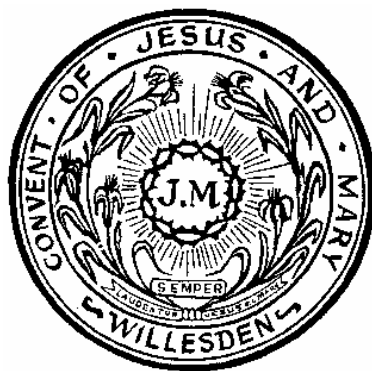


THE CONVENT OF JESUS AND  
MARY LANGUAGE COLLEGE

# *Year 9 Options*



*2010*



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## INTRODUCTION : CORE AND OPTIONS

This booklet is intended to help you to select the best curriculum for you. It contains information about all the courses we offer as well as about possible careers. We have tried hard to produce a blend of courses which will enable you to put together a curriculum which meets *your* needs.

First it is important that you understand the structure of the Key Stage 4 curriculum. Courses are divided into *Core* and *Optional*.

*Core subjects* are taken by everyone. The *core* subjects are

Religious Education (one GCSE)  
Modern Foreign Language (one GCSE)  
English Language (one GCSE)  
English Literature (one GCSE)  
Mathematics Methods (one GCSE)  
Mathematics Applications (one GCSE)  
Science (two or three GCSEs)  
ICT (one GCSE)

Physical Education (non-examination)

This gives us a total of nine (or for some students ten) GCSEs which are taken by everyone. A further two options are then selected. In addition all students follow a programme of PSCHEE.

All students **must** follow a language course, but can choose which language.

Then we have the *Optional subjects* which are the courses which *you* choose. As an alternative you may choose to take extended core, an additional period per week of English, Mathematics and science, which would replace one of the options available. You must first choose between **three Pathways**

- Pathway 1 involves choosing a second language **and** making a choice between two further options.
- Pathway 2 involves spending extra time on the ASDAN Certificate of Personal Effectiveness Course (in three periods). In addition to students choosing this pathway, some students may be invited to join it.
- Pathway 3 is only open to pupils who are interested in following a vocational course. If you wish to follow this route, you must attend the briefings available. Once you have applied, you will be invited for interview. The course involves spending six periods, the equivalent of a full day per week, studying a Diploma course. At present all Diploma courses are offered off-site. Please see Ms Donnelly for further information on this pathway.

To make the pathways and options clearer, we have put it in the diagrammatic form.

<p><b>All students</b> follow a programme in PSCHEE and PE (non examination)</p> <p>Everyone also takes these core GCSE subjects:          Religious Education          English Language and Literature          Core and Additional Science or Triple Science          Mathematics Methods and Applications          A Modern Foreign Language          ICT (You may also take an option in ICT which will enable you to expand your experiences and again a further ICT GCSE qualification).</p>		
<p><i>Everyone chooses <u>one</u> of the following pathways</i></p>		
Pathway 1	Pathway 2	Pathway 3 Vocational Option
One from French GCSE Italian GCSE Spanish GCSE	One from French GCSE Italian GCSE Spanish GCSE	One from French GCSE Italian GCSE Spanish GCSE
<b>Plus TWO options from</b> Art Business Studies Drama DT Food DT Graphics Extended Core time for English/Maths/and Science French Geography History ICT Italian Music Sociology Spanish	ASDAN Certificate in Personal Effectiveness <b>Plus ONE option from</b> Art Business Studies Drama DT Food DT Graphics French Extended Core Geography History ICT Italian Music Sociology Extended Core time for English/Maths/and Science Spanish	<b>Plus ONE Diploma option from:</b> Creative and Media Sport & Active Leisure Society, Health & Development Engineering Business Administration and Finance (By Interview/Selection Only)

We have tried to build into it maximum flexibility. It is vital that you get the best advice from the teachers. Ms Heffernan can be contacted directly at school and all teachers will be happy to answer your questions. Most importantly you should attend

**Options Information Evening held at 6.30pm on Tuesday, 30th March, 2010** in the school hall with your parents. This will be the opportunity for you to learn all about all the courses on offer and to make the best choice possible.

# **ART AND DESIGN**

## **EDEXCEL Art and Design Full course 1027**

### **Course Content**

The teaching and learning in GCSE Art and Design covers a range of materials and techniques. These include painting with acrylics, ink and watercolour, drawing with pencils, charcoal, chalks, oil pastels and charcoal, printing with lino and press print, sculpture in clay, papier mache and mod rock and collage work with mixed media. You will also complete a workshop with a visiting artist.

All of your final pieces will be supported by homework and class work in your sketchbook, where you will learn to write about other artists and designers from different times and cultures and respond to their work in your own personal way. You will develop your imaginative powers and the skills to express your ideas, feelings and meanings. You will also develop an understanding of the language and conventions of art and design in history and society. You will develop your practical skills in order to put your ideas into practice.

### **Assessment**

The GCSE in Art and Design contains two separate elements, Coursework and the Externally set Timed Test. You will be required to hand in two projects for your Coursework with the sketchbooks that support them. The coursework will be completed during lessons.

- The exam and preparation work is worth 40% of your final GCSE.
- The coursework is 60% of your final GCSE.

The exam paper will be in the form of a broad theme – for example it could be something like ‘surfaces’ or ‘safely contained’. You will be allocated eight weeks to complete your exam project preparation, followed by a ten-hour final piece.

All work will be assessed according to the Edexcel assessment criteria.

### **Course Progression**

The GCSE in Art and Design follows on from what you have been doing at Key Stage Three. The emphasis in this GCSE is on the process of developing both ideas and work. Central to this is the sketchbook. If you are creative and good at drawing then you may have the basic skills to succeed. If you are successful at GCSE you may wish to continue your studies to AS and A level in Fine Art.

### **Career Progression**

If you are unsure about your career options in Art and Design it is best to speak to your Art teacher as there are a wide variety of art related careers. If you wish to further your studies in the sixth form or Art College there are a wide range of specialist courses available to you, including AS, A level, Advanced Vocational Certificate in Education in Art and Design and National Diplomas in Art and Design. You may wish to do Art and Design for its own sake, perhaps to form the basis for a future interest. Or you might wish to go into a job where a GCSE in Art and Design would be useful such as advertising, marketing, design, architecture, publishing and the media. If you want to become a fashion designer, interior, jewellery, packaging, graphic or other types of designer, it is essential that you choose GCSE Art. You may also wish to be an Artist and sell your own work through a gallery or an agent. You will need to go to Art College to study these subjects and the courses are very competitive and popular. Whichever career you choose, the study of Art can help you to develop transferable skills, which you can take into any career or job.

# BUSINESS STUDIES GCSE

## EDEXCEL Business Studies Short course in Year 10 3BSO1

### Year 11 Unit 3 2BS01 which lead to a FULL GCSE

#### Course introduction

The new specifications give the students the opportunity to study key areas of business activities. These areas include investigating small business objectives, organisational structures, human resource management, finance, understanding the needs of customers, marketing and production, competitions etc

You do not need to have studied Business Studies before starting the GCSE. It is important that you have a lively and enquiring mind, an interest in Business, willingness to investigate how Businesses operate and an ability to communicate your ideas effectively, as well as participating in class discussions.

#### Why should I choose this course?

You will:

- Gain half a GCSE in year 10 by completing the Short course and then in year 11 another unit is completed to cash in a full GCSE.
- Gain an understanding of the role of Business in society
- Investigating how different businesses meet the needs of their customers
- Have an opportunity to apply learning in a practical and realistic way
- Follow a programme of study that enables progression for further courses and employment in the leisure or tourism industry
- Develop key Skills which are highly valued by employers and further education
- Gain confidence by developing independent learning skills

#### Who is GCSE in Business studies for?

This course will appeal to students who:

- Who have a keen interest to the world of business
- Enjoy studying a subject that is relevant to their life and experiences
- Want to find out more about business through investigating and research
- Are interested in developing an understanding of how businesses influence daily lives
- Want to study a course that is active and enjoyable
- Want to move on to a related career or further education in Business or management

#### Course content

The following to Units will be completed in year 10 and cashed in as a short course.

Unit 6 and Unit 2

In year 11 Unit 3 will be completed and then both will be cashed in as a full GCSE.

#### Assessment

<b>Unit 6</b>	<b>50%</b>	<b>45 minutes</b>	<b>Assessed in 2011 (June)</b>
<b>Unit 2 (Same contents as Unit 6)</b>	<b>50%</b>	<b>Coursework</b>	<b>Assessed in 2011 (June)</b>
<b>Unit 3</b>	<b>50%</b>	<b>90 minutes</b>	<b>Assessed in 2012 (June)</b>

#### What assessment will I do?

In Year 10 Unit 6 and Unit 2 will be assessed as a short course with a written exam and coursework

In Year 11 Unit 3 will be assessed.

#### Course Progression

Achievement of this GCSE supports progression to AS and A2 Business Studies BTEC NVQ Courses

#### Career Progression

This course supports progression into a wide range of careers, including accountancy, personnel, law, marketing and advertising.

**CERTIFICATE OF PERSONAL EFFECTIVENESS**  
**Awarding Body: ASDAN**  
**Qualification Accreditation Number Level 1: 100/3558/8**  
**Qualification Accreditation Number Level 2: 100/3559/X**

The Certificate of Personal Effectiveness is a new and successful course that builds on your interests and helps you to develop the key skills that colleges, universities and employers are looking for. It is assessed entirely on the class work and homework that you do during the course. There are no examinations.

### **Course Content**

In the Autumn Term everyone follows the introductory module in Independent Living A, Independent Living B and Expressive Arts A. The Independent Living modules focus especially on managing money which will be useful to you when you go away to university or begin to live independently. The quality of work that you do in these introductory modules will be used to assess which Level you will be working at for the remainder of the course.

From the Spring Term onwards you will be working on the following programme:

#### **Key Skills Units:**

**Research Project:** A topic chosen according to the interests of the group

**Improving Own Learning and Performance:** Improving Skills in a Modern Foreign Language

**Oral Presentation:** A topic of your own choice

**Problem Solving:** Plan and cook a meal for a group of people

**Discussion:** Decide on an Enterprise Project

**Working with Others:** Carry out an Enterprise Project

#### **Additional Credits:**

The work experience that all students undertake in Year 10 counts as two credits. In addition everyone will gain two additional credits from any of these modules:

- Communication
- Citizenship and Community
- Sport and Leisure
- The Environment
- Vocational Preparation
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

At the beginning of the course you will be asked to fill in a personal profile so that these credits can be planned for you.

## **Assessment**

To be awarded the Certificate of Personal Effectiveness you have to gain 12 credits from your programme of study.

You also have to pass all of the key skills units at either Level 1 or Level 2. At Level 1 the teacher will tell you exactly what to do all the time and you will not be able vary the work that is given to you in any way. At Level 2 you are expected to be able to work without constant intervention from the teacher and to be able to make some decisions about your work for yourself.

You will put together a portfolio of evidence to prove that you have gained the credits and to show that you have the key skills. This will be examined by moderators from the Awarding Body who will decide whether or not you have passed the course.

If you are successful you may be awarded a certificate at Level 1 or Level 2.

Level 1 is equivalent to grades D-G at GCSE

Level 2 is equivalent to grades A\*-C at GCSE

### **Who is the Certificate of Personal Effectiveness for?**

The Certificate of Personal Effectiveness is suitable for students of all abilities but you may find it especially helpful if you

- Are likely to pass four GCSEs at C or above but want to gain five good grades
- Are likely to pass five GCSEs at C or above but need an insurance subject to make sure of five good grades
- Do less well in exams than in class

Everyone who chooses the Certificate of Personal Effectiveness needs to be prepared to work hard to keep up with class work and homework. Everyone who works at the level expected of them will pass but it is not possible to make up for poor class and homework by doing well in an exam.

### **Course Progression**

The Certificate for Personal Effectiveness is excellent preparation for A Level and vocational courses at sixth form or college and degree courses at university. It gives you the skills that you need to study successfully at a higher level.

For those students who gain the Certificate of Personal Effectiveness at Level 2 there is a possibility of progressing onto Level 3 in the Sixth Form. This will count as an A grade at AS Level.

Employers recognise that students who have gained the Certificate of Personal Effectiveness have developed skills in problem solving and working with others that are essential in successful businesses.

## **EXTENDED CORE**

Some students may find the demands of eleven or more GCSE subjects does not best support their achievement. An opportunity is available for students to follow one less GCSE course, either in addition to the Certificate of Personal Effectiveness, or as an alternative to one of their GCSE options. For students selecting this option will be provided with one additional period with a specialist member of staff – in English Maths and Science - to assist them in securing higher grades in these subjects.

# DIPLOMAS

## What is the Diploma?

Diplomas are a new work related qualification providing 14-19 learners with an additional educational pathway. The Diploma is a combination of existing qualifications and purpose-designed qualifications to make up a two year course. The Diploma is designed to support your next move - whether that's further study at school or college, work-related training, going on to university or a job with training. It is available at levels 1, 2 and 3.

A [Diploma](#) is different to what you're used to. You develop a broad range of skills. And you can keep your options open for the future by exploring subject areas without committing to a career in them. It's usually a 2 year course, whatever level you study at, and you might also spend time at another school or college in your area. You will do practical work like projects and [work experience](#) as well as learn in class. You will learn life skills that are important for work, study and the future. You can use what you learn to tackle real life situations, like you would find at work, study or in research

## How is a Diploma structured?

Principle learning is provided by the Lead Learning Centre, Generic Learning is provided here at school and Work Experience where the students complete a ten day placement as part of a chosen project. The details of each area of learning are listed below.

Principle learning	Generic learning	Additional & Specialist Learning
<b>Skills, knowledge and understanding central to the chosen diploma</b>	<b>Functional skills in English, Mathematics and ICT</b>	<b>Optional Units Can broaden and deepen learning programme</b>
<b>Employer and university designed and endorsed</b>	<b>Project</b>	<b>Clear progression pathways</b>
	<b>Personal learning and thinking skills</b>	

## What is the Diploma worth?

- **Higher Diploma:** Equivalent to **7** GCSEs at grades A\*-C
- **Foundation Diploma:** Equivalent to **5** GCSEs at grades D-G

## What opportunities are available in Brent to study a Diploma?

The Diplomas available in Brent for September 2010 are listed below.

Diploma title:	Level	Principle Learning Venue
Sport & Active Leisure	2	Capital City Academy
Creative & Media	2	Capital City Academy St Gregory's
Society, Health & Development	2	Capital City Academy
Engineering	2	College of NorthWest London
Business Administration and Finance	1	College of NorthWest London

An application workshop will be held in April. Further information is available from Ms Donnelly.

## What could I do after completing the Diploma?

The Diploma is designed to broaden a young person's horizons and can lead to A levels, Advanced Diplomas and Apprenticeships, and upon completion of these courses to university or employment. The Diploma is a combined work and theory based qualification and marks a new pathway to Higher Education.

<p><b>Diploma title: Sport &amp; Active Leisure</b></p> <ul style="list-style-type: none"> <li>• Learn about, and practice, the 'people skills' that are so important in this industry</li> <li>• Look at the benefits of a healthy lifestyle, and how it can develop self-confidence</li> <li>• Learn how to motivate yourself, and others, in sport or activities, with coaching, planning and officiating</li> <li>• See how the body works, and analyse the benefits of healthy eating and an active lifestyle</li> <li>• Explore the huge variety of career pathways in sport and leisure.</li> </ul>
<p><b>Diploma title; Creative &amp; Media</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity in context:</b> The things that can influence the creative process, such as society, culture, the environment or the work of other people</li> <li>• <b>Thinking and working creatively:</b> Ways of exploring, experimenting with and developing ideas, skills and techniques</li> <li>• <b>Principles, processes and practice:</b> The skills, techniques and processes to turn your ideas into reality</li> <li>• <b>Creative businesses and enterprise:</b> An understanding of real situations and the skills that you need to succeed in the industry</li> </ul>
<p><b>Diploma title; Society, Health &amp; Development</b></p> <ul style="list-style-type: none"> <li>• <b>The sectors in context:</b> Focuses on the political, social and economic factors that affect the four sectors today</li> <li>• <b>Principles and values in practice:</b> The values and principles that underpin and inform the practice of everyone across the sectors. It puts the person using the service at the centre of provision</li> <li>• <b>Partnership working:</b> New work practices mean that services work much more closely together to ensure the quality, greater flexibility and more efficient use of resources for service provision and support. For example, in family centres, there will be people from social services, health and the children's services all working together.</li> <li>• <b>Communication and information sharing:</b> Good communication is crucial to people working across the sectors. What are the barriers to good communication, how can they be overcome and are there tensions between good communication and sharing information with other professionals and respecting the privacy of individuals?</li> <li>• <b>Personal and professional development in the work environment:</b> Being able to reflect on own practice is a critical aspect of professional development - what did you do well, what can be improved, how can you improve your practice?</li> <li>• <b>Safeguarding and protecting individuals and society:</b> People are often working with the most vulnerable people in society. It is important to understand what needs to be done to ensure that people are kept safe.</li> </ul>
<p><b>Diploma title; Engineering</b></p> <ul style="list-style-type: none"> <li>• <b>The engineered world:</b> Looks at the importance of engineering in the modern world and the impact engineering has on the way we live our lives</li> <li>• <b>Discovering engineering technology:</b> Introduces basic engineering principles such as design, materials, electronics systems, maintenance and manufacturing</li> <li>• <b>Engineering the future:</b> Looks at what makes innovations succeed, how new materials contribute to design and how to develop and launch new ideas.</li> </ul>
<p><b>Diploma Title Business Administration and Finance</b></p> <ul style="list-style-type: none"> <li>• <b>Business enterprise:</b> Develop ideas, carry out research and promote products or services</li> <li>• <b>Business administration:</b> Learn about business administration and how important it is to organisations.</li> <li>• <b>Finance:</b> Teaches the knowledge and skills you need for personal and business finances.</li> </ul>



# DT FOOD TECHNOLOGY

Syllabus Code: AQA – 3542

## Course Content

You will develop your knowledge and understanding in designing and making, planning and communicating ideas, working with tools, equipment, materials and components to produce quality products.

YEAR 10	YEAR 11
<ul style="list-style-type: none"><li>- Design and make of a multicultural product.</li><li>- Product appraisal.</li><li>- Points of manufacture/sale.</li><li>- Raw ingredients.</li><li>- Single commodity.</li><li>- Bread production and aeration of bread.</li><li>- Nutritional profile.</li><li>- Consistency of outcome.</li><li>- Labelling.</li><li>- Packaging.</li><li>- Health and Safety.</li></ul>	<ul style="list-style-type: none"><li>- Food product development.</li><li>- Preservation – freezing.</li><li>- Properties and working analysis.</li><li>- Characteristics of meat, fish, vegetables, portion, size, cost, appearance and flavour.</li><li>- Nutritional analysis.</li><li>- Recipe creation.</li><li>- Critical points in manufacture.</li><li>- Sensory analysis.</li><li>- Packaging materials and labelling</li><li>- Health and Safety.</li></ul>

## Assessment

You will be awarded grades A\* to F depending on the quality of your work.

As you progress to Key Stage 4 that is in Years 10 and 11, you will be assessed in accordance with the GCSE standard. In Year 10 your teacher will assess you using the GCSE Format.

Assessment at the GCSE standard is usually divided between course work worth 60% and the written exam 40%.

## Course Progress

The course has been designed to help you develop your knowledge and understanding of materials and components, planning, creative, communication, numeracy and literacy skills.

If you listen to your teachers, work hard and achieve good grade in your GCSE exam you can progress on to A/S and A level in Arts in this college.

## Career Progression

There are lots of opportunities in Technology and females are in demand! I hope you do take this opportunity very seriously by working hard and achieving good grades in your GCSE exam.

If you are not sure of the immense opportunities available to you in design and technology talk to any of the teachers in the department and they will be happy to help you.

# DT GRAPHICS

## Syllabus Code: EDEXCEL 1972

### Course Content

You will develop your knowledge and understanding in designing and making, planning and communicating ideas, working with tools, equipment, materials and components to produce quality products.

YEAR 10	YEAR 11
<ul style="list-style-type: none"> <li>- Investigation of an existing product.</li> <li>- Report on investigation.</li> <li>- Design a DVD/CD and presentation box.</li> <li>- Ecological constraints.</li> <li>- Technical drawing.</li> <li>- Use of computer software.</li> <li>- Materials.</li> <li>- Produce prototype.</li> <li>- Marketing.</li> <li>- Advertising.</li> <li>- Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Design and make task.</li> <li>- Survey of consumers and analysis.</li> <li>- Research using computer, and from other sources e.g. magazines, books.</li> <li>- Design ideas.</li> <li>- Design development.</li> <li>- Prototype making and evaluation.</li> <li>- Making of final model.</li> <li>- Testing.</li> <li>- Manufacturing methods</li> <li>- Promotion and marketing.</li> <li>- Evaluation of final product.</li> </ul>

### Assessment

You will be awarded grades A\* to F depending on the quality of your work.

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If you are not sure of the immense opportunities available to you in design and technology talk to any of the teachers in the department and they will be happy to help you.

With good grades at G.C.S.E you can progress to A Level and then onto Art College where you can obtain a degree in: Architecture, Product Design, Illustration, Animation, Graphic Design, Logo Design or Interior Design

Alternatively you can use your qualifications to find employment in a design company. Most design companies have either in-house training programmes, or they offer the opportunity to attend courses at a college.

# ENGLISH LANGUAGE AND ENGLISH LITERATURE (AQA Specification A)

## Course Content

All students study *English Language* and *English Literature* simultaneously in English lessons over the period of Years Ten and Eleven. Successful candidates at the end of the course achieve two GCSEs.

## Language

- Students read a variety of material, learning to identify a text's particular target audience and purpose.
- They learn the skills required to understand and produce non-fiction texts.
- Students complete three pieces of written coursework (called *controlled assessment* from September 2010): an extended reading task, a creative writing task and a spoken language study task.
- Students submit three oral pieces of coursework working in a large group, a pair and individually;  
They will present, listen and discuss or play a role.

## Literature

**The Literature GCSE comprises 3 units:**

- 1) 'Exploring Modern Texts'**
- 2) 'Poetry Across Time'**
- 3) 'The Significance of Shakespeare and the English Literary Heritage'**

Unit one is divided into two parts: Section A - Modern Prose or Drama, Section B – Exploring Cultures and is assessed at the end of Yr 11 in a 2-part exam totalling 90 minutes

Unit two requires students to respond to some unseen poetry in a 30 minute exam and to answer a question on poems studied in their *Anthology* in a 45 minute exam

Unit three requires students to produce one piece of coursework (known as *controlled assessment* from September 2010) on a Shakespeare play

## Assessment

Coursework (known as *controlled assessment* from September 2010) accounts for 60% of the English Language course (40% written; 20% oral) and 25% of the English Literature course (25% written).

The remaining 40% of the English Language course is completed during one terminal examination at the end of Year 11; the remaining 75% of the English Literature course is completed over two terminal examinations.

# FRENCH GCSE

**Examination Title and Syllabus Code: AQA EXAM BOARD 3651**

## **Course content:**

The course will practise and extend your skills in Listening, Speaking, Reading and Writing in French. You will study a variety of topics, including holidays, school, food and drink, daily Routine, shopping and free time. In your lessons you will have the opportunity to use ICT, work in pairs, listen to the tape recorder and express your opinions in the language. You will have time with a language assistant to further extend your speaking skills and do small group work. A day trip to France is also organised for students in Year 10.

## **Assessment:**

At the end of Year 11, you will have an exam in Listening and Reading. These can be taken at Foundation level or Higher level, depending on your progress. Your teacher will discuss with you which level you should take. Your speaking exam will be in May of Year 11 and you will have been preparing for this from Year 10. It will involve a role-play, a 90 second presentation and general conversation questions. Your written French will be assessed through coursework; you will be required to produce three pieces of written work throughout the GCSE course. These will be prepared in class so that you are confident about what to do. Your final GCSE grade will be based on your results in each area:

Listening – 25%  
Speaking – 25%  
Reading – 25%  
Written coursework - 25%

## **Course progression**

The course will give you an excellent all-round command of French as well as some insight into the daily life and culture of France. With a grade C or above you should be able to tackle French in the 6<sup>th</sup> form at AS level. You could also combine your French with another subject and do a course like Travel & Tourism. It equally goes well with Law or Business Studies.

## **Career progression**

Whether you go to France or not, you will always be able to use a foreign language in the expanding Europe of the future. Not everybody studies a language anymore and having a language qualification will help you stand out from other applicants. Universities like candidates with a wide range of subjects, so this will help you even if you don't decide to take French beyond GCSE. If you do, language graduates are highly employable and you can combine languages with many other subjects at higher education.

# **GEOGRAPHY**

## **Syllabus Code: GCSE Geography -A (AQA)**

### **Why choose Geography?**

AQA specifications in Geography: allow the opportunity to develop:

- communication skills, graphical and cartographical skills, technological skills, including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy, problem solving skills, entrepreneurial skills and awareness of career possibilities.
- allow the opportunity for personalised and independent learning
- provide candidates, for whom GCSE will be the end of their formal study of geography, a clear overall view of the world in the first part of the 21st century
- provide a sound foundation for those candidates who intend to continue to study the subject to a higher level
- allow the development of ‘awe and wonder’ which will allow candidates to fully appreciate and learn from the world around them.

### **In addition, Specification A:**

- allows enquiry-based learning to be at the forefront of the teaching of the subject
- allows centres to choose their own exemplars, which will provide the opportunity for candidates to develop and enrich their sense of place. The use of topical exemplars ensures the subject remains relevant to the dynamic and ever changing geography of the world
- allows a focus on the geographical processes that shape our world through a study of physical and human geography
- offers the study of physical and human geography in discrete, self contained topic areas
- allows centres to follow different routes and approaches.

### **Progression**

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of geography or related subjects.

In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

### **Course Content**

#### **Paper 1**

##### **Section A**

The Restless Earth

Rocks, Resources and Scenery

Challenge of Weather and Climate

Living World

##### **Section B**

Water on the Land

Ice on the Land

The Coastal Zone

Candidates answer 3 questions in a 1 ½ hour paper. One question from section A, one from section B and one free choice.

We will be studying The Restless Earth – Earthquakes and volcanoes. The coastal zone and Water on the Land.

## **Paper 2**

### **Section A**

Population Change

Changing Urban Environments

Changing Rural Environments

### **Section B**

The Development Gap

Globalisation

Tourism

Style of Assessment:

1 hour 30 minute examination

Candidates answer **three** questions, **one** from **Section A** and **one** from **Section B** plus **free choice** of **one** other.

External examination

June availability starting from June 2010

Summary of Content

## **Paper 3**

Controlled Assessment

### **Local Fieldwork Investigation**

Marked out of 60. Maximum word guidance of 2000. 6 hour write-up under direct supervision.

**Task Setting:** Centres will select a task from a choice of 11 provided by AQA 2 years prior to submission. Topics will link into study areas from paper1 – Usually rivers or coasts

**Task Taking:** Candidates will work under the direct supervision of a teacher at all times, with the exception of research involving primary and/or secondary data collection.

**Task Marking:** Centres will mark the candidates' work which will then be moderated by AQA.

## **Course progression**

GCSE Geography is a good foundation for 'A' Level Geography. It also involves a lot of skills that are of value across modules and subjects

## **Career Progression**

Geography is considered as both a Science and a Humanities subject and therefore leads to a wide range of careers. A full list is available from the department. As an 'A' Level it gives access to most degree subjects.

# **HISTORY (MODERN EUROPEAN AND WORLD)**

**Syllabus Code: EDEXCEL 1334**

## **Why study Modern World History?**

History is a very popular subject at GCSE, and one in which many students do very well. There are many good reasons for taking history. Some of the best are:

- You enjoy and can do well in it because it will help you understand the world you live in, the events of the last 100 years help to explain the problems and opportunities of the world today.
- Colleges, universities and employers are all interested in seeing the study of a range of subjects, and good grades in those subjects.
- Because of the very valuable skills you will develop. This could be the most important of all - in history you deal with real people, and you can work out why they did what they did. You will improve your ability to judge whether you are being told the truth, only part of the truth, or something completely untrue.

## **What will I learn?**

- About International Relations – what leads to conflicts between the countries, and how these conflicts are settled.
- About one nation in depth – which will help you understand how people in another time and place thought about the world.
- About how historians use sources to find out about what happened – it could be the Trenches in the First World War or Civil Rights in the USA.

## **How will I be assessed?**

For Units 1, 2 and 3 you will have an exam. Unit 4 is a controlled assessment and you will research a task then write it up in the classroom.

- There will be a variety of questions in the examination papers.
- Remember that the examiners want you to do well and will be looking for comments to reward rather than looking to spot mistakes or gaps in your knowledge.
- Many of the questions styles will be like those you have already done in Key Stages 3 and 4. There will be questions which ask you what you know and have learnt, and other questions which are more about your own opinions and letting you give your own explanations and reasons for something that happened in the past.

## Assessment overview

Percentage Marks Time/pre-release

### Unit 1

Outline study:

Peace and War: International Relations 1900- 1991

Students answer questions on three from six topics

Three topics students study are:

*Why did war break out 1900-14?*

*The Settlement 1918-28*

*Why did war break out 1929-39?*

External examination (1 hour 15 minutes)

25% of GCSE

### Unit 2

Depth Study

Choose one from three possible options.

Option that students will study is:

*USA 1919-41*

Students answer three questions on their chosen option.

External examination (1 hour 15 minutes)

25% of GCSE

### Unit 3

Source Enquiry

Choose one from three possible options.

Students answer five questions on their chosen option.

Option that students will study is:

*Britain and the Second World War 1931-51*

External examination (1 hour 15 minutes)

25% of GCSE

### Unit 4

Representations of History

Choose one from a range of options

The options open to students are as follows:

*USA, Germany, Russia, China, local history, Jack the Ripper and Indian Independence*

Controlled Assessment

25% of GCSE

# **INFORMATION AND COMMUNICATION TECHNOLOGY GCSE**

## **Syllabus Code: EDEXCEL (CiDA) Certificate in Digital Applications (GCSE)**

The Year 10 ICT course builds on the Year 9 work. In year 9 pupils have started the first module of the AiDA, to give them the Award in Digital Applications, equivalent to 1 GCSE. Year 10 allows them to further this to the Certificate in Digital Applications, equivalent to 2 GCSEs.

### **Course Content**

The Certificate in Digital Applications is ‘designed to stimulate your creativity and develop real-world, practical skills...’ It focuses on the practical use of technology. You will learn how to use a range of applications in order to develop ICT skills. You will use artwork and imaging software to select, capture and modify images. Web authoring software will be used to set up web pages and produce content involving text, images, animation, and hyperlinks.

Having mastered all of these skills, you will go on to produce a major coursework assignment. Within this, you will be assessed on how you can manage a project as well as the work that you produce. The final evidence is presented in the form of an e-portfolio; there is no paper involved at all. The work you produce will be dynamic and interactive and as there is a real-life emphasis you will find the course motivating and interesting.

### **Assessment**

You are assessed entirely on the major project that you undertake. This is set by the exam board and marked by teachers in school. The work is then sent electronically to Edexcel for moderation. Although there are 2 levels of assessment that are equivalent to A\* to C and C to G, it is expected that all students will take the higher level, gaining at least a grade C. This is then combined with the AiDA grade to produce an overall grade for the course, worth 2 GCSEs. Girls usually do much better on this unit than on the first, compulsory, unit, so this is a good way to boost grades. There is no exam at the end of the course.

### **Course Progression**

The award is very flexible, providing a number of possible pathways. At the end of Year 10 you will have completed the second unit upgrade your qualification to a Certificate in Digital Applications (worth 2 GCSEs). This means that in Year 11 you can either take a third unit to increase your qualifications or you may begin the AS ICT, which is normally taken in the Sixth Form. Alternatively you may go on to study AS and Advanced Level in ICT Year 12. The course also provides invaluable skills applicable to all other fields of study for those who do not wish to progress further with the subject.

### **Career Progression**

Gaining a Certificate in Digital Applications will provide access to a wide range of career and further education opportunities. ICT is an integral part of all business and industry today; the skills developed will be highly valued by future employers and colleges alike. The graphic design elements of the CiDA course are especially suited to those considering employment in the advertising, publishing and web design industries.

# ITALIAN GCSE

## Syllabus Code: EDEXCEL 1237

### Course Content

The course will practise and extend your skills in listening, speaking, reading and writing in Italian. You will study a variety of topics, including holidays, school, food and drink, daily routine, shopping, how you spend your free time and health issues. In your lessons you will have the opportunity to use ICT, work in pairs, listen to the tape recorder and express your opinions in the language. Most of the lesson will be conducted in Italian to help you get used to speaking the language.

### Assessment

At the end of Year 11 you will have a short exam in listening, speaking and reading. These can be taken at Foundation or Higher level, depending on your progress. Your teacher will discuss with you which level you should take. Your written Italian will be assessed through coursework; you will be required to produce three pieces of written work throughout the GCSE course. These will be prepared in class so that you are confident about what to do. Your final GCSE grade will be based on your results in each area:

- Listening: 25%
- Speaking: 25%
- Reading: 25%
- Written coursework: 25%

### Course Progression

This course will enable you to survive in a country where Italian is spoken. You will also learn about the life and culture of Italy. With a grade C or above, you will be able to study Italian at AS level in the 6<sup>th</sup> Form.

### Career Progression

Italian is not taught in *all* schools. Therefore, to have a qualification in this language will be a definite advantage to you. Whether you visit Italy or not, you will always be able to use a foreign language in Europe. Employer's welcome people who speak another language and a university degree in Foreign Languages can lead to a successful career, particularly if you would like to travel.

# APPLICATIONS OF MATHEMATICS

## Methods in Mathematics

### Syllabus Code: EDEXCEL (2AM01)

#### Course Content

Everyone will follow a dual GCSE course in this subject, which will build on the skills and achievements of the year 9 SATs. You will extend and deepen your knowledge, understanding and application of Number, Algebra, Shape, Space and measures and Data Handling. The 'linked pair' will consist of two GCSEs:

- **Methods** which looks at the pure aspects of mathematics
- **Applications**, which includes using mathematics in everyday contexts including "financial applications" and problem-solving in real-life scenarios

#### The aims of the course are:

#### To provide a secure foundation of the mathematical skills and knowledge required for further education and everyday life

To encourage students to reason and think logically

To provide the mathematical skills needed for other curriculum areas and the world of work.

To provide an opportunity for enjoyment and success while developing creative thinking skills and being equipped with a life tool.

#### Assessment

Your GCSE Maths course leads to two separate GCSE's in Applications of Mathematics and Methods in Mathematics and both are assessed by written examination. The written examinations consist of two written papers and accounts for the final mark that is awarded.

There are two tiers (levels) of entry. You will be entered for the tier, which is most appropriate for you. Your progress is monitored closely throughout years 10 and 11 and used to determine which level is more appropriate for you. There is no coursework element but there will be an opportunity to apply your Mathematical skills to solving real life problems of various natures.

<i>Tier</i>	<i>GCSE grades</i>
1 Foundation	C,D,E,F,G
2 Higher	A*,A B,C,D

#### Course Progression

A Level Mathematics is a challenging and stimulating course. Its relevance and importance to the sciences, psychology, geography, economics and technology are well established. However, the rigour and demanding nature of the course makes it a good compliment to all subjects. To study Mathematics at A Level, you will need to have taken the higher tier examination at GCSE level and achieved a grade A or higher. Mathematics is becoming a very popular subject at A Level here at school and is a huge positive feature for anyone who will study at tertiary level.

#### Career Progression

GCSE Mathematics, at grade C or higher, is a common requirement for all further and higher education courses. Most sixth form colleges and places of work expects applicants to achieve a GCSE grade C, or higher, in Mathematics.

# MUSIC

## Syllabus Code: EDEXCEL GCSE in Music (1426)

### Course Content

The Edexcel GCSE in Music is enabling students to extend the study of music they began at KS3. At KS4 and through composition and performing activities students explore a wide range of musical styles, such as classical music, music written for the theatre and for musical theatre, rock, pop, and dance music as well as music from different parts of the world. Students develop further their creativity and enjoy an active participation in musical activities in and outside the school.

This is a course mostly suitable for students who play a musical instrument, sing or are interested in the making and performing of music.

The course consists of the following components:

#### 1. **Paper 1: Performing (30% of the total marks)**

Performance and improvisation form a very important part of the GCSE course. Students will perform on their own instruments, sing and improvise exploring well-known but also new to them musical styles and conventions. All performances will be recorded and entered in the student's Music GCSE portfolio. Three performances will be submitted for examination. These may be solo or ensemble performances or performances of the student's compositions.

#### 2. **Paper 2: Composing (30% of the total marks)**

Composition at GCSE extends the work that the students undertook throughout Years 7 to 9. The students will improvise exploring different styles and working individually or in small groups. They will learn how to compose music for different musical instruments, ensembles or vocal groups. They will be able to edit and improve their work using modern music technology. In addition, they will explore the effect of different recording techniques in their work.

#### 3. **Paper 3: Listening and Appraising (40% of the total marks)**

The study of GCSE music is completed with a listening examination at the end of Year 11. The students must answer questions related to all the musical styles they studied throughout Years 10 and 11 making accurate use of specific musical vocabulary. The exam lasts 1½ to 2 hours.

### Assessment

All coursework, **Paper 1 (Composing)** and **Paper 2 (Performing)** is recorded on tape, CD or mini-disc and marked in the school. The recordings are then sent to the examiners for moderation. **Paper 3 (Listening and Appraising)** is marked by Edexcel examiners.

### Course Progression

Music GCSE is a requirement for further musical study and a desirable requirement for Performing Arts and GNVQ musical courses.

The study of GCSE music is essential for the study of AS and A level music here in our school or in other colleges.

Most Performing Arts Colleges also favour students who have successfully completed their Music GCSE course.

## **Career Progression**

The music industry in the UK and abroad is constantly developing offering a wealth of opportunities for career development. Music students and musicians can pursue a career as composers, performers or musical directors in performing establishments. A career in music education offers musicians the choice between teaching in schools, theatres, music colleges and Music Academies in the UK and abroad. A sound knowledge of musical styles and conventions is an invaluable tool for employment in the area of music publishing. Students with an interest in music history can pursue a career as ethnomusicologists, historians or musical researchers. The knowledge of new technologies and recording techniques opens up opportunities for employment in the television, the radio, the movie industry and recording studios for composers, performers, stage managers or sound technicians.

The most important outcome of musical study however, should be music itself. Music has a unique power in bringing audiences together. In addition, it offers to those blessed with its study enjoyment and a lifelong lasting invaluable knowledge and experience.

# **RELIGIOUS EDUCATION**

## **Syllabus Code: Specification A, EDEXCEL 2 hour exam**

### **Course Content**

Paper Unit 16- The Christian Life and St. Mark's Gospel. 1.5 hour exam.

Paper Unit 3 - Religion and Life based on Catholic Christianity. 1.5 hour exam.

### **Paper Unit 16 - The Christian Life and St. Mark's Gospel – Final Exam end of Year 10.**

In studying Mark's Gospel we will look at why and how the Gospel was written. We will also study the themes and teachings found in the Gospel. You will explore the way in which the Gospel influences the lives of Christians today.

### **Paper Unit 3 - Religion and life based on Catholic Christianity – Final Exam end of Year 11.**

In this section you will study what it means to be a Christian in today's world. We will explore the issues of a contemporary nature and how Christians respond to these in today's world.

### **Assessment**

#### **Examination**

Two Exams – one at the end of Year 10 and final exam in Year 11.

There will be two written exams. One for each paper. The exam will last 1.5 hours. The first exam will be unit 16 in year 10 and the final exam unit 3 will be taken at the end of year 11.

There are no tiers of entry in Religious Studies.

#### **Course Progression**

In RE you are taught independent study skills a necessary talent for any A Level subject. This course will also encourage you to support your arguments and to accept others opinions. We discuss a wide range of topical issues. For example, prejudice and discrimination, environment, abortion, euthanasia, poverty and social harmony. In today's world it is important to know what you believe and why. The skills gained while studying RE enhance students' progress in all subjects at A Level and Vocational courses, in particular, Psychology, Media, Sociology, Theology, and History.

#### **Career Progression**

All employers are impressed by a candidate's ability to justify their own opinions while understanding and accepting other beliefs. You will be taught these skills in GCSE Religious Education.

Career opportunities include working in journalism, media, law, teaching, health care, business, ICT, church ministry and local government.

# SCIENCE

## EDEXCEL Science (Y10)

### GCSE Science Course Content

Are clones really like they are in the movies?  
How does my brain tell my body what to do?  
Which combination of chemicals makes the most violent explosion?  
How do you make a firework?  
How do we know black holes exist when they're completely black?  
Will a 240V electric shock kill you?  
Nano-particles – how can really, really small things make life better?

The answers to these and many other questions will be answered in this brand new GCSE course, which has been designed to allow you to understand the science that affects you every day. It will also develop your ability to question, analyse, and evaluate scientific problems and issues, and develop new practical skills.

All students must take GCSE Science, which will begin in year 10 and lead, by the end of year 10, to a single GCSE in Science. This is compulsory for all students and will take up 6 periods a week.

### In Year 10 you will study 12 units

Biology: Environment, Genes, Electrical & Chemical Signals, Use, Misuse & Abuse  
Chemistry: Patterns in Properties, Making Changes, One Earth, Designer Products  
Physics: Producing & Measuring Electricity, You're in Charge, Now You See it,  
Now You Don't, Space & It's Mysteries

### Assessment in Year 10

60% of your grade comes from your examinations. You will do 6 x 20 minute multiple choice papers, 2 in November, 2 in March and 2 in June. You will be able to mix whether you do Higher or Foundation tier, enabling you to gain higher grades in the areas of Science which you excel at.

30% of your grade comes from the internal "*How Science Works*" assessments. In each unit you will be given the chance to sit a 45 min assessment in your normal lesson time. You will be given information about a piece of scientific research or practical investigation and asked to analyse and evaluate the work.

10% of your grade comes from an assessment of your practical skills. Your teacher will observe you carrying out practical experiments throughout the year and will award marks for your ability to follow instructions, collect data, and present your results.

## **After completion of GCSE Science (Y11)**

**Once the Science GCSE course is complete there will be two options for students as they continue to study Science for 6 periods a week up to end of year 11. These options must be made in year 9.**

The options are:

1. Most students will take GCSE Additional Science, it is a concept led course designed to develop a deeper understanding of scientific ideas. The course focuses on scientific explanations and models, and gives an insight into how scientists develop scientific understanding of ourselves, and the world we inhabit. This course is essential if you want to go on to study A-level Biology, Chemistry or Physics, and can lead on to working in the fields of medicine, dentistry, physiotherapy, nursing, pharmacy, engineering and scientific research. This will be taught in 6 periods per week.
2. Students with an aptitude for Science will be chosen for a course leading to separate GCSE qualifications in Biology, Chemistry and Physics. This is the most academic route and will provide students with an excellent grounding for Science AS courses in the 6<sup>th</sup> form. This option will may a number of lessons to be attended after normal school hours, in addition to the 6 timetabled lessons each week. These after school lessons will be a compulsory part of the course.

## **Course Progressing**

***Any students who wish to take a Science subject at A Level must have taken the Additional science pathway or the separate Science GCSE sciences pathway and achieved a grade B or better.***

## **Career Progression**

Once you have completed the Additional and individual Science GCSE and gone on to complete your post 16 Science courses a large number of careers are open to you: architecture, nurse, doctor, veterinarian, scientific research, engineering, food production, food technology, industrial chemist, chemical engineer, animal research, conservation, environmental health, physiotherapist, technician, scientific writer or journalist, computer hardware design, medical research, the armed forces, archaeology, farming, bacteriologist, chiropract, dentist, dietician, forensic science, forestry, geology, meteorology, osteopath, optician, pharmacy, printing, surveyor, and many, many more.....

# SOCIOLOGY

## Syllabus Code: AQA 3192

### Course content

We cover topics such as:

**What is Sociology?** – (who influences you most – family or friends?)

**The Family** - (How did the Industrial Revolution affect the family structure?)

**Education** – (Why have league tables? What is the importance of Latin?)

**Media** – Does the media influence what we buy? Increase violent behaviour)

**Power** – Who has the power and control? Does politics affect the ordinary person?

**Social Inequality** – (Does Social class, ethnicity, gender affect life chances?)

**Crime & Deviance.** (Can you explain why women commit less crime than men?)

Research Methods - (**Would you answer these questions through; watching people in their natural environment, reading newspaper articles about topic, or collect information from thousands of people on the same questions to get a bigger picture?**)

### Assessment

**External assessment:** Sociology is taught over the course of two years. At the end of the first year (Yr 10) the students will take an exam equivalent to half a GCSE (50%); and again at the end of the second year (Yr 11) they will take the other half of the GCSE (50%) – totalling 100%. There is no coursework.

**Internal assessment:** Throughout the course of the two years assessment will take the form of class discussions, writing essays (*extended writing*), projects, posters, presentations, use of ICT, and end of unit tests.

### Course Progression

GCSE Sociology is an excellent preparation for ‘A’ Level Sociology or Psychology, Politics, Philosophy and any Humanities subject. It could also help gain access into vocational courses in areas such as Health and Social Care, Leisure and Tourism, and Business Studies.

### Career Progression

Sociology is useful for careers linked to:

**Health.** (*Nurse, Doctor etc.*)

**Social Work.** (*Youth Offenders, Youth Worker, Social Worker, Counsellor*).

**Civil Servant.** (*National & Local Government, Inland Revenue, Investigating Social Trends*).

**Politics.** (*Local Counsellor*)

**Law.** (*Lawyer, Barrister, Judge, Court Officials, Police Officer*).

Any jobs involving direct contact with people (Nursery Nurse, Management, Air Hostess and Holiday Rep).

# **SPANISH GCSE**

## **Examination Title: AQA exam board**

### **Course content:**

The course will practise and extend your skills in Listening, Speaking, Reading and Writing in Spanish. You will study a variety of topics, including holidays, school, food and drink, daily Routine, shopping, how you spend your free time and health issues. In your lessons you will have the opportunity to use ICT, work in pairs, listen to the tape recorder and express your opinions in the language. Most of the lesson will be conducted in Spanish to help you get used to speaking the language.

### **Assessment:**

At the end of Year 11, you will have an exam in Listening and Reading. These can be taken at Foundation level or Higher level, depending on your progress. Your teacher will discuss with you which level you should take. Your speaking exam will be in May of Year 11 and you will have been preparing for this from Year 10. It will involve a role-play, a 90 second presentation and general conversation questions. Your written Spanish will be assessed through coursework; you will be required to produce three pieces of written work throughout the GCSE course. These will be prepared in class so that you are confident about what to do. Your final GCSE grade will be based on your results in each area:

Listening – 25%
Speaking – 25%
Reading – 25%
Written coursework _ 25%

### **Course progression**

The course will give you an excellent all-round command of Spanish as well as some insight into the daily life and culture of Spain and Latin America. With a grade C or above you should be able to tackle Spanish in the 6<sup>th</sup> form at AS level. You could also combine your Spanish with another subject and do a course like Travel & Tourism.

### **Career progression**

Spanish is widely spoken around the world. In the USA the Spanish speaking community is the biggest and Spanish is the 2<sup>nd</sup> most spoken language after English. Outside Spain, it is the official language in 19 countries. Being fluent in English and studying Spanish at GCSE level enables you to seek employment in more than half of the world!

## INFORMATION ON CAREER CHOICES

The following information provides an overview of popular career choices:

### DOCTOR

*Description:* Doctors use medical knowledge and skill in the diagnoses, care and treatment of illness, infections, diseases and general well being of people. Hospital doctors specialise in a branch if surgery or medicine, for example pathology, radiology, psychiatry, paediatrics, ophthalmology or anaesthetics.

*Qualifications:* For a medicine degree, three A levels with excellent grades in Chemistry and two from Physics, Biological Sciences and Mathematics.

*Entry and Training:* Entry to places at Medical School is highly competitive. Training time varies, with five years for a degree in Medicine and a further year if pre-medical science study is undertaken or for students who take an additional science degree on route.

### DENTIST

*Description:* A dentist leads a team of people who work to provide dental care for each of their patients. A Dentist will diagnose and treat diseases and disorders of the mouth and teeth. They will have dental treatment and are concerned with the appearance and general health of the patient.

*Qualifications:* For a degree in Dentistry, excellent grades at A level, preferably in Chemistry are needed, plus two from Physics, Biology or Zoology.

*Entry and Training:* Prospective students are strongly advised to work shadow a dentist to find out whether they are suited to dentistry. Competition is fierce for places at dental school. A degree in dentistry takes five years, six years if a pre-dental year is included.

### SOLICITOR

*Description:* A solicitor gives people legal advice and acts for them on a variety of personal and business matters. They handle details on the client's behalf. It involves much paperwork, such as letters or contracts. When necessary, they represent the client in court or instruct counsel, barrister/advocate. They may specialise in areas such as litigation, insurance, international law or company and commercial law.

*Qualifications:* For a degree course, three A levels at high grades. Exact requirements depend on the degree to be taken, but A level choices should be English, History, Politics, Sociology and Psychology.

*Entry and Training:* Graduates should have either a law degree or a degree in any discipline plus a pass in the Common Professional Examination or a Diploma in Law.

### BARRISTER/ADVOCATE

*Description:* Gives independent, specialist advice or presents cases in court on behalf of clients. They will discuss each case with the instruction solicitor, through whom the contact with the client is made. They argue the case before a judge and perhaps a jury. Barristers may practise general common law but usually will specialise in a particular area such as civil, criminal, litigation or chancery law. They may also become a judge or a legal advisor in industry, the civil service or local government.

*Qualifications:* A good honours degree in law or in any discipline is essential, followed by a Diploma in Law or the Common Professional Examination. This is followed by a one year full-time/two year part time Bar Vocational Course at the Inns of Court School of Law.

*Entry and Training:* Training is by a period of pupillage consisting of two six month periods spent under the guidance of an experienced barrister. This is after being called to the Bar in London following a successful completion of the Bar Vocational Course.

The following information gives you careers ideas for the subjects that you prefer.

<b>Subject name</b>	<b>Subject content</b>	<b>Career suggestions</b>
<b>Art and Design</b>	This will suit you if you are imaginative, creative and artistic.	Architect, designer, Fine artist, advertising, art director, art editor, fashion and clothing designer, image consultant, photographer.
<b>Business Studies</b>	You will learn about the ways companies are organised and run, national and international competition and e-commerce.	Business advisor, management consultant, marketing manager, retailer, buyer, human resources officer, commercial solicitor.
<b>Design and Technology</b>	Creative and practical courses, offering the chance to use tools and materials when designing and making things	Graphic designer, multimedia web artist, textile professional, chef, hospitality consultant.
<b>Drama</b>	Drama covers all the different stages involved in putting on a performance, from lighting, stage production and acting. There is much practical work and learning how to analyse production techniques.	Actor, producer, director, dancer, stage manager, lighting and stage production, creative arts director.
<b>English</b>	English involves reading various types of texts, writing in different styles, expressing your ideas in both creative and formal ways.	Information scientist, journalist, market research executive, public relations officer, publishing editor. Solicitor, Barrister
<b>Geography</b>	The subject is broken down into three main areas of physical, environmental, and human geography.	Ecologist, geologist, marine and environmental scientist, urban designer, town planner.
<b>History</b>	Develops knowledge and understanding of various aspects of the past at a local, national and international level.	Archaeologist, Barrister, Solicitor, museum researcher, archives professional, journalist.
<b>Information and Communication Technology</b>	ICT involves studying how information and communication systems can be used and how they can solve problems.	Computer games designer, computer service technician, database administrator, internet/web professional, multimedia designer, software developer/programmer, technical support person.

<b>Subject name</b>	<b>Subject content</b>	<b>Career suggestions</b>
<b>Mathematics</b>	Maths involves numbers, algebra, shapes, measurements and learning how to handle information.	Bank/building society customer advisor, estimator, financial advisor, corporate finance professional, quantity surveyor
<b>Modern Foreign Languages</b>	Being able to speak another language can be useful in a wide range of careers.	Any professional international company/corporation, importer, exporter, translator, any position involving work overseas.
<b>Music</b>	Music involves both practice and theory.	Composer, industry promotions, music therapist, musician, musical director, production professional.
<b>Religious Studies</b>	The course will develop your knowledge, understanding and empathy with world religions.	Counsellor, police officer, solicitor, journalism, media, teaching, health care, business, volunteer, church ministry, youth and community worker/manager and local government.
<b>Sociology</b>	Sociology covers the family, education and employment systems, social change and the causes of inequality.	Barrister, legal executive, police officer, researcher, solicitor, social worker, prison officer.
<b>Science</b>	Science is the field of study which attempts to describe and understand the nature of the universe.	Scientist, Doctor, dentist, chemical engineer, medical professional, pharmacist, metallurgist, marine and environmental scientist.