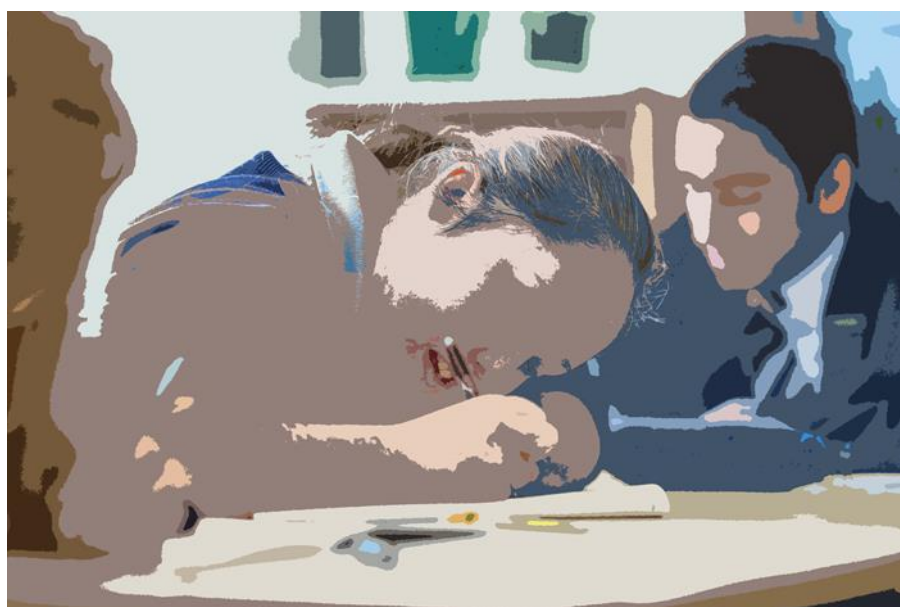


Garston Manor School



Key Stage 4 Options
Booklet 2015-16

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Curriculum

Students in years 10 and 11 (Key Stage 4) will follow a curriculum made up of 3 strands: 1 = core curriculum: 2 = options subjects: 3 = alternative provisions

1. **Core Curriculum**

All students will study the following subjects:

English
Mathematics
Science
Information Communication Technology (ICT)
Religious Education
Physical Education
Careers
PSHE and Citizenship

Information relating to these subjects can be found later in this booklet.

2. **Option Subjects**

Students will study 2 subjects from the 6 options being offered.

Art
Performing arts/drama
Food Technology
Healthy Living and Fitness
Resistant Materials
ASDAN

Students need to pick 4 of these options and label them in order of preference (1 = first choice, 2 = second choice etc). Every effort will be made to offer the students their top choices, however, some options may not run if not enough students pick them.

It may not be appropriate for every student to follow 2 of these options and so they will be guided into the 'Life Skills' option which will run alongside the options groups. The content of the life skills option will support these students in tackling the rest of their curriculum as well as develop their life/social skills.

The Life Skills option:

The course will consist of students following skills for life scheme of work. They will have a more personalised education plan to work through and will cover some units from ASDAN PSD or PP Entry Level awards.

They will look to use and improve on their core skills a literacy, numeracy and Information Communication Technology. Along with these skills they will work on skills including:

- Using public transport
- Shopping
- Basic cooking and cleaning skills
- Managing money
- Healthy living
- Environmental awareness
- Health and safety
- First aid
- Technology in the home

3. **Alternative Provision**

This Option will be a guided choice as the full day College based course is not appropriate for every student.		
Group 1	Group 2 (Year 10)	Group 2 (Year 11)
West Herts College Bridging to Foundation	Differentiated Group may include	Differentiated Group may include
Bridging to Foundation Pathways Units covered may include a combination of: Expressive arts Community work Food preparation Home maintenance Work skills Basic construction	Green Project - gardening - recycling City & Guilds Awards Trips/visits Travel training Personal Social Development	College visits - West Herts - Oaklands City & Guilds Awards Trips/visits Travel training Personal Social Development
Further information is given later in the booklet		

Core Curriculum (compulsory subjects)

English

Within the National Curriculum requirements and the relevant programmes of study, Key Stage 4 English focuses upon all students gaining nationally recognised qualifications. The Entry Level in English (AQA) provides a foundation of literacy skills from which students can progress to higher levels of the National framework of qualifications.

A portfolio of course work and supervised tasks from each student will provide evidence of achievement with 50% of the final award being given for course work and 50% for the supervised tasks. Students can achieve a Level 1, 2 or 3 award on completion of the modules.

GCSE English (Edexcel) is offered for students working at the appropriate level of the National Curriculum. This involves examinations at the end of the two-year course as well as assessment of the course-work.

The overall aim of English at Key Stage 4 is to develop students' abilities to communicate effectively in speech and writing and provide them with the essential language skills needed for everyday life and cover a wide range of Speaking and Listening, Reading and Writing activities consistent with National Curriculum requirements.

Mathematics

At Key Stage 4 Mathematics is a compulsory subject up to and including Year 11. We encourage students to develop a positive attitude to Mathematics as an interesting and useful subject. We help them to develop an awareness of the uses of Mathematics in the world beyond the classroom and give them the opportunity to apply the subject in everyday situations and to satisfy the expectations of society and future employers.

In Years 10 and 11, in order to meet the individual needs of our students, we, in the Mathematics Department offer the following courses:

- GCSE at foundation level, leading to an examination set by Edexcel; No coursework is required.
- Edexcel Entry Level Certificate including coursework to be completed in school.
- An individual learning programme, Success Maker and Education City.

Science

AQA Entry Level Science is a two year course covering six components. Students develop both their science skills and their subject knowledge, sitting an externally set assessment and completing a teacher-devised assignment for each component.

The components are:

Biology Keeping Healthy
 Inheritance, Evolution and the Environment

Chemistry Materials and the Earth
 Oils, Earth and Atmosphere

Physics Energy Transfer and Efficiency
 Electricity and Waves

Core Healthy Living and Fitness

Students will study for Entry Level ASDAN qualifications in Personal Progress or Personal Social development, developing independent living skills-looking after yourself and Healthy Living Units at either Entry 1, 2 or 3.

Information Communication Technology (ICT)

There is very little of our daily life which is not controlled or influenced somewhere by Information and Communication Technology and many parents already grumble about the fact that their children, however young, are almost always more computer literate than they are.

Most jobs nowadays need some level of computer literacy and it is with this in mind that we have made Information and Communication Technology a core component of the Key Stage 4 programme.

There are two aims to the course. The first is to build upon and further develop the students' ICT skills in all areas to enable them to be confident in their use of technology and up to date with their skills and aware of the possibilities that ICT has to offer them.

The second aim of the course looks at the possibilities of how to apply the skills the students have learned to gain nationally recognised qualifications from Entry Level to the possibility of ICT Functional Skills - Level 1 (equivalent to GCSE level C-G).

Religious Education

Our students cover a comprehensive range of personal, social, spiritual, sociological, ethical and moral issues within the programme offered. Emphasis on environmental issues is also fundamental to each year group. Accordingly, all of these aspects make up the core of our AQA Entry Level GCSE Course in Religious Studies in Years 10 &

11. Assessment in this course will take the form of two externally-set assignments taken from St Mark's Gospel and Sikhism. These are complimented with two internal assignments under the same themes. At the end of the course, our candidates must submit a portfolio of work. At all stages of teaching and learning in religious studies, we strive to interest and engage our students through varied mediums of learning. Information technology also plays an important role, with guest speakers visiting classrooms and frequent trips outside of school when and where appropriate. Some students will get the opportunity of an added ASDAN "Certificate in Personal Effectiveness" (Belief & Values).

Healthy Living and Fitness

All students have the opportunity to be accredited for the following award:

The Welsh Joint Education Committee, Entry Level Award in Healthy Living and Fitness.

Entry Level

Aims

This syllabus is designed to:

- develop the students interest in and enjoyment of Physical Education;
- develop skilful body management in a variety of forms;
- provide a wide range of practical activities and to encourage the development of associated skills;
- develop the ability to work alone, in pairs and within a team situation;
- develop an awareness of the contributions that Physical Education has on general health;
- develop personal and social qualities through participation in physical activities;
- develop an understanding of the reasons for participating in physical activity and the benefits of continuing physical exercise after leaving school;
- To promote safe practice in Physical Education.

Assessment Objectives

Students are required to:

- demonstrate sound knowledge and understanding of the chosen activities;
- perform a range of physical skills including an ability to interrelate, performing and evaluating whilst undertaking an activity;
- show a variety of skills and abilities either alone/or in pairs and in a team situation;
- demonstrate a knowledge and practical understanding of the rules, laws and safety measures which govern each sport;
- To make simple judgements about their own and others performance and use information to improve performance.

The course is graded at 2 levels, Entry Level 2 and 3, for Award and Certificate.

Regular attendance and participation is a very important element of this course.

The activities that students participate in may include:

Trampoline	Cross Country	
Athletics	Boccia	
Basketball	Personal Fitness – weight training, aerobics	
Hockey	Badminton	
Rounders	Table Tennis	
Cricket	Football	Softball

Careers

Careers is taught throughout Years 10 and 11. Year 9 will cover some Careers topics during their Life Skills lessons.

Careers education enables students to:

- Develop self awareness;
- Become aware of education, training and career opportunities;
- To make informed choices at the end of Year 9 concerning Key Stage 4 options;
- To make informed choices for Post 16; whether to remain in education or training or go into employment.
- Make a successful transition from school to college, training or employment.
- Year 11s have either one week of Work Experience or Experience of Work which enables students to experience real places of work and all that work entails.

The Careers programme aims to:

1. Give access to information;
2. Give access to group and individual guidance;
3. Provide the opportunity for Year 11 students to have an appropriate work experience placement;
4. Provide the opportunity for students in Years 10 and 11 to attend appropriate College/Link courses and Taster days;
5. Encourage students to monitor their progress by recording their achievements and setting targets.

A Connexions adviser works with the careers co-ordinator in school to help students develop those qualities and skills which will enable them to adjust and cope with change.

PSHE & Citizenship

In year 10 we offer the following course content:

- Developing our confidence and how we see ourselves
- Respect of others
- Teenage relationships
- How to be a good parent
- Leisure time
- Being a citizen

In year 11 we offer the following course content:

- Sex education
- Coping with stress
- Drugs and doctors
- Summing up of my achievements
- Housing

Options

Art

All students who choose Art follow the same course and are entered for an Entry Level Certificate. The course comprises four units of work using a variety of different materials and techniques working in both two and three dimensions. These include drawing and painting (including silk painting), modelling using clay and plaster, graphic design and ICT work. Projects throughout the course will include visits to museums, galleries or other places of interest.

The aim of the course is to offer a certificate to all students regardless of ability, to develop Art skills learnt in the lower school, and widen their experience of Art and Design in the wider community.

Entry Level Certificate

This is just below a GCSE certificate. At the end of May in Year 11, a visiting examiner will mark the four units of work. There is no final exam for this certificate.

Performing Arts and Drama

Music, drama, media, art and DT (WJEC Pathways Entry level)

This course at Key Stage 4 aims to extend the personal, artistic and social development of the candidates and enable them to develop some of the Key Skills that will enhance their opportunities in their working life.

The syllabus is structured to ensure that students develop a theoretical and practical knowledge of the subjects, evaluate their own work and gain experience of performance.

Participation in a wide range of experiences will enable candidates to develop their imagination and self-confidence as well as an awareness of issues and curriculum themes.

Candidates can gain accreditation through the WJEC Pathways Entry Level Certificate, with the possibility of 4 levels Entry 1, 2 and 3 and level 1, leading to three sizes of qualification – Award, Certificate and Diploma that enables candidates to progress on to a GCSE or its vocational equivalent on completion of the course. Assessment is based purely on the candidates' practical work

Food and Textiles

We start the year by working towards the BTec Level 1 course 'Home cooking skills' written by Jamie Oliver. This is a very practical course covering many popular food items, as well as written work on health, safety and hygiene, and basic meal planning. As this is 'Home Cooking Skills', students are expected to help with the

family shopping and to bring their own ingredients, dishes and containers on regular occasions so that they can learn to cook for the family. They need to practise their cooking at home too as part of this qualification. This ends in a practical exam in the Spring Term of year 10.

In the Summer Term we work towards the CIEH Entry Level qualification in Food Safety. This is the blue certificate seen on display in many shops and restaurants.

In year 11 we will either work at BTec 'Home cooking skills Level 2', or Entry Level in Food and Textiles – 4 modules of practical and written work, depending on the ability of the students.

Healthy Living and Fitness

All students have the opportunity to be accredited for the following award: The Welsh Joint Education Committee, Entry Level Award in Healthy Living and Fitness.

Entry Level

This syllabus is designed to:

- develop the students interest in and enjoyment of Physical Education;
- develop skilful body management in a variety of forms;
- provide a wide range of practical activities and to encourage the development of associated skills;
- develop the ability to work alone, in pairs and within a team situation;
- develop an awareness of the contributions that Physical Education has on general health;
- develop personal and social qualities through participation in physical activities;
- develop an understanding of the reasons for participating in physical activity and the benefits of continuing physical exercise after leaving school;
- To promote safe practice in Physical Education.

Assessment Objectives

Students are required to:

- demonstrate sound knowledge and understanding of the chosen activities;
- perform a range of physical skills including an ability to interrelate, performing and evaluating whilst undertaking an activity;
- show a variety of skills and abilities either alone/or in pairs and in a team situation;
- demonstrate a knowledge and practical understanding of the rules, laws and safety measures which govern each sport;
- To make simple judgements about their own and others performance and use information to improve performance.

The course is graded at 2 levels, Entry Level 2 and 3, for Award and Certificate.

Regular attendance and participation is a very important element of this course.

The activities that students participate in may include:

Trampoline	Cross Country	
Athletics	Boccia	
Basketball	Personal Fitness – weight training, aerobics	
Hockey	Badminton	
Rounders	Table Tennis	
Cricket	Football	Softball

Resistant Materials

In our modern society it is increasingly important to have a practical understanding of the principles of Design and Technology in society. With this in mind the course at Key Stage 4 further develops analytical thinking and the ability to plan and work through problems whilst studying for nationally certified qualifications.

During Key Stage 4 students will study for OCR Entry Level qualification in Resistant Materials.

All students need to come to lessons equipped for practical work.

The Aims of the Course are to enable students to:

- work safely and effectively in a group or individual environment
- perform simple life skills in their own environment
- solve problems in a methodical way
- carry out specific tasks safely in relation to themselves and others
- select and use correct tools and equipment to carry out specific tasks
- observe the needs of others in the community and to respond to those needs
- use a chosen form to communicate their ideas to others
- critically analyse and evaluate products and their own work

Alternative Provision

Group 1

BRIDGING TO FOUNDATION PATHWAYS – WEST HERTS COLLEGE

Bridging to Foundation is a programme specially developed by West Herts College, in partnership with selected schools in the Watford and Hemel Hempstead area, to provide new learning opportunities for 14 – 16 year old students.

It is not suitable for all of our students and school will liaise with parents of those students who it is felt would benefit from this opportunity. Students will be supported by an LSA from school but they will need to be able to manage educationally and emotionally in a college environment.

The course runs over two academic years, studying at the college for one day a week. Assuming you successfully complete the planned programme by the end of the second year the course will lead to a nationally recognised qualification. These courses are not 'easier' than the subjects you can study at school but they are different – what they do have in common with school subjects is the requirement for hard work and commitment. There are many people who are there to advise you, such as teachers, careers advisers and personal advisers and the school need to be confident that this is the right course for you.

You will find that studying a course at West Herts College is very different from school, and not just in the type of courses on offer. The biggest difference you will find will be the environment, which is more 'grown up', and allows a lot more freedom and responsibility. Not everybody responds positively to this kind of independence and you need to be sure that this kind of atmosphere will get the best out of you. You will be asked to attend an interview where you will need to show your enthusiasm for the course.

Group 2 and 3

Differentiated groups based mainly in school.

A variety of activities will take place throughout the 2 year course.

- Green Project
 - Students will be completing an entry level Horticulture qualification.
 - Work will include using the onsite allotment in the cultivation of vegetables, fruit and flowers.
 - Preparing ground for planting.
 - Sampling the fruit and vegetables we have grown.
 - Visits to local garden centres and animal establishments and other local green / eco-friendly schools / institutions.

- Life skills
 - This group will be working on life skills in particular travel training and getting out and about.
 - Students will also look at personal care, citizenship and home management – all to help in individual independence.
 - They will work on communication skills in school and the wider community such as leisure centres, cafes, shops and garden centres.
 - Students will complete PSD ASDAN qualifications.

OPTIONS SHEET

This sheet is to be returned to Mrs Dormer by Friday, 7th March 2015
Failure to do so could mean that students will not get their preferred options

CHOOSE FOUR SUBJECTS FROM THE OPTION LIST

NAME OF STUDENT:

OPTION CHOICE	
<i>Choose 4 subjects in order of preference (1,2,3,4) from list below:</i>	
Art	
Performing Arts/Drama	
Food and textiles	
Healthy Living and Fitness	
Resistant Materials	

Signature of Parents/Carers:

Date:

Signature of Student:

Date: