%)

Staff Contact: Miss H Williams

Course Description

Business Studies helps students understand how businesses make key decisions that affect us as consumers, as employees and as members of the community. They will understand more about the complex and ever-changing commercial world in which they live.

The course is divided into six units. They are:

1. The Business Framework
2. Businesses and their Customers
3. Producing Goods and Services
4. Human Resource Planning
5. The External Environment
6. Business Finance and Control

Business Studies can open up a wide range of opportunities for further learning. As well as developing students' knowledge and understanding of the world of business, this course helps students develop a range of skills such as decision-making, interpreting and managing information and devising solutions to problems and issues.

Learning Method

The course uses a wide range of study techniques. In the classroom, students can expect note-taking, group work, discussions and project work. Due to the nature of this subject, business case studies play an important role.

Students will have the opportunity to visit both local and national businesses to deepen their understanding.

As computers play a vital role in business life today, students should expect lessons to make full use of the school's ICT facilities. This will involve word processing and spreadsheet packages together with accessing business information on the internet.

Student Performance

In 2015 74% of students achieved A* - C grades.

Student Progression

Business Studies is a successful and popular GCSE subject and leads naturally to A level Business Studies or Economics. At Advanced Level, the subject is chosen by students considering professional careers in Accountancy, Banking, Insurance, Management Consultancy, General Management, Hotel Management and Tourism. Many of our students go on to take degree courses in a Business related course or begin Higher or Advanced Apprenticeships with local employers.

Frequently Asked Question

What is the difference between BTEC Business and GCSE Business Studies?

1. Students produce controlled coursework in both. However, the proportion of the time in class and the proportion of the total mark it contributes differs. In BTEC Business, coursework is worth 75% of final mark whereas in Business Studies it is 25%. Students who prefer less examination pressure may prefer BTEC.
2. The BTEC is a Technical Award (a vocational qualification). The GCSE is an academic qualification. Students considering A levels may be better choosing the academic option. Students thinking of apprenticeships or vocational courses at college may prefer the BTEC.

BTEC FIRST AWARD IN BUSINESS

Examination Board: Edexcel

Assessment: Unit 1 Enterprise in the Business World (25% Internal Assessment)
Unit 2 Finance for Business (25% External Examination)
Unit 3 Promoting a Brand (25% Internal Assessment)
Unit 6 Introducing Retail Business (25% Internal Assessment)

Staff Contact: Miss Williams

Course Description

BTEC First Business is equivalent to one GCSE. Students investigate and answer questions such as:

- What is a business and what do they do?
- How would I set up a business and what does it take to become successful?
- Do all businesses exist just to make money?
- How do organisations such Nike, Facebook and Amazon become so big?
- As customers, is it right to buy products that have been produced in 'sweatshops'?
- How should I approach a job interview?
- How is the iPhone made?
- How does a business manage their finances?
- How does ICT impact business?

This course is different to the GCSE in Business Studies in that it is an applied course, meaning that students develop an understanding of business through their in-depth investigations into local and national businesses. It is a very practical course and requires students to compile a portfolio of evidence before tackling the examination on business finance.

Learning Method

Students are introduced to business theory through a combination of case studies, practical tasks and role play scenarios. This is then supported by visits to and from our business partners in the local community. In recent years these have included Cadbury World, Waitrose, Manchester Airport, Park Lane Pizza and a pet food supplier.

Students are expected to manage their time effectively and be pro-active in their studies as they conduct research into two contrasting businesses – this can be done through attending presentations, searching the Internet and preparing and carrying out questionnaires and interviews. There is an expectation that students will work on this both during lesson time and as home learning. Students will use ICT extensively throughout this course and will develop their numerical skills through the finance elements of the course.

Student Performance

This course was introduced in 2015, so past data does not yet exist.

Student Progression

This course will help students to develop their 'employability' skills, including effective time management and independent learning. Many students go on to study Business Studies, Travel and Tourism at A-Level or progress on to further education or apprenticeships.

GEOGRAPHY

Examination Board: AQA

Assessment:

Examination	Unit 1: Living with the Physical Environment	- 1½ hours	- 35%
	Unit 2: Challenges in the Human Environment	- 1½ hours	- 35%
	Unit 3: Geographical Applications	- 1¼ hours	- 30%

Staff contact: Mrs C Crossan

Course Description

This Geography GCSE highlights the importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

The course is split into 3 units:

a) Unit 1 – Living with the Physical Environment

- Natural Hazards – Tectonic, Weather and Climate Change
- The Living World – Ecosystems, Tropical Rainforests and Cold Environments
- Physical Landscapes in the UK – River Landscapes and Glacial Landscapes

b) Unit 2 – Challenges in the Human Environment

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management – Food, Water and Energy

c) Unit 3 – Geographical Applications

- Issue Evaluation
- Fieldwork – Human and Physical

Students will be required to develop and demonstrate a range of geographical skills throughout the course; including cartographic, graphical, numerical, literacy, statistical and enquiry skills.

The qualification will be graded from 1 to 9. It is a linear qualification, students will sit all of their exams at the end of Year 11.

Learning Method

If you have enjoyed Geography in Years 7, 8 and 9 you will enjoy the subject at GCSE. Teachers are proud of their passion for the subject and pride themselves on their ability to enthuse students through a wide variety of teaching and learning methods. The many methods include textbooks, worksheets, use of maps, photographs, videos and role play. As Geography is a contemporary subject, we are able to use ICT and the internet to research the most up to date information to help us with our studies. Geography is also a very practical subject. We run fieldtrips in the local area and overseas. For the past two years we have run a successful trip to Italy and hope to be able to run this again in the future.

Student Performance

In 2015, 82% of students achieved a grade A* - C with an impressive 25% achieving an A* or A grade. These were fantastic results.

Student Progression

A really pleasing aspect of the GCSE course for us as a Department is the number of students who take 'A' Level Geography. Numbers have risen over the last few years and this is a reflection of the enjoyment at GCSE.

As well as increasing your knowledge and understanding of contemporary geographical issues, the subject also develops a wide range of skills which are highly sought after by employers and Higher Education. Geographers show they can offer opinions, recall facts, show an awareness of current affairs, be computer literate, develop numeracy and assimilate information. All of these are very important skills.

Geography is often referred to as a 'bridge' subject. This means it is suited to those people interested in Arts subjects (English, History, Languages etc.) as well as those interested in Science subjects (Maths, Computer Science, Biology, Chemistry or Physics).

If you are interested in PLACES, PEOPLE and THE WORLD AROUND YOU – GEOGRAPHY IS FOR YOU.

**** Remember you are nowhere without GEOGRAPHY****



HISTORY

Examination Board: Edexcel

Assessment:

1. Examination: 100%
- Unit 1: Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches
Unit 2: The Reigns of Richard I and King John, 1189-1216
Unit 3: The American West, 1835-95
Unit 4: The USA, 1954-75: conflict at home and abroad

Staff contact: Mrs C Hall

Course Description

You will study four units:

- 1 **Medicine in Britain**– the history of medicine from Medieval times to the present. We look at how and why medicine changed covering themes like Public Health, Surgery and the Cause and Cure of Disease. You will look at the Western Front in WW1 as a case study in the developments in medicine.
- 2 **The Reigns of Richard I and King John, 1189-1216** – this fascinating unit looks at how Medieval kings ruled, the Crusades, the Civil War between the notorious King John and the Barons and the Magna Carta.
- 3 **The American West, 1835-95** - this involves the study of the American West from 1835–1895. You will study the lives of the Plains Indians, the settlers and conflicts in settling the West.
- 4 **The USA, 1954-75: conflict at home and abroad** – this unit focuses on a pivotal time in American History. You will study the discrimination Black Americans faced and the Civil Rights Movement before looking at the Vietnam War.

Assessed by Examination: Paper 1 – Medicine in Britain
Paper 2 – The Reigns of Richard I and King John **and** the American West
Paper 3 – The USA, 1954-75

Learning Method

You will be taught using a variety of methods; discussions, projects, group work and documentaries.

Student Performance

History is a very popular subject at GCSE, with between 5 and 6 classes in a year group. In the summer of 2015, 85% of all students studying History gained an A* - C grade with 41% achieving an A* or A grade.

Student Progression

Our students perform very well in GCSE. We consistently achieve well above the national average with a high percentage of students gaining an A/A* grade. In 2015 84% of students achieved A*-C and 39.4% achieved A* or A.

For almost any job/career, History GCSE is a valuable asset and universities and employers rate it highly. History is all about communication. In any profession it is vital that ideas are expressed clearly and succinctly, both orally and on paper. History teaches you how to balance arguments and arrange ideas in a logical sequence. History also has great career potential. It opens the way for jobs in Law, Teaching, Business, Politics, Journalism and is an essential part of the Tourist Industry.



GCSE COMPUTER SCIENCE

Examining Board:	OCR		
Assessment:	Computer systems - 1 hour 30 minutes written exam	40%	
	Computational thinking - 1 hour 30 minutes written exam	40%	
	Controlled Assessment - Programming Project	20%	
Staff Contact:	Mr L Bemowski, Mr D O'Connor		

Course Description

This exciting GCSE course provides students with a stimulating and motivating study of computer science fit for the 21st century. The course will provide an excellent opportunity to investigate how computers work and how they are used to develop computer programming and problem-solving. Computer Science is a technical subject, with links to Mathematics and logical thinking. Students should have achieved a minimum level 6 in Mathematics in Year 9.

Through this qualification students will:

- develop knowledge and understanding of the fundamental principles and concepts of computer science
- Develop their understanding of current and emerging technologies and how they work
- develop their understanding and apply computational thinking skills to analyse problems and design solutions across a range of contexts
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs / solutions and the impact of computer technology in society
- develop awareness of current and emerging trends in computing technologies.

Learning Method

Students will have the opportunity to develop new skills and techniques in IT and will also develop the background knowledge required to function in the 21st Century.

Student Performance

This course has been updated for first teaching in September 2016.

Student Progression

Computer Science is an exciting GCSE subject and the depth of coverage means that it will provide a solid foundation for either the study of A Level Computer Science or employment. At Advanced Level, the subject is chosen by students considering a range of professional careers and is highly regarded by Russell Group universities. Computing opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries.

GCSE ICT

Examining Board: Edexcel

Assessment:	1½ hour Examination	40%
	Controlled Assessment	60%

Staff Contact: Mr L Bemowski, Mr D O'Connor

Course Description

This exciting GCSE in ICT gives you fantastic opportunities to work with a variety of technologies and offers you choices such as web design, animation, video editing, multimedia, DTP and graphics creation and manipulation, making it engaging and enjoyable to study. The qualification has been designed to nurture digital literacy and provide you with up-to-date skills, knowledge and understanding of the rapidly developing digital world.

This GCSE will

- Improve your confidence in a wide range of multimedia applications such as Moviemaker, Flash, Fireworks and Dreamweaver
- Extend your core business skills using applications like Access, Excel and Publisher
- Improve your understanding of social networking and its impacts
- Enable you to keep up to date with IT and digital developments, at home and in the outside world
- Explain how IT can help improve your career options
- Provide you with IT skills that you can use to solve practical problems
- Allow you to develop technical skills which will give you a foundation for achieving beyond GCSE

This GCSE has a combination of examination and controlled assessment (coursework you do in a supervised environment).

The examination unit explores how digital technology impacts on the lives of individuals, organisations and society. You will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and well-being, on the move). You will develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

The controlled assessment aims to broaden and enhance your ICT skills and capability. You will work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

Learning Method

The lessons will be practical in nature building on the ICT skills developed at Key Stage 3. You will have the opportunity to develop new skills and techniques in IT and will also develop the background knowledge required to function in the 21st Century.

Student Performance

In 2015, 67.4% of students gained A*-C and 26.1% gained an A* or A.

Student Progression

A GCSE in ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly to all levels of business personnel; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities.

GCSE ICT opens doors to diverse career paths such as games design, web and animation development, network management, network security, digital forensics, and mobile application development.

ICT is an exciting GCSE subject and the depth of coverage means that it will provide a solid foundation for either further study or employment.



BTEC LEVEL 1/LEVEL 2 FIRST AWARD IN SPORT

Examination Board: Edexcel

Assessment: Continuous throughout the course

Staff Contact: Miss J Wooldridge, Mr J Thompson

Course Description

The BTEC Level 1/Level 2 First Award is equivalent to 1 A* - C GCSE. The course is aimed at those who have a strong interest in sport and enjoy participating in and finding out about physical activity. It is essential to be motivated and organised as assessment is continuous throughout the course. An enjoyment in being physically active is essential. Assessment is done by a series of assignments set during each of the units of work. Some of these will be written and some will be assessed by carrying out practical tasks. Although there is practical work involved please be aware that a number of lessons will be classroom based. The course units are likely to include:

- Fitness for Sport and Exercise
- Practical Sports Performance
- Training for Personal Fitness
- Leading Sports Activities

Learning Method

Practical and classroom methods of learning are used. A number of assignments are produced by researching topics whilst others will be carried out practically either performing or leading others. One unit is assessed via an online assignment.

Student Performance

For the last two years all students gained at least a pass grade with over 78% meeting or exceeding their target grade.

Student Progression

Students can continue into the Sixth Form to follow BTEC Level 3 or A levels. Due to the vocational nature of the course the qualification is recognised in the leisure industry as showing a certain level of aptitude.

Additional Information

A background and interest in physical education is essential. Regular, ongoing participation in the practical work is also essential to achieve success. There is also a vocational experience available to help with the students' understanding of the wider world of sport.

GCSE PHYSICAL EDUCATION

Examination Board: OCR

Assessment: Written examination 70%

Practical Performance, 15%
Analysis & Evaluation 15%

Non-examined assessment

Staff Contact: Mr J Thompson, Miss C Wilson

Course Description

The course examines how the body works, looking at the movement of the muscles, bones and joints and how they relate to physical activity. We will look at the changes that occur during exercise and how the body regulates this. We will examine the relationship between health and fitness. The numerous factors that affect performance will be studied and the various components that make up skill. We will determine the factors important in training and how they may be regulated. We will examine the nature and role of a variety of organisations connected with sport. For students with good practical skills this course allows this to be credited with 15% of the final mark awarded for practical ability and 15% for analysis and evaluation.

Learning Method

Practical and classroom methods of learning are used. The practical performance will be continuously assessed during the two years of the course with a selected list of sports and activities studied. The theory aspects are taught both in the classroom and practically to help develop understanding. There is also an opportunity to develop the ability to analyse and evaluate in the non-examined assessment element.

Student Performance

Most students achieve their minimum target grades or better in Physical Education. By joining clubs at school or out of school they are able to boost their practical performance. In 2013, 95% gained A* - C, in 2014, 92% gained A*-C and in 2015, 96% gained A*-C.

Student Progression

Students wishing to continue with this subject follow A level Physical Education or BTEC Level 3 in the Sixth Form. This can lead to a range of possible career opportunities including; groundsman, sports turf/surface management/development, marketing, sports agent, PE Teacher, professional performer/player/official, sports research, physiotherapy, sports development, technical producer developer, sports sales, sports coaching, sports administration, performance analysis, sports lecturing - FE and HE, sports journalist.

Additional Information

A background and interest in physical education is essential. Participation in the practical work is also essential to achieve success. A large number of the lessons will be classroom based and the theory work is very demanding.

ART AND DESIGN

Examination Board: AQA

Assessment: Portfolio of Work Units 60% of total mark
Externally Set Task 40% of total mark

Staff contact: Mr S George

Course Description

GCSE Art and Design will give you the opportunity to study a number of different areas of Art such as Painting and Drawing, Graphics and Sculpture amongst other art disciplines. (The combination of specialisms you cover will depend upon the availability of staff within the Option Box you select).

You will produce a maximum of three portfolios of work units during the course, two of which are completed in Year 10. In Year 11 you will undertake the final portfolio unit and in addition there is an Externally Set Task which is set by the Examination Board. The portfolio units are devised and assessed by the Art Department. All of the portfolio work that you produce will contribute towards your final coursework grade.

Learning Method

The GCSE Art Course is purely practical and you will be shown a variety of techniques and processes which you will apply to your coursework. You will be expected to undertake independent research and you will be shown how to develop your ideas in a creative and imaginative way. You will be given regular home learning tasks and assessments.

Student Performance

Art is a popular choice at GCSE with students achieving high results. In 2015 88% of all candidates gained an A* - C grade and 38% gained an A* - A. 100% gained an A*-G grade.

Student Progression

By selecting Art, you will be able to develop your creativity and your ability to handle a range of media. In the UK, creative industries are one of the largest sectors of the economy and Art based courses offer the opportunity to be part of this success. Many students continue with their study of Art by taking A level Art at Poynton High School and there are many specialist art courses available at local and national colleges.



HOME ECONOMICS: CHILD DEVELOPMENT

Examination Board: OCR

Assessment:

1. Terminal Examination	40%
2. Coursework - 3 Short Tasks	3 x
Child Study Tasks	30%

Staff contact: Mrs C Marsh / Mrs J Palfreyman

Course Description

It is ideally suited for those of you who enjoy the company of young children. The course aims to give an awareness of the family environment, and the role and responsibility of parents in caring for children. The specification covers the main stages in the Physical, Intellectual, Social and Emotional development of children from conception to early years.

The coursework tasks are set by the examination board. In the child study task, students themselves are responsible for organising access to a child from 0 – 5 years, out of school hours. Do not choose this course if you think you will not have a relation or family friend with a child of this age group on which to base your study and that you can visit easily at least 6 times.

Topics covered for the terminal examination are:

- The family and community
- Preparing for pregnancy and birth
- Physical, intellectual, social and emotional development
- Nutrition and health

Learning Method

A variety of teaching and learning methods is used. Staff set clear targets and have high expectations.

Student Performance

100% of students were awarded grades A* - G in 2015.

Student Progression

Child Development provides useful experience for courses in Nursing, Early Childhood Studies, Nursery Nursing, Social Work and many students progress to the A Level in Health and Social Care.

HOME ECONOMICS: FOOD AND NUTRITION

Examination Board: AQA

Assessment: Unit 1 - One written paper – 2 hours 40% of total mark
Unit 2 - Coursework – 2 pieces 60% of total mark
Task 1 is worth 45% - individual investigation
Task 2 is worth 15% - research task

Staff contact: Food Teachers

Course Description

This course is ideal if you enjoy practical food preparation and want to further develop your skills. It is useful as a preparation for life or for jobs and careers which demand good organisational skills, initiative and the ability to relate practical experience to theoretical knowledge.

The course consists of modules on:

1. Nutrition, Diet and Health through Life
2. Techniques and Skills in Food Storage, Preparation and Cooking
3. Nutritional, Physical, Chemical and Sensory properties of Food in Storage, Preparation and Cooking
4. Consumer Education in relation to Food
5. Food Hygiene and Safety

Coursework involves two controlled assessment tasks, which are completed in lesson time and for homework. Students select assignments from lists provided by the examination board. The work involves planning, research, practical tasks and evaluation.

You will learn to meet food needs that take into account nutritional guidelines, enjoyment, constraints of time, energy and available resources, personal lifestyle and eating patterns in modern society.

Practical food assignments require you to provide ingredients once a week. Do not choose this subject if you are unable to meet this requirement of the course or if you have regularly not brought ingredients during Year 9. You will carry out a variety of practical processes and provide dishes to meet a wide range of meal planning situations.

Learning Method

A variety of teaching and learning methods are used. Staff set clear targets and have high expectations.

Student Performance

100% of students were awarded grades A* - G in 2015. 71% of students gained A*-C and 22.6% got an A or A*.

Student Progression

The course provides useful experience for careers in Food Science, Nutrition, Hotel and Catering, Nursing and Social Services. It is an excellent foundation for Advanced Level courses in Food or Health and Social Care.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN

Examination Board: OCR

Assessment:	1. Controlled Test - Developing and Applying Design Skills	30%	20 hours
	1. Controlled Test – Making, Testing and Marketing	30%	20 hours
	2. Designing Influences Examination (written)	20%	1½ hours
	2. Innovation Challenge Examination (practical)	20%	6½ hours in total

Staff contact: Mrs G Burdett

Course Description

1. Product Design involves a broad approach to the designing and making of innovative products. The two coursework elements focus on creativity and risk taking. Students will need to design and model products which solve problems in an innovative way. The final manufactured product will be tested by a 'real' client and a marketing presentation created.
2. The written examination tests the students' knowledge and understanding of the design of products including iconic design, design movements and influences of design. The Innovation Challenge, which is a practical examination, focusses on the students' creativity in designing and their modelling skills.

Learning Method

Students will learn through the production of a design folder, the manufacture of an innovative product and the study of existing products. Students are required to use a range of ICT software as well as other drafting methods to present work/designs. Using Computer Aided Design software such as Google Sketch-up will help raise the final grade. Students are expected to build research and evaluative skills, graphical skills and creativity as well as practical skills in the workshop.

Student Performance

2015 saw the students gain more As and A*s than ever before. This reflects the success of the new course.

Student Progression

Students studying Product Design at GCSE can go on to study it at A Level. A range of University courses are also available leading to careers in design, such as; Industrial Design, Product Design, Interior Design, Engineering and Architecture.

Product designers work in many business areas including the design of electronic products, sports equipment, medical products and the automotive industry. Many product designers work directly for large and small businesses. Others work for independent consultancies both in the UK and abroad. The skills learnt in product design also make many other careers a possibility. Over the last five years individuals trained in product design have established many of the most successful new creative businesses in the UK.

DESIGN AND TECHNOLOGY: TEXTILES TECHNOLOGY

Examination Board: AQA

Assessment:

- | | | | |
|----|------------------------------------|----------|-------------------|
| 1. | Unit 1 Coursework - single project | 45 hours | 60% of total mark |
| 2. | Unit 2 Examination | 2 hours | 40% of total mark |

Staff contact: Textiles Teachers

Course Description

If you enjoy fashion, designing your own clothes or accessories and interior design, then this could be the course for you.

The course offers the chance to develop your practical skills and contribute to manufacturing and textile design.

The course helps you to develop knowledge, skills and understanding in technology. It provides a range of activities which give you an opportunity to work individually and as a member of a team.

The course is practically based and consists of projects, some of which are outlined below:

- Designing and making clothing and accessories.
- Designing and making a batch of gifts in a small group.
- A project chosen from the examination board's list for assessment in Year 11.

You will have access to a range of textile resources, which includes the use of computer-aided design and computer-aided machinery. The department is well equipped with a range of fabric enhancement facilities, new sewing machines and overlockers.

Learning Method

A variety of teaching and learning methods are used. Staff set clear targets and have high expectations.

Student Performance

100% of students were awarded A*-C grades in 2015 and 36% achieved A* - A. Students achieve better grades than the national average.

Student Progression

Future careers you may wish to pursue could be in the areas of fashion, production, textile designer, laboratory work, textile buying etc. The GCSE course is also preparation for the successful Advanced Level Textiles course offered in the Sixth Form.