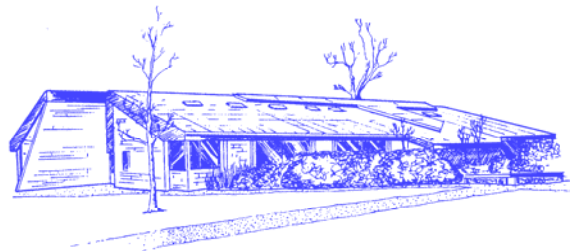


GROVE *School*

Year 9 Options Information Handbook

**Year 9 Options Information Evening
Wednesday 3rd March 2010 at 7.00pm**

**Year 9 Subject Report Evening
Thursday 11th March 2010 from 5.30 — 7.30pm**



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PLEASE ATTEND

OPTIONS INFORMATION EVENING ON MARCH 3rd

AND

YEAR 9 REPORT EVENING ON MARCH 11th

Introduction to the 14-19 Phase of Education.

Key Stage 4 2010 to 2012

Recent reforms to 14-19 education have been designed to improve participation, retention, progression and attainment. All young people will have the opportunity to choose a mix of learning which motivates, interests and challenges them, whilst also ensuring that they have the knowledge, skills and attitude they need to succeed in education, work and life.

Compulsory schooling is divided into **KEY STAGES**. The first two occur in primary schools, the second two in secondary. Year 9 is the end of **Key Stage 3**.

Key Stage 4 (Years 10 & 11) is the first stage of the 14-19 phase of education. It builds on the skills and knowledge acquired in Key Stage 3 to give students a range of qualifications which they will take with them into employment, training or further education. Most young people will now expect to be experiencing some type of formal education until at least the age of 19, so their Key Stage 4 qualifications will need to form a solid foundation to enable them to take advantage of the many post-16 options they will encounter.

The National Qualification Framework (shown on page 3) shows how different qualifications relate to each other and the opportunities and routes open to young people in school and beyond. The range of courses and qualifications is growing ever more flexible and varied. Programmes can be chosen to allow greater breadth of study and to enable students to combine different types of qualifications. With guidance, students can plot a route through the framework and move across qualification types as well as from one level to another.

Progression Routes at Grove.

KEY STAGE THREE	KEY STAGE FOUR
<p>In years 7, 8 and 9 everyone does:</p> <ul style="list-style-type: none"> English Maths Science History Geography Religious Studies Modern Foreign Languages Art Music Technology Physical Education Drama Information Technology Personal Social, Health & Economic Education Citizenship 	<p>In years 10 and 11 everyone does:</p> <ul style="list-style-type: none"> → English → Maths → Science → Modern Foreign Language → Religious Studies → Physical Education → Personal Social, Health & Economic Education → Citizenship → Information Technology → These take about 70% of the week, leaving the rest of your timetable to be chosen from a wide variety of subjects

Leading to;



AFTER YEAR 11
a very wide range of opportunities including: Level 2 courses AS level courses 'A' level courses Vocational A levels and other courses NVQ courses with job training Employment with training Modern apprenticeship scheme Government training schemes



BEYOND THAT
University degree courses including foundation degrees higher national diploma courses NVQ to higher levels life-long learning opportunities employment with training

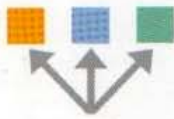
The framework of qualifications and the nature of courses on offer, both pre- and post-16, are changing rapidly. Vocational qualifications and Diplomas now offer routes into Higher Education alongside the more traditional academic pathways. There is now considerable freedom for schools to offer non-GCSE courses. During Key Stage 4, students normally work between Entry Level and Level 2.

Some subjects continue to be compulsory at Key Stage 4. At Grove all students will study:

- National Curriculum core subjects: English, Maths, and Science
- National Curriculum foundation subjects: ICT, PE and Citizenship
- Modern Foreign Language
- Work-related learning and enterprise
- Religious Studies
- PSHEE, including sex and careers education

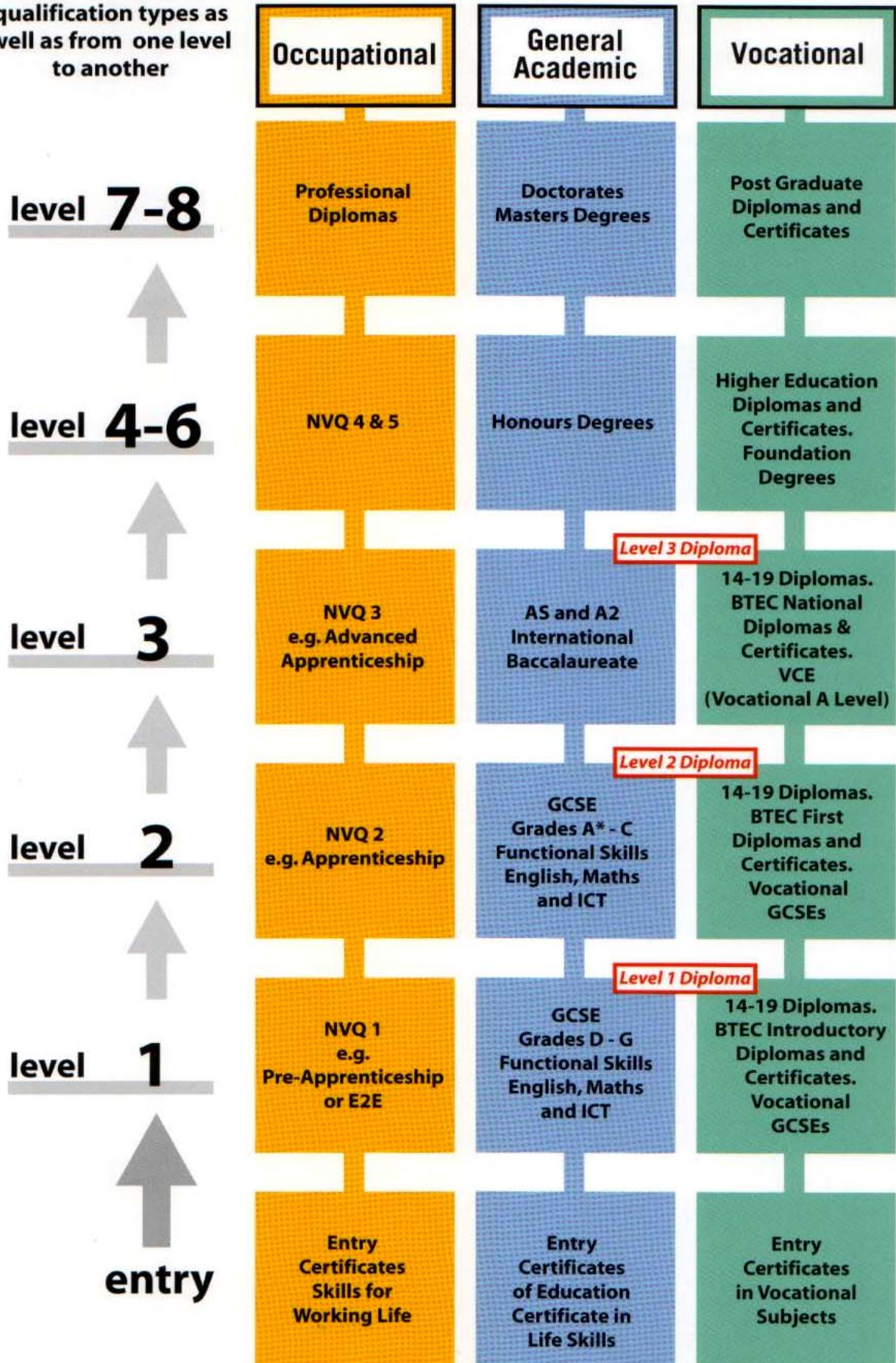
These courses may lead to a variety of qualifications;

SUBJECTS	POSSIBLE QUALIFICATIONS
ENGLISH	2 GCSEs (language + literature) or 1 GCSE (language only) or Certificate of Achievement
MATHS	2 GCSEs (mathematics + statistics) or 1 GCSE (mathematics) or Certificate of Achievement
SCIENCE	3, 2 or 1 GCSE or applied GCSE
LANGUAGE First or second language	1 GCSE or Asset Language Course
RELIGIOUS STUDIES	Most will study for a full GCSE but a short course, ½ GCSE will be available.
CITIZENSHIP AND PERSONAL SOCIAL HEALTH & ECONOMIC EDUCATION	½ GCSE Grove Challenge Award Steps to Work Readiness
PHYSICAL EDUCATION	
ICT	Level 1 and Level 2 qualifications.



People will move across qualification types as well as from one level to another

Qualifications Framework



A CHOICE OF CURRICULUM ROUTES

THE VOCATIONAL ROUTE

This involves the compulsory subjects described previously, plus one of the following options, plus one subject from the list available through the general route.

1. A full day each week working on an NVQ programme with a local employer and training provider.

Work must be selected from within the following areas:-

- Agriculture
- Business Administration
- Customer Service
- Equine/Horse Management
- Game Keeping
- Hairdressing
- Horticulture
- Motor Vehicle Studies
- Retail Operations

2. A full day each week following a vocational course either at Walford and North Shropshire College, Woodlands School or County Training Talbot Centre.

Courses available include:-

- Animal Care
- Construction
- Equine/Horse Management
- Hairdressing
- Land Studies
- Motor Vehicle Studies

3. A full day each week following a Diploma qualification within the NE Shropshire Consortium. This will require students to study part of their programme off site, attending either, Walford and North Shropshire College, County Training Talbot Centre, Sir John Talbot's School or Thomas Adams School.

Diploma courses available include:-

- Creative and Media
- Environmental and Land-based Studies
- Hair and Beauty Studies
- Hospitality and Catering
- Information Technology
- Public Services

Diplomas are new qualifications, details of which are explained later in the booklet.

THE GENERAL ROUTE

This also involves the compulsory subjects, but students will then choose three courses from the following

Subject	Level
Art & Design	GCSE
Business Studies	GCSE
Child Development	GCSE
Construction	School Certificate
Drama	GCSE
Electronics	GCSE
Food Technology	GCSE
Geography	GCSE
Graphic Products	GCSE
Health And Social Care	Applied GCSE
History	GCSE
ICT	Level 1 or Level 2
N.V.Q. Studies (1 afternoon per week)	Level 1 or Level 2
Physical Education	GCSE
Resistant Materials	GCSE
Science (Triple)	GCSE
Sport	Level 2

THIRD SESSION (For students on Either Route)

Our Third Session option (see page 8) could offer the opportunity to study an additional subject. The exact availability will depend on demand, but the subject currently offered is:

- Art & Design GCSE

How it might look for six different students
(All will follow courses in ENGLISH, MATHS, MFL, SCIENCE, ICT, RE, CITIZENSHIP, PSHEE and PE)

Student ONE General Route	Student TWO Vocational Route	Student THREE Vocational Route
English English Lit Maths Statistics Two Science GCSEs Tech:Graphics French History Art* Business OCR ICT First Award RS GCSE Citizenship ½ GCSE	English English Lit Maths Statistics Two Science GCSEs German Asset Languages NVQ full day course Construction OCR ICT First Award RS GCSE Citizenship ½ GCSE	English Cert of Ach. Maths Two Science GCSEs German Asset languages Tech: Res. Materials Small Animal Care OCR ICT First Award RS ½ GCSE Citizenship ½ GCSE
Total 12½ GCSEs + OCR First	Total 7½ GCSEs + NVQ level 1 or 2 + OCR First + Asset Languages	Total 5 GCSEs + Vocational qualification + OCR First + Certificate of Achievement + Asset Languages
Student FOUR General Route	Student FIVE General Route	Student SIX General Route
English English Lit Maths Two Science GCSEs German Art Tech: Food NVQ ½ day per week OCR ICT First Award RS GCSE Citizenship ½ GCSE	English English Lit Maths Statistics Three Science GCSEs German Art* Geography History OCR ICT First Award RS GCSE Citizenship ½ GCSE	English English Lit Maths Statistics Two Science GCSEs Art* Spanish Business Tech : Food OCR Sport Award OCR ICT First Award RS GCSE Citizenship ½ GCSE
Total 9½ GCSEs + NVQ + OCR First	Total 12½ GCSEs + OCR First	Total 11½ GCSEs + OCR First + OCR Award

Courses are GCSE unless otherwise stated.

* indicates Third Session course

SPECIAL FEATURES OF THIS CURRICULUM

VOCATIONAL OPTIONS

There is a wide range of subjects on offer both at GCSE, NVQ, VRQ, Applied GCSE, Diploma and GCSE equivalent (OCR ICT or Sport). This is to encourage all students who wish to take a subject which has a possible career progression to higher levels later.

THE THIRD SESSION

Based on the idea that the morning is the first session and the afternoon is the second, we have a “third session” after school for students who want the challenge of an extra subject to GCSE or who need this time to complete the full list of things they want to do. Adults and students from other year groups will be able to join these sessions. We recognise potential problems over transport and wish to discuss these with parents at the earliest opportunity to see if problems can be overcome by co-operative arrangements.

The Third Session does represent an extra GCSE and no one should be under any illusions about the workload required to complete so many subjects.

PARTNERSHIP

Through the North East Shropshire Educational Consortium Partnership we are able to offer a different experience for a number of students, in which studies are split between Grove School on four days a week and a College or other establishment one day per week.

SPECIALISED STUDIES

In addition to an exceptionally wide range of GCSE and NVQ courses, our range of Diplomas and the OCR National course in ICT or Sport offers committed and enthusiastic students an exciting opportunity for in-depth study.

VIDEO – CONFERENCE

We have had one pilot course using long-distance teaching (Spanish GCSE). The school has 2 fully equipped rooms and we hope to see this technique expand, possibly linked to Diploma courses.

ADDITIONAL SHORT COURSES

Where possible students can take additional qualifications in literacy, numeracy, first aid, health and safety, basic food hygiene and customer care.

THE THIRD SESSION

As stated in the introduction, the Third Session is also an important part of the school curriculum and provides an opportunity for students who face difficult choices elsewhere to study for an extra GCSE.

THIRD SESSION SUBJECTS

We intend to offer **Art & Design** at GCSE level to accommodate demand.

Remember - to take a subject in the Third Session is an additional workload and careful thought should be given before taking on this commitment. Please be aware groups may not run because of low numbers. However, we would like to be as responsive as we can to demand.

On the Options Form there is space for you to indicate your interest in this subject.

GLOSSARY OF TERMS USED

Education is a field full of jargon and initials. We hope these explanations of terms will be useful.

GCSE is the General Certificate of Secondary Education. This is the standard examination course taken by a majority of students. Courses are usually two years in length and often involve a mixture of controlled assessments and final examinations. Our curriculum allows any combination of GCSEs from as few as 4 to as many as 11 or 12. A GCSE short course is worth half of a normal GCSE.

APPLIED GCSEs are an addition to the range of available qualifications. AGCSE subjects are related to the world of work, for example Health and Social Care. They are graded in the same way as GCSEs but have a greater content and an AGCSE is therefore worth two normal GCSEs.

LEVELS ONE AND TWO – five or more results in the D-G range at GCSE or foundation level in vocational studies is known as the Level One threshold. Five or more A*-C grades or intermediate vocational passes is known as the Level Two threshold.

NVQ is the National Vocational Qualification. It is widely used in industry and commerce where it is seen as a route for progression and promotion. NVQ's require the development of practical skills and knowledge needed to do a specific job. They are assessed through building a portfolio of evidence to demonstrate competence. This option will involve working with a local employer and all students wishing to consider this option will need to discuss plans individually. We plan to offer NVQ courses with either half or full day placements with a local business. Students accepted on to this course will be asked to make a firm two-year commitment. It is offered at Levels One and Two.

VRQ is the Vocationally Related Qualification. These are work related qualifications available in a wide range of subjects at a variety of levels. They have a practical approach to learning and are assessed through assignments and portfolio of evidence.

ENTRY LEVEL QUALIFICATIONS are qualifications for learners not yet working at level 1 in one or more curriculum areas. They are available in a wide range of subjects and are based around developing a wide range of skills. They consist of tasks and assignments which can be practical, written or oral.

CERTIFICATE OF ACHIEVEMENT is a qualification that accredits progress under the national curriculum at a pre-GCSE level.

DIPLOMAS are one of the key changes in 14-19 education. They are intended to give students a real alternative to learning by offering an imaginative, high quality, innovative blend of general education and applied learning. The Diploma was developed with the help of employers to give students the skills, knowledge and experience needed to do well in the working world. Students learning will not simply

be delivered in the classroom but in other settings including the workplace, so students will develop skills that employers really value.

Diplomas will allow students to develop skills such as teamwork, creative thinking and problem solving whilst specializing in one area of interest in detail. A level 1 diploma will be broadly equivalent to five GCSEs (Grades D-G), and a level 2 diploma will be broadly equivalent to seven GCSEs (Grades A*-C). The Diploma will have 3 components, generic learning (including functional skills in English, Maths and ICT as well as personal learning and thinking skills and a project), principal learning (relevant to subject area), and additional specialist learning (some choice). Students following a diploma will also be required to complete at least 10 days work experience to help develop employability skills.

LINEAR courses are those taught over two years and tested at the end.

MODULAR courses are divided into blocks over a two year period. Tests are carried out at the end of each block and the marks added up at the end of the two years.

Every student will produce by the end of Year 11 a **PROGRESS FILE** which the government encourages everyone to maintain throughout their working life.

EXAMINATION BOARDS. GCSE, AGCSE, NVQ, Diplomas and Certificates of Achievement are awarded by various Examination Boards. These are usually known by their initials;

EDEXCEL - London Examining Group

OCR - Oxford, Cambridge and RSA Examinations

AQA – Assessment and Qualifications Alliance

C & G – City and Guilds

Other Examination Boards will also be used.

WHAT NEXT?

We are proposing a complex and individualised curriculum which offers every chance of progression beyond 16. It will require considerable effort to timetable every choice. Some groups may turn out to be so small that we cannot afford to run them. We must therefore have:

A PERIOD OF REFLECTION AND DISCUSSION FOR HOME AND SCHOOL.

A MOMENT OF DECISION AND CHOICE FOR YOUR CHILD.

A PERIOD FOR US TO PLAN AND NEGOTIATE WITH YOU IF NECESSARY.

STUDENTS NEED TO ASK:

- What kind of workload would be realistic for me?
- What are my abilities and interests?
- Which route do I want to follow?
- How many subjects will I study?
- Could I cope with an additional subject in the Third Session?
- What are the true reasons for my choices?
- What am I thinking of doing post 16?

It is important to keep in mind the right and wrong reasons for making choices:	
RIGHT	WRONG
<ul style="list-style-type: none"> • I AM GOOD AT A SUBJECT 	<ul style="list-style-type: none"> • I like the teacher in this subject (it may be a different one next year)
<ul style="list-style-type: none"> • I ENJOY A SUBJECT 	<ul style="list-style-type: none"> • My friends are taking this subject (lessons are for work, not social gatherings and friends may well be in different groups anyway)
<ul style="list-style-type: none"> • I NEED THIS SUBJECT FOR MY FUTURE PLANS 	<ul style="list-style-type: none"> • I think a subject is an easy option. (There are no easy options).

We have three chances of discussing this with you: The Option Evening is on March 3rd and the Report Evening on March 11th. In addition, we hope that all students will have an individual interview with a form tutor, head of house or senior member of staff before finalising choices. You are also welcome to arrange a private interview with a member of staff here who knows your child well. This is a rich and varied offer of which we are very proud. We doubt if it can be bettered. However, it is complex and we would like everyone to feel confident in their choice.

All Key Stage 4 courses are demanding in time and effort from students. In addition to end-of-course examinations and end-of-unit tests, there are projects and controlled assessments which count towards final grades. Commitment is required throughout the courses if the student is to be successful. It is vital that students take responsibility for their studies; this includes primarily a careful choice of subjects which the student

enjoys, is likely to be successful in, is relevant to future career plans and provides a range of experience. Students should read carefully the information about courses in the rest of the booklet, discuss possible options with their parents, teachers and Form Tutors, visit the Careers Library or a Connexions Advisor, and take time to think about their longer- term aims before selecting their Key Stage 4 options choices.

**PLEASE ATTEND THE OPTIONS INFORMATION EVENING ON
MARCH 3rd AND REPORT EVENING ON MARCH 11th**

**ON THE FOLLOWING PAGES YOU WILL FIND DESCRIPTIONS
OF ALL THE COURSES ON OFFER.**

We hope you will find these useful for reference.

**PLEASE RETURN THE OPTIONS FORM NO LATER THAN
FRIDAY 19th MARCH**

COMPULSORY SUBJECTS TAKEN BY EVERYBODY

ENGLISH and ENGLISH LITERATURE

English is a compulsory National Curriculum Subject at Key Stage 4. Most students will take both GCSE English and English Literature and gain two GCSE qualifications, although there are alternatives, such as the single GCSE English or an English Certificate of Achievement, if this is more appropriate.

The English and English Literature courses cover the following areas:-

Skills

- Speaking
- Listening
- Reading
- Writing

Topics Covered

- Non-fiction and media
- Fiction and non-fiction writing
- Poetry
- Drama including Shakespeare
- Novels

Both English and English Literature are assessed via a mixture of examination and coursework.

MATHEMATICS

Mathematics is also a compulsory subject in the National Curriculum. The aim of the course is for all students to continue to develop their knowledge and understanding of Mathematics and to be able to apply these skills in real life situations.

The GCSE Mathematics syllabus is divided into the four areas of Using and Applying Mathematics, Number and Algebra, Shape, Space and Measures and Handling Data.

For this course, there are two tiers of entry – Higher (A*-D grades), and Foundation (C-G grades). There are two written papers of equal weighting taken at the end of the two year course. There is no longer a coursework component in Mathematics.

From September 2010 Functional Skills will be included in the syllabus and examined in a separate paper.

STATISTICS

The course is examined at two levels, Higher (A*-D) and Foundation (C-G). Assessment involves one written paper, worth 75% of the marks, and one extended piece of coursework making up the other 25%. The course aims to take a deeper look into statistics and probability theory than can be covered in the Mathematics course and has a greater emphasis on handling data within the context of real life situations. This is a skill that is increasingly needed in a large number of subjects beyond GCSE and also in a wide range of modern day occupations. For the last few years most students have taken this exam at the end of year 10.

Assessment

Higher Tier: 1 exam paper 75% and Coursework 25%

Foundation Tier: 1 exam paper 75% and Coursework 25%

SCIENCE

To support the revised Key Stage 4 (14-16) programme of study, there will be a new range of GCSE Science Courses provided by the Science Department. These place more emphasis on 'How Science Works', which means not just learning but understanding the practical side of science and its relation to the world in which we live.

The Science Department has chosen to follow a suite of AQA GCSE qualifications which provides students with a choice of routes depending on their abilities, their intended post GCSE choices and their preference for vocational or academic study.

YEAR 10: GCSE SCIENCE

All students will follow the AQA Syllabus 'A' Modular Core Science Course.

The Course:

- Leads to a single GCSE qualification, at the end of Year 10 in most cases.
- Highlights the scientific process and the implications of Science for Society
- Provides a firm foundation for further learning in Science

Students will study:

Biology Topics: e.g. how our bodies respond to changes inside them and to their environment; Use and abuse of drugs; Environmental issues

Chemistry Topics: e.g. Rocks and building materials; How do we get our fuels; Changes in the earth and its atmosphere

Physical Topics: e.g. efficient use of energy; Uses and hazards of waves that form the electromagnetic spectrum; what do we know about the universe and how it continues to change

Assessment: This course has six half-size teaching units and six 30 minutes objective tests available in November, March and June. The marks

from these along with their coursework marks (25% of the total) will lead to their qualification.

YEAR 11

In year 11 students will get the opportunity to follow one of two Science course options. Their choice will be made in the summer term of their year 10 course. The options are either:

GCSE Additional Science OR GCSE Additional Applied Science

GCSE ADDITIONAL SCIENCE

This course:

- Leads to a single GCSE qualification at the end of Year 11.
- Builds on the knowledge and skills learnt in year 10's GCSE Core Science
- In combination with GCSE Science it provides a balanced Science curriculum
- Ensures appropriate knowledge and skills for a seamless progression to 'AS' Science subjects in the Sixth Form, but also for those students who might like a more academic approach to Science
- The course highlights explaining, theorising and modelling in Science

Students will study:

Biology Topics: e.g. what are animals and plants built from; how plants obtain the food they need to live and grow; Energy and biomass at each stage of the food chain

Chemistry Topics: e.g. the structure of substances and how these influence the properties and use of them; how can we control chemical reactions

Physical Topics: e.g. Movement, momentum and energy; Electricity, generating it and its uses

Assessment: The GCSE Additional Science has three 45 minute external examination papers containing structured questions, one for each subject area. The marks from these along with their Coursework marks (25% of the total) will lead to their qualification.

Alternatively, students can opt at the end of Year 10 for

GCSE APPLIED SCIENCE

- Designed as an alternative to GCSE Additional Science
- Builds on and uses the skills acquired in GCSE Science
- Provides a qualification with enhanced vocational relevance
- Develops practical techniques in work-related contexts
- Concentrates on the knowledge and skills used by scientists in the workplace
- Contributes to the work-related curriculum

- Provides progression to post-16 qualifications, but not the academic A level courses.

The teaching units are:

Unit 1: Science in the Workplace

- Investigating how Science is used
- Working safely in Science

Assessed by a Portfolio Unit counting for 20% of the final mark

Unit 2: Science at Work

Developed through the real world contexts of

- Food Science
- Forensic Science
- Sports Science

Assessed by a one hour paper containing structured questions counting for 40% of the final mark.

Unit 3: Using Scientific Skills

- Food Science
- Forensic Science
- Sports Science

Assessment will be by a Portfolio Unit counting for 40% of the final mark.

SEPARATE SCIENCES OPTION:

GCSE Biology, GCSE Chemistry and GCSE Physics

As a further alternative students will also be able to study for three separate GCSE Science qualifications. All students taking this option will follow the Core Science and Additional Science courses previously described plus by selecting Science from the general option choices list will follow additional studies in;

Biology: Micro-organisms and their uses, etc

Chemistry: Identifying and analysing substances, acids and alkalis, etc

Physics: Circular motion and its effects, sound waves, generators, etc

Students opting for this must take ALL THREE Sciences (Biology, Chemistry and Physics) for the two years of the course. Each subject will count for one GCSE.

Assessment will be as for Core and Additional Science along with 3 x 45 minute structured answer papers, one for each subject area, and a centre assessed unit.

Students considering the separate Sciences option **must** discuss this with their Science teacher before making their option choices.

MODERN FOREIGN LANGUAGES

Learning opportunities for the study of Modern Foreign Languages have been enhanced by our specialist school status. Students can benefit from the use of the dedicated ICT suite, interactive whiteboards and satellite television facilities to enrich their enjoyment and knowledge of language.

All students continue with a Modern Foreign Language in Key Stage 4. For most students the language will be German as they have studied it since Year 7. It may be possible, however, to study the language they have studied since Year 8 (French or Spanish).

Most students will be entered for the GCSE examination(s) but an asset language qualification is offered depending on the ability and route of individual students.

FRENCH, GERMAN and SPANISH GCSE

Students will follow a similar programme of content and skills in each of the separate French, German and Spanish courses. They will be studying the language chosen within a range of topics which can be broadly categorised under the following headings

- At Home and Abroad
- Personal and Social Information
- Education and Work
- Everyday Situations

As part of the GCSE course, students will also revisit topics which they have already studied in Key Stage 3, but in greater detail.

Each of the four skills contributes towards the final GCSE grade in the following way

- Listening 20%
- Reading 20%
- Speaking 30%
- Writing 30%
- Listening and Reading are examined as a terminal examination at the end of Year 11

Speaking and Writing are assessed through controlled assessment throughout the course. Students will have to produce at least two different pieces of both written and spoken work in the chosen language in controlled conditions at school.

GERMAN ASSET LANGUAGES COURSE

Students will study the language through a range of vocational situations revisiting and building upon the language that they studied in Key Stage 3.

The course can be adapted to allow the student to explore their own interests in a different language and develop cultural understanding.

This course leads to a qualification in its own right but may also lead to a GCSE qualification.

There are several opportunities for assessment throughout Years 10 and 11 in at least two of the following skills which are equally weighted: Listening, Speaking, Reading and Writing

CITIZENSHIP EDUCATION

During years 10 and 11 Citizenship Education continues to be taught within PSHEE lessons, during tutor time and across the curriculum. Students will be working towards a GCSE qualification.

Areas of study in Citizenship Education aim to ensure students understand the Rights and Responsibilities of an Active Citizen including;

- Our rights and responsibilities to each other, within families and within the wider community.
- Our rights and responsibilities as citizens within the economy and welfare systems.
- Our rights and responsibilities as global citizens.
- Campaigning to raise awareness and advocate action within the community.

Students will also understand their Role as Citizens with regard to Identity, Democracy and Justice, including;

- Citizenship, identity and community in the UK.
- Fairness and justice in decision making and the law
- The UK's relationship in Europe, including the European (EU) and relationships with the commonwealth and United Nations (UN)

The course will be assessed by a Controlled Assessment worth 60% of the marks. This will be a school based assignment involving a Citizenship Campaign related to rights and responsibilities.

Students will also take a 1 hour written examination worth 40% of the marks. This will consist of short answer questions and two questions requiring a longer written response.

ICT OCR First National Award

Students will continue following the compulsory ICT course started in year 9 and will aim to complete 2 units in Year 10. If successful, students can gain a qualification worth the equivalent of one GCSE at grades A*-C. Some students following this course may need to attend extra after school sessions in Year 11 to gain this qualification.

Year 10:

- Unit 1: ICT Skills for Business (Year 9)
- Unit 23: Creating Video

PERSONAL SOCIAL HEALTH and ECONOMIC WELL-BEING EDUCATION (PSHEE)

All students will continue to follow a PSHEE course in Key Stage 4.

During Year 10 students will learn about issues such as preparation for work experience, citizenship, family life, relationships, politics, economics, the environment and health-related issues.

During Year 11 the focus for work will be on a work experience de-brief, post 16 options, study skills and Citizenship Education.

Much of the work will be active, involving, visiting speakers, videos, visits, discussion and survey work. There will be written tasks. Homework will only be set when it is meaningful and appropriate to the topic being studied.

During the PSHEE course, students will have opportunities to undertake tasks leading to THE GROVE SCHOOL CHALLENGE AWARD (in partnership with the community) and the STEPS TO WORK READINESS awarded by Shropshire Business Education Partnership.

PHYSICAL EDUCATION

Physical Education is a compulsory National Curriculum subject in Years 10 and 11. This is not an exam course.

Students choose their own options from a wide range of activities. They choose their options at the end of Year 9 and are then committed to those options for all of Years 10 and 11. Consequently students are advised to choose their activities carefully as changes cannot be made to options once they are chosen.

The activities offered during the winter and spring terms are:-

Soccer	Rugby	Tag Rugby	Hockey	Gym/Dance
Netball	Basketball	Badminton	Trampoline	Table Tennis
Multi-gym	Volleyball	Orienteering	Multi Activities	

In the summer term students can choose from:-

Athletics	Tennis	Rounders	Cricket	Softball
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All courses are subject to staff availability and enough students choosing the option.

RELIGIOUS STUDIES

Students will continue to study RS during Years 10 and 11. It is expected that most students will work towards a full GCSE qualification.

The course will cover religious responses to various philosophical and ethical issues. For example:

- What is truth?
- Arguments for and against God?
- Euthanasia
- War and Peace
- Crime and Punishment

The course will be examined through 2 papers each lasting 1 ½ hours. Paper 1 will be taken at the end of Year 10 and Paper 2 at the end of Year 11.

ADDITIONAL STUDIES

VOCATIONAL ROUTE

Students choosing this route must select an activity to be followed for one full day each week. This will be a full day NVQ programme, a new Diploma course or one of the courses available at Walford College or County Training. It is important to remember that, although some of these activities do not take place at Grove School, they are still a compulsory part of the curriculum.

FULL DAY NVQ PROGRAMME

NVQ courses award competence in very specific job skills relating to just one area of work e.g. hairdressing, horse management, customer service, business administration etc. NVQs are widely used and known in the world of work outside schools. Students wishing to study for an NVQ qualification will do so in partnership with a local business and work based training provider.

We are able to offer a programme of NVQ units or other vocational awards to enthusiastic individuals who have a clear and determined view of what they would like to do. All students selecting the NVQ route must show genuine interest in their chosen vocational area and be aware that they are making a two year commitment to the course. Students will also need to ensure they have the agreement of an employer to support them with a work placement.

Students wishing to study an NVQ may select from the following areas;

- Agriculture
- Business Administration
- Customer Service
- Equine / Horse Management
- Game Keeping
- Hairdressing
- Horticulture
- Motor Vehicle Repair
- Retail Operations

An NVQ option will form part of a structured vocational programme which involves a full day work placement each week integrated with other vocational courses.

Due to the individual nature of NVQ studies and the wide variety of work placement locations parents are expected to accept responsibility for transport of their son or daughter to and from the works placement each week.

In addition to developing skills in the work placement students will also be required to produce a written portfolio as evidence of their vocational knowledge and

understanding. Building the portfolio will take place during study time in school and through participation in specially organised training days.

Vocational Education has made considerable strides in recent years but it is a complex thing to describe and parents and students who are interested in taking advantage of the non-GCSE offers should ensure that they have had a full explanation before opting.

THE DIPLOMA

The Diploma is a new qualification which forms part of the 14 – 19 curriculum. They are intended to give students a real alternative to learning by offering an imaginative, high quality, innovative blend of general education and applied learning. The Diploma was developed with the help of employers to give students the skills, knowledge and experience needed to do well in the working world. Students' learning will not simply be delivered in the classroom but in other settings including the workplace, so students will develop skills that employers really value.

Diplomas will allow students to develop skills such as teamwork, creative thinking and problem solving whilst specializing in one area of interest in detail. Diplomas will be available at level 1 and level 2. A level 1 Diploma will be broadly equivalent to five GCSEs (Grades D-G), and a level 2 Diploma will be broadly equivalent to seven GCSEs (Grades A*-C).

Each Diploma has a common structure which consists of;

Principal Learning:

This is the core content of the Diploma and students will learn about that subject area and skills needed to work within that industry.

Specialised Learning:

This should be studying an area, which complements the principal learning. Students will choose one traditional GCSE subject, which they enjoy and feel would support the other areas of the Diploma.

Functional Skills:

Students must develop and achieve a required standard in English, Maths and ICT. These would be assessed by a series of tests and provide students with a formal, independent qualification.

Work Experience:

Students will be expected to complete 10 formal days of work experience in one or more areas of the industry. This can be completed as the normal work experience placement in Year 10.

Student Project:

This project will be completed as part of the principal learning. It is the opportunity for students to showcase all the skills they have learnt throughout the course.

Diplomas are delivered across a consortium of schools and colleges. We are part of the North East Shropshire Consortium, and our partners are Sir John Talbot's, Whitchurch; Thomas Adams, Wem, Shropshire County Training and Walford and North Shropshire College.

Students following these courses will attend the institution listed below for 1 full day each week throughout year 10 and 11. The Diploma working day will extend beyond the normal Grove School day. Transport from Grove to the Diploma institution will be provided although parents will be required to make arrangements between Grove and home.

From September 2010 all specialist diploma learning will take place at the institutions listed below:

- | | |
|--------------------------------------|--|
| ▪ Creative & Media | at Thomas Adams, Wem. |
| ▪ Environmental & Land based studies | at Walford & North Shropshire College. |
| ▪ Hair & Beauty Studies | at the Talbot Centre, Whitchurch – led by County Training. |
| ▪ Hospitality & Catering | at Thomas Adams, Wem. |
| ▪ ICT | at Sir John Talbot's, Whitchurch. |
| ▪ Public Services | at Walford & North Shropshire College. |

The remaining elements of the course will be delivered at Grove School.

DIPLOMA IN CREATIVE AND MEDIA.

At Thomas Adams, Wem.

The Creative and Media Diploma allows students to learn valuable skills in different situations. Students will learn about key themes in creativity and how to think and work creatively. This includes completing an individual project from start to finish, identifying an audience and their needs and learning about the business side of the Creative and Media industries.

The Diploma in Creative and Media will focus on four main themes:

- **Creativity in context:** The things that can influence the creative process such as society, culture, the environment or the work of other people.
- **Thinking and working creatively:** Ways of exploring, experimenting with and developing ideas, skills and techniques.
- **Principles, processes and practice:** The skills, techniques and processes to turn ideas into reality.
- **Creative businesses and enterprise:** An understanding of real situations and the skills that are needed to succeed in the industry.

Aims and Content of the Principal Learning:

This is the main, specialised Creative and Media work consisting of 7 different units over two years:

- Scene
- Artefact
- Campaign
- Project Report
- Performance
- Record
- Festival

These will teach students new skills and involve working together on a range of work-related projects. Students may make DVDs, run campaigns and even help put on a production or festival. The course is broken into a series of projects, which are continuously assessed. Students will gather evidence in both notebooks and e-portfolios to support and evidence progress. Students will need to see a project through from start to finish, identifying an audience and their needs and learning about the business side of the industry.

Wider Skills:

The projects students will be involved in could teach aspects of Graphic Design, Advertising, Film and Television, Radio, Animation, Photo Imaging and 2D Art. Students might be involved in projects using Drama and Dance. This means learning to work together in teams – and takes real enthusiasm!

DIPLOMA IN ENVIRONMENTAL AND LAND-BASED STUDIES.

At Walford & North Shropshire College.

The Environmental and Land-Based Studies Diploma will give students first-hand experience of the opportunities, occupations and career paths offered by the sector. The Diploma has been developed to give students a broad understanding of the current needs of the sector's diverse businesses.

Students will learn through doing and this will give a clear idea of what working life might be like. It will also help students to question and challenge outdated stereotypes of what the sector is all about.

Aims and Content of the Principal Learning:

Both the Foundation and the Higher Diplomas comprise 3 main topic areas:

- **Productive & Working Environments:** This section looks at the limited resources of our natural environment, our impact on it, how it influences us and how these resources are used. There will also be an introduction to working in the environmental and land based sector.
- **Plants & Animals:** Students will investigate working with plants and animals, and the role and value of plants and animals. Students will explore how we use plants for commercial, recreational and conservation purposes and animals for food production, recreation, work or companionship.
- **Developing the Sustainable Environment:** Students will learn about the different sources of energy we use. The theme will explore the impact we have on our environment, and how important it is to use environmentally friendly 'green practices'.

This Diploma is aimed at all types of learners and is based at the Walford Campus of WNSC which is a working farm, zoo, livery stables, and is at the forefront of environmentally friendly technology. This enables students to have a very hands-on experience of the subjects included in the Diploma. To back this up there will be strong input and links from local employers in the sector and a compulsory period of work experience to put learning into practice.

DIPLOMA IN HAIR AND BEAUTY STUDIES.

At County Training, Talbot Centre, Whitchurch.

The Hair and Beauty Studies Diploma will allow students to investigate how hair and beauty played its part in ancient cultures and what has influenced hair and beauty in society today. Students will investigate the science and technology that goes into hair and beauty product research and design and development issues that will influence the future.

The Diploma will encourage students to develop their skills and creativity to develop new looks and experiment with products.

Aims and Content of the Principal Learning

The Diploma in Hair and Beauty Studies will focus on six industries that make up the hair and beauty sector:

- **Hairdressing**
- **Barbering**
- **African- Caribbean hairdressing and barbering**
- **Beauty therapy**
- **Spa therapy**
- **Nail services**

Students will gain a good understanding of how each of them relate to other industries as well as investigating the work of the different professions. The course will also allow for investigations into how culture, diversity, science, anatomy, physiology, marketing and sales affect the industry. The importance of excellent customer service and communication skills will also be a key element.

Large parts of the Diploma content will be taught through practical activities and learning. Students will learn a variety of valuable skills, from practical hand, hair and nail care to communication with clients and business aspects on the industry. Also included are the history and science of hair and beauty.

DIPLOMA IN HOSPITALITY AND CATERING.

At Thomas Adams, Wem.

The Hospitality and Catering Diploma will give students a taste of the huge range of opportunities, jobs and career paths offered by the industry. Students will learn about the many sectors in the hospitality and catering industry including hotels, restaurants, leisure, events, public houses, and contract food services. The value and importance of good customer service and a positive attitude will be emphasised. Students will become

aware of business issues and opportunities for entrepreneurship within the industry. Aspects of setting up and running a business will be included in the course.

Aims and Content of the Principal Learning:

The Diploma in Hospitality and Catering focuses on four main themes:

- **The Hospitality Industry:** This section introduces students to the basics of the industry and shows the impact that the hospitality and catering industry has on the UK economy.
- **People in Hospitality:** The hospitality industry is a ‘people-based’ industry. This theme looks at how important people skills are, not only to the success of the business but in how staff work with colleagues. Students will be introduced to roles and careers in hotels and restaurants.
- **Hospitality Operations:** Students will explore how food and beverages are prepared and served to customers, including food safety, foods from different cultures and the principles of healthy eating. Students will have a chance to develop some practical skills in cooking.
- **Business and Finance in Hospitality:** This theme covers important business and financial practices including event planning, budgeting, planning, financial control, marketing and human resources.

DIPLOMA IN INFORMATION TECHNOLOGY.

At Sir John Talbot’s, Whitchurch.

The IT Diploma gives students a chance to learn in different settings. It lets students explore technology, and see first hand, the role that it plays in organisations, for individuals and in society as a whole.

Students will also learn how to manage and deliver successful IT projects, and be able to apply what has been learnt when working on individual projects.

Aims and Content of the Principal Learning:

The Diploma in Information Technology will focus on three main themes:

- **Business:** How organisations work and the role technology can play.
- **People:** How to create technology solutions.
- **Cross-platform Multimedia:** How to develop a multimedia product for a specific audience and purpose.

This aim of all Diplomas is to build and create direct links with the “real world”. The IT Diploma will introduce students to all areas of the industry including roles and careers in project management, network management and multimedia.

Large parts of the Diploma content will be taught through practical activities and learning. Students will investigate the technology systems used in business, the impact of technology on organizations, produce small scale technology systems and create effective multimedia products.

DIPLOMA IN PUBLIC SERVICES.

At Walford & North Shropshire College.

The Diploma in Public Services will give students a comprehensive picture of how public services work and how they contribute to the individual, the community and to business. The course introduces students to the many different services that are available to the public including law and order, education, central and local government, the health service, social services, emergency services, leisure and the armed forces. Students will investigate the inner workings of these areas and discover how the services operate whilst also gaining an appreciation of the social values that sustain them.

Aims and Content of the Principal Learning

The Diploma in Public Services will focus on six main themes:

- The contribution of Public Services to the public and private sectors.
- How Public Services work together to ensure individual and community safety.
- The role of community engagement and campaigning.
- The environmental impact of delivery of Public Services.
- The needs and conflicts in communities for delivery of Public Services.
- How perceptions of individuals and communities affect Public Service provision.

The Diploma in Public Services focuses on putting learning into practice in a real life context, working closely with local employers and institutions in the area. This enables students to have a very hands-on experience of the subjects included in the Diploma including a compulsory period of work experience.

PLEASE NOTE

PLACES ON EACH DIPLOMA COURSE ARE LIMITED AND THE SELECTION PROCESS WILL BE BY A SEPARATE LETTER OF APPLICATION AND INTERVIEW.

COLLEGE BASED COURSES

Students wishing to follow these courses will attend either Walford and North Shropshire College, The Woodlands Centre or The Talbot Centre Hair Academy for 1 full day each week throughout year 10 and 11. Transport from Grove will be provided.

ANIMAL CARE LEVEL 2 (WNSC)

Students will work in a new purpose built Animal Management Centre. They are encouraged to take an active part in their learning and develop responsibilities for caring for a range of animals. They will gain an understanding of animal health, husbandry, handling and grooming techniques. They will be taught to identify features of different breeds and health and care requirements. The college has a purpose built mini zoo with a wide range of animals including some of the more exotic snakes, lizards, monkeys, meerkats, llamas and wallabies as well as a working farm and equine yard. Students must be prepared to join in with all aspects of the practical and theory sessions. Students will work towards a BTEC 1st Certificate in Animal Care at Level 2 which will be assessed by practical work, project assignments and written tests.

CONSTRUCTION (WOODLANDS CENTRE)

The Construction Award is designed to prepare people for work in a particular construction occupation. It has been specifically developed for delivery in a training environment using simulated conditions, and the assessment is based on candidates showing what they can do.

This qualification provides a progression route to achieving a relevant Construction NVQ at Level 1.

The units of study currently offered as part of this qualification are:

- Manual Handling and Health and Safety
- Emergency First Aid
- Trowel Occupations – Brickwork
- Decorative Occupations
- Wood Occupations – Carpentry and Joinery
- Tiling
- Plastering
- Using and maintaining hand tools

HAIRDRESSING VRQ LEVEL 2 (COUNTY TRAINING)

This award is aimed at students intending to work as a hairdresser in a salon. It emphasises the underlying principles and the practical skills required for the hairdresser's role. This award is also ideal preparation for further study in Hairdressing.

Students will be working with clients and model heads to study the following:

- Working in hairdressing
- Maintaining health and safety practices in the salon

- Client care
- Consulting with the client for hairdressing services
- Shampooing and conditioning the hair and scalp
- Cutting ladies' hair using basic techniques
- Styling and dressing ladies' hair using basic techniques
- Hair colouring using basic techniques
- Perming and neutralising hair using basic techniques
- Products promotion and services to clients

HORSE CARE LEVEL 2 (WNSC)

The course includes a variety of study units including:

- Maintaining the health of horses.
- Assisting with feeding and watering of horses.
- Assisting with the general care of horses.
- Assisting with horse handling, exercise and restraint.
- Safe and effective working practices in horse industry.
- Developing performance in the horse industry.
- An introduction to animal and plant biology.

The college has a working equine yard with purpose built stables, indoor arena, outdoor paddock and ménage. Classroom work will include a variety of teaching methods to accommodate learning styles of students. The course has a substantial amount of practical work with the horses, and students will be expected to join in with all aspects of the work, and to participate in all weathers. The wearing of appropriate protective clothing will be required. Students should be aware that assessment of Riding is not part of this course. Students will work towards the BTEC 1st Certificate in Horse Care at Level 2. Students' work will be assessed through compiling a portfolio of work, practical assessments and written tests on each unit.

LAND STUDIES ENTRY LEVEL (WNSC)

The course will help develop a range of practical skills, improve communication and encourage working within a team. Sessions will include basic tools and maintenance, the country code, conservation, pollution, tree planting, fencing, carpentry, map work and woodwork skills. Work will reflect the seasonal nature of the countryside sector. A lot of this work will be done outside and students must be prepared to work in wet and windy conditions from time to time. Students will be provided with protective overalls and boots. Students will work towards the WJEC Certificate in Land Studies at Entry level. Work will be assessed by portfolios, tests and practical assessments.

MOTOR VEHICLE STUDIES LEVEL 1 (WNSC)

This course aims to develop the practical skills relevant to the preparation for sale, servicing and repair of motor vehicles. Students will gain theoretical knowledge and understanding as well as appropriate practical skills. They will build up portfolio

evidence of their work towards the ABC Level One Certificate in Motor Vehicle Studies.

Topics covered will include:

Health and Safety	Vehicle Engineering Equipment
Vehicle Power Units	Transmission Systems
Liquid Cooling Systems	Fuel and Lubrication Systems
Electrical Systems	Steering, Braking and Suspensions
Routine Maintenance	Body Repair and Spray Painting
Vehicle Valeting	Wheels Tyres and Exhausts.

Students will have the opportunity to remove and refit vehicle components, gain basic practical knowledge and understanding of vehicle repair and maintenance. The course will include both theory and practical sessions in workshops. Students will be provided with protective overalls and boots as much work is hands on and will involve getting dirty.

SMALL ANIMAL CARE LEVEL 1 (WNSC)

This course includes a variety of study units including;

- Assisting with the care of animals
- Assisting with feeding and watering of animals
- Maintaining the health and well being of animals
- Animals in the wild and in society
- Assisting with the preparation and maintenance of animal accommodation
- Assisting with the handling and restraint of animals
- Safe and effective working practices in land based industries

The college has a broad range of small animals, including rabbits, reptiles, meerkats as well as a comprehensive aviary. Students will have the opportunity to handle a wide variety of animals and birds and will be expected to join in with all of the practical sessions.

Students will build up a portfolio of evidence to show they have completed a range of assessments during the course. Students will work towards the NPTC Certificate in Land Based Studies (Animal Care).

PLEASE NOTE

PLACES ON EACH COLLEGE COURSE ARE LIMITED AND THE SELECTION PROCESS WILL BE BY A SEPARATE LETTER OF APPLICATION AND INTERVIEW.

A further choice of subject must also be made from those subjects listed in the General Route.

ADDITIONAL STUDIES

GENERAL ROUTE

Students wishing to follow this route must select **THREE** courses from those listed below. A further course may also be chosen by students hoping to study an additional subject during the Third Session.

ART AND DESIGN

It is hoped that students opting to follow the GCSE art course would enjoy the opportunity to develop their creative, observation, organisational, critical and communication skills through the practical study of one or more art and craft techniques. A widening understanding of cultural/historical art and material properties should develop as the course progresses to both enrich and stimulate personal ideas and outcomes.

During the course students need to develop and demonstrate:

1. An ability to observe and record information from natural or man-made forms.
2. An ability to work independently.
3. An ability to use materials and processes in a systematic and disciplined manner.
4. An ability to compose the visual elements of tone, colour texture, line form and space in a creative and imaginative manner.
5. An ability to sustain a chosen study from conception to realisation.
6. An ability to identify characteristics of Art and relate these to their own work or social context and make critical judgements where necessary.

Candidates are required to produce:-

- An Art & Design Portfolio
- Final set task

Portfolio

- Candidates must produce a portfolio of work developed from personal or centre devised starting points.
- The focus is on including work that shows exploration, research, acquisition of techniques and skills.
- Candidates will have 45 hours to complete their portfolio.

Set Task

- Candidates select one question from an early release question paper to which they produce a personal response.
- Candidates will be given a period of time in which to plan and prepare as determined by the centre.

Candidates will be given ten hours of controlled time in which to work on developing their ideas to outcome(s); at least one of the timetabled sessions must last for a minimum of three hours.

Course Assessment

Portfolio 60% of total GCSE Art and Design marks.

Controlled assessment.

Maximum of 45 hrs to complete the portfolio, 100 marks.

Set task 40% of the total GCSE Art and Design marks. Question paper issued to candidates on or after 1 January. Unlimited preparatory period. 10 hrs supervised OCR-set task. 100 marks.

BUSINESS STUDIES

This **GCSE** course follows the ICAA syllabus and allows for the study of business behaviour in a wide range of contexts. It will enable students to develop their knowledge and understanding of the business environment and to appreciate business decisions and the factors that influence them. In addition, students need to be able to demonstrate problem-solving and decision-making skills such as **research, analysis, evaluation and drawing conclusions**, throughout all aspects of their ideas and proposals clearly and effectively.

Delivery of the course will be through a range of practical activities that are set in authentic business contexts. Students will use Information Technology as appropriate within the business contexts set and in the production of their portfolio of work.

Business studies must relate to the real world of business and the community at large outside the classroom. This cannot be achieved by desk research alone, therefore during the course students will be required to make visits to, and contact with local and national businesses.

The course has been divided into five units of work.

Unit 1 Business Activity

This Unit is designed to give students an introduction to business activity in the UK and the world at large. It examines the objectives of business, the concept of enterprise and the alternative forms of business organisation available to entrepreneurs.

Unit 2 Marketing

This unit focuses on the processes a business goes through to successfully meet the needs of consumers.

Unit 3 Human Resources

This unit looks at how businesses recruit, train, manage and control their workforces.

Unit 4 Production and Exporting

This section focuses on the methods used by a business to choose a location, to produce goods, to control stock and to ensure a quality product or service is produced. It also examines the problems inherent with exporting.

Unit 5 Finance, External Constraints and Ethics

This unit focuses on the use of financial information and the use of ratios to analyse business performance. It considers the most appropriate methods of business finance in different business contexts. It considers the external constraints that affect business performance. Finally the area of business ethics is examined.

Course Assessment

Assessment of units 1 and 2 will be in the June of year 10. The 1 hour 10 minutes exam paper will contain a combination of short answer and structured questions relating to a pre-issued context.

Units 3, 4 and 5 will be assessed via a terminal examination in June of year 11. The 1 hour 10 minutes exam paper will contain a combination of short answer and structured questions relating to a pre-issued context.

Students will also sit an externally set and internally marked Controlled Assessment in May of year 11 based on pre-release context and data sheets that will enable the candidate to demonstrate the ability to select information, make decisions and evaluate their decisions.

CHILD DEVELOPMENT

This GCSE course follows the AQA syllabus and is suitable for both boys and girls. Child Development aims to increase students' knowledge and understanding of human needs, to encourage students to become aware of the interdependence of individuals, the family and society and recognise the influence of social, cultural and economic factors in a diverse society while working in a variety of contexts.

The information is divided into five main areas.

- Parenthood
- Pregnancy
- Diet, health and care of the child
- Development of the child
- Support for the parent and child

Course Assessment

Assessment includes three components.

Unit 1 Written paper - one tier entry A*-G. 40%

Unit 2 Research task - controlled assessment of externally set task. 7hrs 20%

Unit 3 Child Study - controlled assessment including externally set component. 40%

CONSTRUCTION

The intention of this course is to give students a taste of some of the main construction based occupations. It would lead to a school certificate. The aim is to provide a broad practical experience that would help students in their choice of a possible vocation in the construction industry or when applying for a training course at college.

The course will focus on basic principles, skills and techniques within carpentry, plumbing, electrical, brickwork and painting and decorating. Some elements may be delivered through short focus inputs at Shrewsbury College of Arts and Technology. Students will also develop their knowledge of health and safety as well as building personal skills such as the ability to work as part of a team.

Carpentry	Will focus on developing skills using hand tools, wood joining techniques and tool maintenance. Some small standard projects will be used to grade success.
Plumbing	Will look at basic pipework, copper fittings and plastic using mock ups to enable practice of the skills.
Electrical	Will use low voltage modelling to develop an understanding of basic lighting and socket circuits, with practice on non-live fittings.
Brickwork	will rely on established links with Shrewsbury College to develop basic brickwork practice through the use of their specialised work areas.
Painting & Decorating	similarly Shrewsbury College will give a taster course looking at preparation and painting and decorating techniques.

DESIGN & TECHNOLOGY SUBJECTS

Most students will follow a full **GCSE** course, but **alternative qualifications** may be available for those who may find the courses difficult.

GCSE Design and Technology builds on the skills developed during Key Stage 3. Students will combine their designing and making skills with knowledge to make quality products. Students will be encouraged to develop their work in the context of the real world of designing, commerce and industry.

D & T : FOOD

This GCSE course follows the AQA specification.

Food Technology is combined with the development of skills, knowledge and understanding of food technology and the importance of food products in the industrial

and commercial context. It involves the application of scientific principles and technological processes and an understanding of:

- The functional and nutritional properties of food.
- The effects of combining different ingredients and the interaction of foods during preparation and cooking.
- The importance of appropriate proportions on the structure, shape and volume of mixtures.
- The effects of acids and alkalis.
- The use of standard components in food processing.
- Product prototype development.
- Labelling, packaging, product information and codes of practice.
- Social, economic, cultural and environmental considerations.
- The use, the need and effect of additives.
- The impact and effect of using a range of different equipment to produce food items of quality and consistently.
- The storage of food products.
- Manufacturing/large scale production requirements and technological developments.

Students will also investigate the development of a food product prototype and demonstrate competence in a range of practical food skills/methods/processes to produce quality outcomes. Students will be expected to carry out practical tasks on a regular basis throughout the course. Subject to funding being available, food students will be offered the Basic Certificate of Food Hygiene as part of the course.

Course Assessment

Exam – 40%

Design and Making Controlled Assessment – 60%

D & T : GRAPHIC PRODUCTS

This course is designed to encourage our students to design and make products, creatively and with originality using a range of graphic and modelling materials. The aim will be to enthuse and challenge by the range of practical activities possible. Students will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, to understand graphic materials and their manipulation. They will design and make products using graphic media and new techniques to prepare them for the world of work.

The controlled assessment tasks are to be set by the exam board – but may be contextualised by the school. The tasks will be reviewed every 2 years. Tasks will consist of a concise design folder of 20 A3 sheets or the equivalent A4 or I.C.T. format. They will create a 3D outcome aiming to complete the whole process in about 45 hours.

Course Assessment

There is an untiered 2 hour exam paper – Part A and B – 40%.

Part A is supported by a preparation sheet.

Part B will test students' subject knowledge.

Controlled Assessment (coursework) – 60%.

D & T : RESISTANT MATERIALS

The course is designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible. A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used in addition. This new course is designed to foster a problem solving approach and the need to consider sustainability and the environmental impact of their designing. Some costs will be involved because of the materials needed but these are normally spread out through the course (a protective apron will be required for this course).

The controlled assessment tasks are to be set by the exam board – but may be contextualised by the school. The tasks will be reviewed every 2 years. Tasks will consist of a concise design folder – of 20 A3 sheets or the equivalent A4 or I.C.T based presentation.

Students will create a 3Dimensional outcome aiming to complete the whole process in about 45 hours. Following completion of this task there is an untiered two hour paper – where there will be a preparation sheet given to the students to guide them through Section A. Section B will test students’ subject knowledge.

Course Assessment

There is an untiered 2 hour exam paper – Part A and B – 40%.

Part A is supported by a preparation sheet.

Part B will test students’ subject knowledge.

Controlled Assessment (coursework) – 60%.

D & T : ELECTRONICS

This course has been designed to encourage students to be able to design and make electronic circuit based products with creativity and originality, using a range of electronic components, microprocessors and materials. Students will find it stimulating and challenging by the range of practical activities possible, such as an I-Pod amplifier or an alarm system. The new course is designed to foster awareness amongst students, of the need to consider sustainability and environmental impact of their designing.

The controlled assessment tasks are to be set by the exam board (coursework) - but may be contextualised by the school. The tasks will be reviewed every 2 years. Tasks will consist of a concise design folder – equivalent to 20 A3 sheets or the equivalent A4 or I.C.T. presentation. Students will complete an appropriate 3D prototype – to be completed in about 45 hours.

Following completion of this task there is an untiered two hour paper – where there will be a preparation sheet given to the students to guide them through Section A. Section B will test students’ subject knowledge.

Course Assessment

There is an untiered 2 hour exam paper – Part A and B – 40%.

Part A is supported by a preparation sheet

Part B will test students' subject knowledge.

Controlled Assessment (coursework) – 60%.

Each of these Design and Technology courses leads to a full GCSE and shares a common foundation study area based on the list below.

1. Products and Applications
2. Quality
3. Information Technology
4. Health & Safety
5. Materials and Components
6. Systems and Control
7. Designing Skills
8. Making Skills

For all of the courses 60% is examined through coursework and 40% by final examination.

DRAMA

This GCSE course follows the EDEXCEL syllabus

You will enjoy GCSE Drama if:

- you enjoy expressing yourself in an active and exciting way.
- like working in a group.
- are good at contributing your own ideas and respecting those of others.
- can explore ideas by putting yourself in other people's shoes.
- enjoy exploring plays written by other people.
- love creating your own Drama.
- would like the chance to play a range of different roles in a range of situations.
- are good at watching and evaluating other people's performances.

WHAT WILL YOU DO ON THE COURSE?

In Unit 1 Drama Exploration:

You use stimulus material and a range of Drama activities to explore a topic, theme or issue. 30% of GCSE

In Unit 2 Exploring play texts:

You explore the action, characters, ideas, themes and issues in a published play text using a range of drama activities, and you experience a piece of live theatre as a member of the audience. 30% of GCSE

Units 1 and 2 will be assessed by your teacher and moderated by the Examination Board.

In Unit 3 Drama Performance:

You produce a performance for a live audience, choosing to be a performer or to provide technical support. 40% of GCSE

Unit 3 will be marked by a visiting external examiner.

GEOGRAPHY

This is a **GCSE** course following OCR Syllabus B. It provides the opportunity to address Geography on regional, national and global scales. Students will gain an understanding of the modern world. There will be some opportunity for choice when selecting an Investigation Topic, e.g. Sport; Energy; Fashion; Disease.

The areas studied are:

- Rivers and Coasts
- Population and Settlement
- Natural Hazards
- Economic Development

Students taking Geography will be engaged in activities that will develop

- Investigative skills as in collecting data from fieldwork;
- Interpretative skills such as the understanding and interpretation of data, the analysis of statements and the ability to develop judgements;
- Communication skills by written text, diagrams and oral discussions;
- Social skills which can be encouraged by group activities.

Course Assessment

Two exams Decision Making Exercise (DME) – 25%
 Exam paper Geographical Themes – 50%

Coursework – 2 pieces – 25%

1. Fieldwork (1200 words)
2. Investigation (800 words)

HEALTH AND SOCIAL CARE

This is a **double** GCSE award by OCR and is worth 2 GCSE'S

Candidates will study the following units:

Unit 1: Health, Social Care and Early Years Provision

Students are able to focus on services that are from one of the health, social care or early years sectors, for example:

- Health, eg health centre or hospital (private hospital or NHS);
- Social care, e.g. day centre for older people (local authority) or residential home (private);

- Early years, e.g. an organisation focusing on 0–8 years, e.g. nursery, paediatric service, children’s centre.

Students will learn:

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

Unit 2: Understanding Personal Development and Relationships

The focus of the unit is to help develop students’ awareness of the norms of development and to apply and compare these to the development of individuals in the different life stages.

Students will learn:

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

Unit 3: Promoting Health and Wellbeing

The unit encourages students to look at the health and wellbeing of themselves or others, considering the feelings and pressures they experience.

Students will learn:

- Define the health and wellbeing of individuals
- Interpret physical measures of health for individuals
- Factors that have positively affected health and wellbeing
- Risks to health and wellbeing
- Health promotion and improvement methods

Unit 4: Safeguarding and Protecting Individuals

The focus of this unit is to help develop students’ awareness on safeguarding and protecting individuals. When considering who needs protecting, students need to think about ‘who is at risk?’ They also need to think about ‘why’ people are ill-treated.

Students will learn:

- Protecting individuals and infection control
- Basic first aid practices and procedures for injuries and health emergencies
- How to recognise potential risks to the service users’ safety and how to reduce risks in different settings

Course Assessment

Unit 1 Health, Social Care and Early Years Provision

Controlled Assessment - 30% (18hrs research and 26hrs controlled assessments)

Unit 2 Understanding Personal Development and Relationships

Written Paper 1 hour - 20%

Unit 3 Promoting Health and Well Being

Controlled Assessment - 30%
Unit 4 Safeguarding and Protecting Individuals
Written Paper 1 hour - 20%

HISTORY

This is a **GCSE** course following the OCR History A (Schools History project).

The major aim throughout the course is for students to learn how to handle primary and secondary sources. They will also develop an understanding of material not previously studied at Key Stage 3.

The course involves a study of developing of Medicine Through Time, The American West and a Grove House enquiry (controlled assessment).

Medicine and Treatment

Key themes are people's understanding, treatment and prevention of illness. Students will study the role of women, religion and the importance of technology and understanding across a period in history.

The American West (1840-1895)

Students will focus on the importance of the cattle industry, problems of law and order for white settlers on the plains from the 1870's to the 1890's, difficulties faced by early migrants travelling by wagon, importance of warfare and railroad development.

Grove House (History around us –controlled assessments)

Students will explore the origins of the Wilson family and establish the period in which it was built. They will visit and make comparisons with the Shugborough Estate in Staffordshire.

Course Assessment

Unit A951 – Study in Development and Study in depth 45% (external examination)

Unit A952 – Historical Source Investigation 30% (external exam)

Unit A953 – History Around Us 25% (controlled assessment)

ICT

The OCR National Award and Certificate in ICT are attractive, practically-based qualifications intended to stimulate and interest students.

Single Option Course: OCR ICT National Award (2 GCSE equivalent)

Students following the single option ICT course will aim to complete 3 units in Year 10 and one unit in Year 11 to gain a qualification worth the equivalent of two GCSEs at grades A*-C.

Year 10:

Unit 1: ICT Skills for Business (Year 9)

Unit 23: Creating Video

Unit 4: Multimedia
Year 11:
Unit 2: Web Design

Double Option: OCR ICT National Certificate (4 GCSE equivalent)

Students following the double option ICT course will aim to complete 4 units in Year 10 and 3 units in Year 11 to gain a qualification worth the equivalent of four GCSEs at grades A*-C.

Year 10:

Unit 1: ICT Skills for Business (Year 9)
Unit 23: Creating Video
Unit 2: Webpage Creation
Unit 4: Multimedia Design

Year 11:

Unit 5: Desktop Publishing
Unit 6: Spreadsheet Design
Unit 22 Creating Audio

Course Assessment:

Assessment for the National Award and Certificate is 100% coursework with no examinations to take. The coursework is internally assessed by Grove ICT teaching staff and externally moderated by the examination board.

NVQ COURSES (1/2 DAY PROGRAMMES)

NVQ courses award competence in very specific job skills relating to just one area of work e.g. hairdressing, horse management, customer service, business administration etc. NVQs are widely used and known in the world of work outside schools.

We are willing to offer a programme of NVQ units or other vocational awards to enthusiastic individuals who have a clear and determined view of what they would like to do. All students selecting the NVQ route must show genuine interest in their chosen vocational area and be aware that they are making a two year commitment to the course. Students will also need to ensure they have the agreement of an employer to support them with a work placement.

Students wishing to study an NVQ must select from the following areas;

- Agriculture
- Business Administration
- Customer Service
- Equine / Horse Management
- Game Keeping
- Hairdressing
- Horticulture
- Motor Vehicle Repair
- Retail Operations

Students may select to study NVQ's as part of a single option choice which would involve time taken out of the normal school day plus after school time, expected to be 2 to 3 hours per week.

Due to the individual nature of NVQ studies and the wide variety of work placement locations parents are expected to accept responsibility for transport of their son or daughter to and from the works placement each week.

In addition to developing skills in the work placement students will also be required to produce a written portfolio as evidence of their vocational knowledge and understanding. Building the portfolio will take place during study time in school and through participation in specially organised training days. Students will also follow a Key Skills or CoPE course as part of their NVQ programme.

Vocational Education has made considerable strides in recent years but it is a complex thing to describe and parents and students who are interested in taking advantage of the non-GCSE offers should ensure that they have had a full explanation before opting.

PHYSICAL EDUCATION

There are two qualifications available and PE department staff will advise individual students on which is the most suitable course based on the skills and performance demonstrated during Key Stage 3.

GCSE Physical Education

The AQA course is a combination of both practical and theory based learning and is separate from the core PE lessons taken by all students

It gives students hands on experience in a wide range of career – linked skills, while supporting their progression to the workplace, further education or higher education. The course helps individuals in areas of team work, communication and leadership.

The written part of the course covers topics such as:

- The Human Body
- Healthy and active lifestyles
- Diet
- Principles of training
- Sports Injury
- Sponsorship
- Media and the use of ICT

The course has 3 timetabled lessons:

- 2 theory lessons
- 1 practical lesson

Students choosing this course must accept that this is an academic GCSE course and 75% of their time will be spent on classroom based activities with regular homework needing to be done.

Students need to be reasonably proficient in a range of physical activities but not necessarily elite performers. The student is assessed on individual and group skills, knowledge of rules and regulations and the ability to improve their own and others' performance. In view of the practical aspects of the course students making this choice need to be reasonably fit without a history of injuries and to understand that it is vital that PE kit is always remembered. Boys must have football boots for rugby and football.

Students take part in a variety of activities depending on the needs of the group. They participate in all activities and will be assessed in each of them, with their four best results recorded and put forward for final assessment. This practical performance element is worth up to 60%, and a written exam accounts for the remaining 40%.

Course Assessment

60 % practical – four different activities from at least two different activity groups. Assessments can be as a player/participant, official, organiser or coach.

40 % theory – written exam.

OCR National Award In Sport (equivalent to 2 GCSE grades)

The OCR course is a practical way to learn with no written exam. It gives students hands on experience in a wide range of career – linked skills, while supporting progression to the workplace, further education or higher education. The course helps individuals in areas of team work, communication and leadership.

The course covers 3 units with practical assessments – such as:

- Posters
- Leaflets
- Interviews/oral assessment
- Presentations
- Movie making

The course has 3 timetabled lessons:

- 2 theory lessons
- 1 practical lesson

Course Assessment

Ongoing coursework – covering 3 units:

1. Body In Action
2. Sporting Environment
3. Health safety and prevention of injury in sport