

Tower House School



Options Booklet 2015



May 2015

Dear Parents

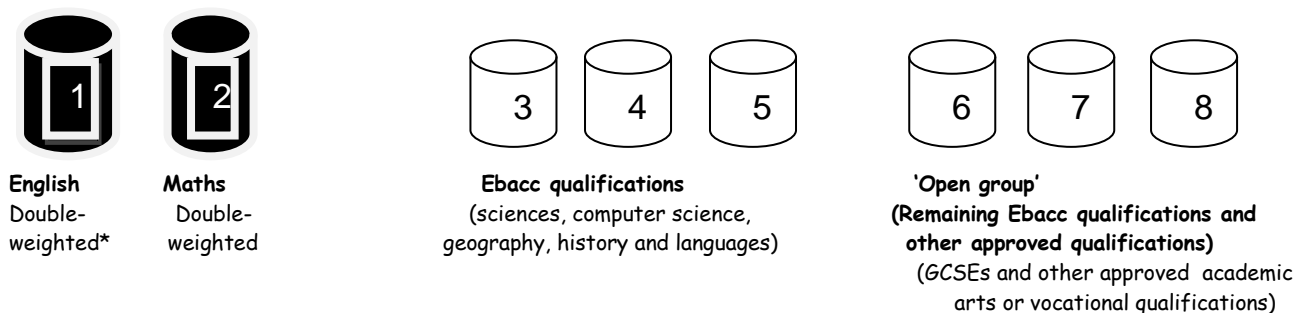
I have pleasure in issuing the proposed **Year 10 Curriculum for 2015/2016**.

School accountability is changing. Among the main reforms is the new measure Progress 8, which will gauge students' progress across their eight best subjects.

How will it work?

Progress 8 will largely define how and what pupils study at key stage 4 because of the way it is structured. The basic framework comprises three "baskets", making up eight subjects in total (see diagram below). Each basket has a list of what subjects are permitted within it. Basket 1 contains the compulsory subjects of English and Mathematics, which carry a double weighting (if the student takes both English Language and English Literature). In Basket 2, students will be able to choose three GCSE's from the list of EBacc subjects - sciences, computer science, history, geography and languages. This basket carries a single weighting. Basket 3 allows students to opt for a further three subjects, which can come from the EBacc list, or other GCSE qualifications, which have met the government's criteria for rigour and GCSE equivalency. This basket also carries a single weighting.

These measures will make it far more difficult for pupils to "drop" subjects as this could have a detrimental effect on their Progress 8 score.



*Higher score of English language or English literature double-weighted if student has taken both subjects.

When drawing up our own programme the need to provide a broad and balanced programme of study was considered. When putting together the curriculum there are many possible combinations and permutations of subjects. It is not always possible to suit everyone but the programme offered is the one which best meets the wishes of the majority.

All pupils will have two periods of Games, one period of PE and one period of Citizenship.

Inside this booklet are subject sheets giving some idea of the scope and range of each subject and the assessment pattern for that subject. Please note fees are payable for GCSE's as they are external examinations.

The Parent/Teacher meeting to discuss Year 10 options which will be held on Wednesday 20th May 2015, between 4.15 pm - 6.45 pm. There is no need to make a choice of options until that meeting.

Yours sincerely

Mrs A Jordan
Headteacher

YEAR 10 CURRICULUM - 2015/2016

CORE SUBJECTS:

Most pupils study each of the following:-

English (+ Literature)	8 periods
Mathematics	6 periods
Science (+ Additional Science)	6 periods
Games (non-examination course)	2 periods
PE	1 period
Citizenship	1 period

OPTIONS:

Pupils will study ONE subject from EACH of the following blocks:-

BLOCK A:

History OR Media Studies 4 periods

BLOCK B:

Geography OR Drama 4 periods

BLOCK C:

Computer Science OR Art 4 periods

BLOCK D:

French OR PE Studies 4 periods

CHOOSING OPTIONS

(A helpful guide for pupils)

When choosing subjects you should:

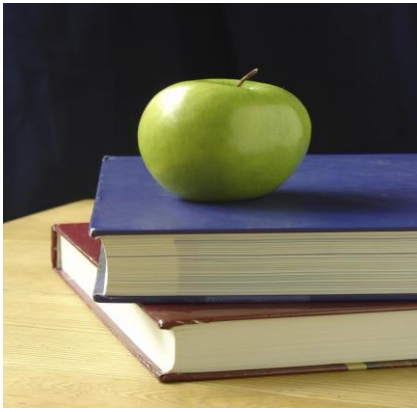
1. Find out as much as you can about the subject;
2. Aim for a balanced programme of subjects;
3. Choose subjects which you are good at and like doing;
4. Be aware of what taking the subject involves, e.g., it is not wise to take a subject involving much essay writing if this is not your strong point;
5. Be aware of the subjects you may need to study for your chosen career.

When choosing subjects you should NOT:

1. Choose a subject because your friends are opting for it;
2. Choose a subject because of the Teacher you think you may or may not have.

Do, Do, Do, Do, Do, Do	Don't, Don't, Don't, Don't, Don't
Choose subjects you enjoy.	Choose a subject because your friend is taking it.
Choose subjects you are good at.	Choose or reject a subject because you like or dislike a teacher.
Find out which subjects you need if you have a chosen career in mind.	Choose a new subject without finding out more about it.
Keep your options open by making a balanced choice.	Be put off a subject because someone says "it's only for girls/boys"
Talk your ideas through with your parents, mentors and teachers.	Make a decision at the last minute.

Please complete the form at the back of this booklet and return it to Mrs Jordan by Friday 5th June 2015.



ENGLISH LANGUAGE

Please note all external examinations will take place at the end of the two year course.

The English course is now linear which means there are no longer Controlled Assessments. Instead, the pupils work towards two final qualifications: English Language and English Literature.

If a pupil sits both English Language and English Literature, under the Progress 8 measure, the higher grade carries double weighted points. Furthermore the other score can be counted in the 'open group'. Consequently, English now carries even more weight than it has in the past.

The following is the specification at a glance.

English Language

Paper 1: Explorations in Creative Reading and Writing.

What's assessed?

Section A - Reading

- One Literature fiction text

Section B Writing

- Descriptive or narrative writing.

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions:

Reading (40 marks) 25% one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) 25%

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and perspectives

What's assessed?

Section A: Reading

- One non-fiction text and one literacy non-fiction text

Section B: Writing

- Writing to present a viewpoint

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions:

Reading (40 marks) 25% two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) 25%

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Spoken Language

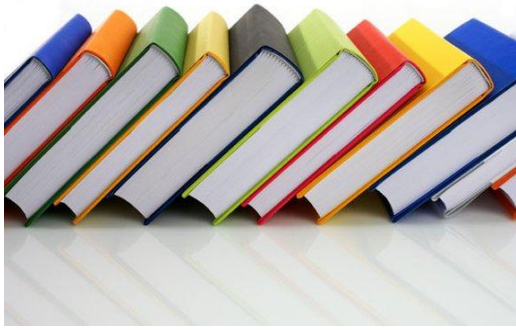
What's assessed?

- Presenting
- Responding to questions and feedback
- Use of standard English

Assessed

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)

Mrs A Jordan



English Literature

This specification allows pupils to experience a range of literature with a wide variety of appeal drawn from contemporary and modern texts - texts from across the globe and texts which have had a significant influence on our English literacy and cultural heritage.

Specification at a Glance

Assessments

All assessments are closed book: any stimulus materials will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	+ Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none"> • <u>Shakespeare</u> • <u>The 19th-century novel</u> 	<p>What's assessed</p> <ul style="list-style-type: none"> • <u>Modern texts</u> • <u>Poetry</u> • <u>Unseen poetry</u>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
<p>Questions</p> <p>Section A Shakespeare: students will answer one question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Questions</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>



MATHEMATICS - YEARS 10 & 11

The School prepares for the Assessment and Qualifications Alliance Modular Mathematics examination.

The course covers the five main areas of Mathematics:

1. Using and Applying Mathematics
2. Number
3. Algebra
4. Shape, Space and Measures
5. Handling Data (Probability and Statistics).

The examination in GCSE (Key Stage 4) Mathematics is offered at two different tiers (levels). Foundation and Higher.

At each tier only certain GCSE Grades are obtainable.

<u>Tier</u>	<u>Grade</u>	<u>Target Grade</u>
Foundation	C-G	D,E,F
Higher	A* - D	A*, A, B and C

Candidates achieving less than the minimum mark for Grade D at the Higher tier, will receive an ungraded result, shown as U.

The government have recently decided that modular examinations will no longer be available and the subject will therefore be examined in one final examination taken at the end of year 11. However, we will continue to study the subject in three sections, Number, Data Handling and algebra with shape and space. The Number content will be studied in year 10 along with the Data Handling. This then leaves the final year to concentrate on Algebra and shape and space and to prepare for the examination.

All pupils are expected by the School and by the AQA board to have, and be able to use efficiently, a Scientific Calculator. We would advise the purchase of a scientific calculator with VPAM or DAL, preferably with a two tier line display such as the Casio FX83W. These can be ordered through the school or purchased at most leading suppliers. The cost of these calculators should be in the region of £6 - £10. The purchase of more expensive equipment is not recommended as the extra facilities obtained can be very confusing and way beyond anything required for the GCSE course.

In addition to a blue or black pen, pupils should also have available for each lesson a 30cm ruler (good quality), a pair of compasses, a protractor and an HB pencil.

Mr D Pitts



SCIENCE - Years 10 - 11

Year 10

This will be the same syllabus as last year (AQA 4405). A Single award GCSE Science A is taken. There are 3 assessment units, 1 Biology, 1 Chemistry, 1 Physics each worth 25%; together with a controlled practical assessment.

Biology - Keeping Healthy

8 sections: Nerves and Hormones

Use and abuse of drugs

Interdependence and Adoption

Energy and Biomass

Waste Materials

Genetic variation: Evolution

Chemistry - Fundamental ideas

7 sections: Limestone

Metals and their uses

Crude oil and fuels

Useful substances from oil

Plant oils

Earth and atmosphere

Physics - Transfer of Energy

5 sections: Efficiency

Electrical Appliances

Generation of Electricity

Waves, Communication and Space

There are 2 tiers of assessment for the units;

Foundation G-D and Higher C-A*

Year 11

The same introductory comments apply as in Year 10. A single award GCSE - Additional Science (AQA 4408) is taken. There are 4 components. Biology, Chemistry, Physics and Practical, each comprising 25%. The papers will assess work on the following topics;

Biology - Cells and plant and animal growth

Chemistry - Atomic structure and chemical reactions

Physics - Electricity and forces

All assessment is now 'terminal' ie: carried out by written examinations at the end of Year 11, except for the controlled practical assessment,

The aim of the course is to enable pupils to:

1. Acquire a body of scientific knowledge and skills needed to apply this in new and changing situations in a range of domestic, industrial and environmental contexts.
2. Acquire an understanding of scientific ideas, how they develop, the factors which may affect their development and their power and limitations.
3. Plan and carry out a range of investigations, considering and evaluating critically their own data and that obtained from other sources and using ICT.
4. Evaluate the benefits and drawbacks of scientific and technological developments and select, organise and present information clearly and logically.

Mrs J Osbourne

MEDIA STUDIES



The school prepares pupils for the AQA Media Studies Examination.

The mass media (radio, television, printed magazines and newspapers, the World Wide Web) play an increasingly important role in contemporary society, providing us with information and entertainment. In addition the media play an important part in shaping attitudes

and social values. The course is designed to enable students to analyse the media and develop a critical understanding of the role of the mass media in society.

There are four key concepts that run through the course.

Media Language: The use of appropriate terminology when referring to the media forms studied and the conventions that are used in its production, for example in film, the names of camera shots and movements and how these are used to affect the audience's reading of a scene.

Audience: An understanding of those at whom the medium/text is aimed in terms of their age, gender, social group and psychographics (attitude to life).

Institutions: A knowledge and understanding of the businesses and organisations that produce and control the media, for example, the BBC and the British Board of Film Classification (BBFC).

Representation: An understanding of how individuals that feature in the media and organisations that produce it, represent themselves or are represented by others, for example, the brand image created by television channels through their idents (the 30 second video links between programmes).

Pupils are encouraged to develop a critical awareness and an ability to analyse the media. These skills are used to evaluate their own work and debate issues concerning the topics studied, for example, whether music magazines in print can survive in a digital world or whether a film's classification is correct according to the BBFC's criteria. To this end, the pupils will learn about audience and narrative theory.

The assessment consists of two units of work:

Unit 1: Investigating the Media. A written paper of 1 hour 30 mins - 40% of the final mark. This written paper at the end of the course is based on a topic that is studied prior to the release of a media brief one month before the exam. The unit aims to mirror working in the media industry by setting an assignment that the pupils prepare for in the lead up to the exam. The exam consists of four tasks linked to the media brief. The preparation for the Media Studies exam is therefore different to most other subjects in that during the May before the exam pupils will be expected to prepare for these tasks rather than revising work undertaken during the course. Previous Media briefs have included the launch of a television crime channel, action adventure films and the promotion and marketing of a video game.

Unit 2: Understanding the Media. Three controlled assessment assignments are undertaken during the course. 60% of the final mark.

For each of the assessments the pupils learn to demonstrate pre-production and planning skills (for example, storyboarding and research), production skills (for example, creating three idents) and the ability to evaluate their own work and the process of creating it.

At present the assignments taught are:

The Moving Image: A study of the codes, conventions and techniques in film and how these are used to influence the audience. The horror genre is explored and in particular the film *Sleepy Hollow*.

Print: A comparison of the music magazine *Kerrang!* and its online web site. The pupils produce the front cover of a new music magazine of a genre of their choice and storyboard a television advert to promote its launch.

Advertising and Marketing: The pupils research a television channel of their choice and create three 30 second adverts that fit with the channel's target audience and brand image. The adverts are created in 2D or 3D with stop motion techniques.

The course lays the foundation for further study of Media Studies at AS/A level.

Mr R Cole

GEOGRAPHY

Years 10 and 11



The Geography syllabus is designed to encourage the development of a wide range of skills and an understanding of the world around us through various units of study. In their entirety the units constitute a balanced view of modern Geography which is concerned

with patterns in the landscape, world problems and the processes contributing to them. The units of study chosen are intended to build on Key Stage 3 while adding content that is fresh and relevant to young people today.

The course consists of three units:

Unit One is Physical Geography which is examined with a written paper that represents 37.5% of the final mark. The topics studied in this unit are *The Restless Earth*, *The Challenge of Weather and Climate* and *The Coastal Zone*. This unit is studied in year 11.

Unit Two is Human Geography which is examined with a written paper that represents 37.5% of the final mark. The topics studied in this unit are *Population Change*, *Development* and *Tourism*. This unit is studied in year 10.

Units 1 and 2 are examined in 2 written exams at the end of Year 11.

Unit Three is the Local Fieldwork Investigation and represents 25% of final mark. This is an individual enquiry on a local geographical issue and involves the collection of original data by the student, instruction in the classroom and a final draft, part of which is written up under examination conditions. This work is undertaken at the end of year 10 and in the Autumn Term of Year 11.

Pupils opting for Geography will be entered for either foundation or higher level papers. The foundation level (grades C-G) uses short, structured questions. The higher level (A*-D) includes opportunity for more extended answers.

Many pupils go on to study this subject at A Level in local grammar schools or at S. Devon College. It is useful in a wide range of vocational areas, including town planning, surveying, cartography, meteorology and geology. Employers consider geographers to be very employable because of the abilities and skills acquired through the study of the subject.

Mr W J Miller

HISTORY

Years 10 & 11



The School will prepare pupils for the AQA Examining Group's GCSE History, Syllabus B 'Modern World' History.

THE ASSESSMENT OBJECTIVES

The assessment objectives of the syllabus are those laid down by SCAA in the GCSE Subject Criteria for History. The key points arising from the assessment objectives are as follows:

1. They place an emphasis on subject knowledge;
2. They include knowledge and description as specific assessment objectives;
3. They involve the study of a range of historical sources in relation to their historical context. This means that candidates may be expected to combine an understanding or evaluation of a source with their own knowledge of the events or issues to which it relates;
4. They require the study and assessment of representations and interpretations of events and issues.

ASSESSMENT PATTERN

Controlled Assessment - 25%
Two written examinations - 75%

CONTENT OF SYLLABUS:

Controlled Assessment - two topics on 20th Century British History, involving the World Wars.

Paper 1 a) Key Issues 1919-1960 - League of Nations and Treaty of Versailles, The road to World War II and the Cold War 1945-60

Depth Studies
Paper 2 a) Vietnam War
b) Germany, 1918-1945

The scheme of assessment is not tiered so the full range of GCSE grades from A* to G are available to candidates.

Many pupils study History at A Level as it is useful in a wide range of vocational areas.

W J Miller

PHYSICAL EDUCATION



Aims

GCSE Physical Education aims to develop students' ability:

- to provide knowledge and understanding of factors relating to elite performance, health, participation, safety and the effects of the media in sport.
- to **plan, perform and evaluate** physical activities

There are three main assessment objectives:

- to **show knowledge and understanding** of the factors affecting participation and performance in physical activity. The relationship between health and fitness and changing effects the media and technology have on elite sport today.
- to **perform effectively** in at least two sports, using tactics and compositional techniques, observing the rules and conventions of the activities
- to **analyse/organise** at least one performance in the role as a **coach, official, choreographer or organiser** in order either to determine the performer's strengths and weaknesses (to improve its quality and effectiveness) or by officiating/organising a game or tournament following the governing bodies rules and regulations for safe practice

One further activity can be covered in either of the above roles.

Assessment

The assessment of this course is based on practical performance in four areas (60%) and a 1 $\frac{1}{2}$ hour (40%) written examination.

Examination - 1 $\frac{1}{2}$ hours

Section A - Objective (multiple choice) tests and short answer questions on all areas of the theory course.

Section B - Extended written answers, based on a scenario issued as Pre-release material prior to the examination.

Lessons are delivered with the intention that pupils will have access to gaining the **DOUBLE AWARD** at **GCSE Level** although there is the option of entering at **FULL COURSE** and **SHORT COURSE Level** also.

(The Double Award involves a further 1 $\frac{1}{2}$ hour exam and four more practical assessments)

During the course, pupils can participate in a wide range of sports from six disciplines:

1. **Outwitting Opponents** - as in *Games Activities* (eg Hockey & Rugby), net games (Tennis), striking/fielding (Cricket)
2. **Accurate replication of actions, phrases and sequences-** as in *Gymnastic activities*: Trampolining, Gymnastics, Synchronised Swimming
3. **Exploring and communicating ideas, concepts and emotions:** as in all styles of dance
4. **Performing at maximum levels in relation to speed, height, distance, strength or accuracy:** as in *Athletic Activities* including swimming.
5. **Identifying and solving problems to overcome challenges of an adventurous nature:** eg) Sailing, Skiing, Lifesaving, Personal Survival
6. **Exercising safely and effectively to improve Health and Well-Being:** as in types of training to improve all sports, ie: planning circuit training, SAQ training

Each pupil will be assessed in all activities in which they participate according to the following criteria:

Performer: Key Process A -**Acquiring and developing** individual and group skills

Performer: Key Process B -**Selection and application** of skills and techniques in the game or activity

Performer:

Key Process C - analysis and improvement of performance.

Performer/Official: **Understanding, observing, and applying** rules and conventions

Coach: Evidence of the ability to **analyse and take action to improve others'** performances and correct errors with suitable practices.

The four strongest roles from at least two sports (including at least 2 performances) will count towards their final Practical Performance mark.

Mr Lloyd Blackler



The **GCSE ART AND DESIGN** course is designed to motivate and stretch students of all abilities, equipping them with the skills and experience to succeed at *GCSE* and also prepare students to study Art and Design at *AS* and *A-level*.

It enables students to explore a range of different media, processes and techniques, ensuring that there is

something suitable for all interests. The course is flexible and stimulates creativity by offering choice, allowing students to follow an individual approach. It also gives students the opportunity to produce a portfolio of work that they can use to help secure a place in higher education or show to prospective employers.

The *GCSE* Art and Design certificate requires students to complete two components which are internally assessed by the school and externally moderated by *AQA*.

Component one is a portfolio of work worth 60% of the total specification. Students undertake three projects during the first year designed to broaden their skills and teach them how to further develop their ideas. They select two of these projects to further develop during the first term of the second year to be submitted for examination.

Component two is an externally set assignment worth 40% of the total specification. Students are given an exam paper with seven wide ranging questions from which they choose one. Students use the Spring term to develop a project based on their chosen question, at the end of which is a ten hour exam (spread over two days) in which they create a conclusion to their work.

Art and Design qualifications have a large workload and require dedication and enjoyment of the subject. There is also a requirement for students to produce written annotation.

Mrs V Bennis

FRENCH



French

The School prepares pupils for the *GCSE* Examination administered by *AQA*. It is divided into four skills areas; **Reading, Writing, Listening** and **Speaking**.

Speaking and Writing are examined by **Controlled Assessment** and together carry **60%** of the total marks. Speaking involves the production of a recorded dialogue of 4 to 6 minutes and Writing a text of up to 350 words. Reading and Writing are tested by final examination and carry **40%** of marks. These can be taken at either Higher or Foundation level.

Much of the foundation work for this course will have been covered in Years 7 to 9, therefore pupils who have worked consistently well, will benefit most by being able to build on the skills they have already mastered. The in-depth *GCSE* course begins in Year 10. Parents and pupils should note that *Controlled Assessments* will take place in **BOTH** Years 10 and 11.

For future careers, a French language qualification can greatly improve employability within Europe and in many French speaking countries such as Canada. It can be combined with a variety of subjects including *Marketing, Management Studies, Economics, Law, Accountancy, Hotel Management* and *Computing*. It is also a highly regarded academic qualification for continuation into *Higher Education* and *University* entrance.

Mrs J Salloway

Computing Science is changing the world



GCSE COMPUTER SCIENCE

Why study Computer Science?

Computer Science is the gateway to the dynamic information economy - think Google, iPods, mobile phone apps, computer games and the web... Computer Science is all about designing and creating creative solutions.

There are many rewarding careers in Computer Science: they include software Engineering, interface design, networking and hardware.

What will I be taught?

The specification you will study is designed to give students the skills and practical experience to make computing engaging and fun. Students studying Computer Science will learn how to:

- Create applications that run on mobile devices
- Create applications that operate in the web enabled environment
- Create computer games
- Understand how to create software applications

This course will provide you with an essential foundation for any further courses such as A levels, AS, vocational and occupational courses.

Assessment Overview

The Computer Science GCSE will be assessed by two components

Component 1: Practical Programming
This is controlled assessment (coursework) worth 60% of your final grade. There are two practical programming tasks that you have to complete. You will be expected to create two of the following: a mobile phone app, an interactive web site, a computer game.
Component 2: Computer fundamentals
This is the final examination worth 40% of your final grade. This is a 1 hour 30 minute examination.



DRAMA

Qualification: GCSE

Exam Board: AQA

Drama is a creative, physical, social and intellectual subject. Students develop confidence and collaborative skills through a range of practical units.

Devised Thematic

Theatre in Education

Technical/Design

Improvisation

Scripted performance



Physical theatre



They will develop knowledge and understanding of:

- the ways in which performers and designers communicate meaning to an audience;
- dramatic conventions, genres and styles;
- how to use drama to investigate their own experiences and the wider world;
- how to create or interpret roles, develop narrative and communicate ideas;
- Drama within its social, cultural and historical context.

Emphasis is placed on positive teamwork to solve creative and logistical problems.

Drama seeks to promote individual prowess alongside social skills. Clear commitment to rehearsals, to the creative process and to the other course members is vital.

Assessment:

Practical coursework 60% (internally assessed through the course and externally moderated in March during Year 11; their two most successful units count).

Written examination 40% (writing about their own work and performances seen).

Theatre trips, workshops with professional companies and a range of performance opportunities are organised each year.

Mrs J Owen-Milsom



PUPIL'S NAME (block letters please):

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YEAR 10 OPTION CHOICES:

Block A, History or Media Studies

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Block B, Geography or Drama

.....

Block C, Computer Studies or Art

.....

Block D, French or PE Studies

.....

Parent's Signature.....

Please return this form to Mrs Jordan by Friday 5th June 2015.