

CURRICULUM GUIDE YEARS 10 & 11 2015-2017

Important Dates

Options Talk to Year 9 on Timetable Enrichment Day
(start of the options process)

Tues 13/Wed 14 January 2015

Year 9 Reports and Option Booklets sent home

Thursday 15 January 2015

Facing the Future - Options Evening

(opportunity to talk to teachers & students for
all subjects)

Wednesday 21 January 2015
6.00pm – 8.15pm

Individual Option Interviews
(parents and students)

Wednesday 4 February 2015

Options Returns to Form Tutor by

Thursday 5 February 2015

CURRICULUM GUIDE

This booklet contains details of all the subjects available in Years 10 and 11, for the current Year 9 students. Some of the subjects are part of the compulsory curriculum, others are option subjects. Please read the details carefully before deciding on your option choices. ***This booklet needs to be read in conjunction with the hand-out "Options Guidance 2015-2017 Cohort".***

On the pages that follow immediately, you will find details of the subjects which form the compulsory core of the Year 10 and 11 courses, later pages detail those subjects within the options offer.

Level one qualifications are graded D, E, F, G at GCSE.

Level 2 qualifications are A*, A, B, C at GCSE.

BTEC qualifications are graded Pass, Merit and Distinction. Pass is the ***equivalent*** of a C at GCSE, Merit a B, and Distinction an A grade GCSE.

Year 9 students will be following the new GCSE specifications in English and Maths, these will have numerical grades 1 – 9.

Below shows how the current and new systems align. The Government plan is to introduce new specifications with these grades, for all other subjects the year after.

<u>New</u>	<u>Old</u>
9	A*/A (top 20% A*/A marks)
8	A*/A
7	A
6	B (top two thirds of B marks)
5	B/C (top third of C marks/bottom third of B marks)
4	C (bottom two thirds of C marks)
3	D
2	E
1	G/F (bottom of 1 aligned with the bottom of G)

COMPULSORY SUBJECTS

English Language and Literature

Level 1/2

The English Department is committed to helping each student reach his or her academic potential. Within this commitment there are broader aims:

- to develop a capacity and an enthusiasm for spoken and written English through debate, discussion, role play and drama;
- to foster a lifelong interest in, and passion for, literature by introducing students to a wide range of diverse novels, poems and plays;
- to encourage students to reflect on and explore the meanings and social contexts of literature texts;
- to nurture creativity in students' writing;
- to study and analyse writers' choice of presentation and language print media.

All Year 10 and Year 11 students will be given the opportunity to study for 2 GCSEs - English Language and English Literature.

AQA English Language and English Literature Syllabus

English Language exams at the end of Year 11 - 100%

All texts in the examination will be unseen

Paper 1 exam: Explorations in Creative Reading and Writing

What's assessed?

Paper 1 exam: 1 hour 45 minutes 50% of GCSE

Section A: Reading (40 marks) 25% - one literature fiction text

Questions:

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

Section B: Writing (40 marks) 25%– descriptive or narrative writing
1 extended writing question (24 marks for content, 16 marks for accuracy)

Written exam: 1 hour 45 minutes 50% of GCSE

Paper 2 exam: Writer's viewpoints and Perspectives

What's assessed?

Written exam: 1 hour 45 minutes 50% of GCSE

Section A: Reading (40 marks) 25% - two linked texts - one non-fiction and one literary non-fiction

- 1 short form question (4 marks)
- 2 longer form questions (1x8 and 1x12 marks)
- 1 extended question (1x16 marks)

Section B: Writing (40 marks) 25% - writing to present a viewpoint

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

Spoken Language:

Assessed and marked by teachers throughout the course – separate endorsement - 0% of GCSE marks

English Literature – 100% exam at the end of Year 11

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

Paper 1 exam: Shakespeare and the 19th century novel. 1 hour 45 minutes - 40% of GCSE

What's assessed?

Section A: Shakespeare plays

Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole

Section B: The 19th century novel

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole

Paper 2 exam: Modern texts and poetry. 2 hours 15 minutes - 60% of GCSE

What's assessed?

Section A: Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text

Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and the other poem from their chosen anthology cluster

Section C: Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem

Mathematics

Every student will follow a course in mathematics. Students will continue to be taught in sets according to their ability, with the decision on placements in sets being made on their performance to date, together with teachers' assessments.

It is our aim that each student should fulfil his/her full potential in the subject. The courses in mathematics are arranged so that the complete ability range is catered for, and the possibilities for examination entry are outlined below.

GCSE Mathematics

Students will be the first year to sit the new GCSE. There are a number of significant changes that have taken place in addition to the new grades.

Tier of Entry

There are still two tiers of entry, foundation and higher.

Changes to content

GCSE Mathematics is changing to get more demanding for everyone. The volume of subject content has increased, and the demand of the content has increased too, with harder topics at both foundation and higher level.

Assessment

The total time for the examinations is increasing, from 3½ hours to 4½ hours. All exams will be sat at the end of Year 11. There are now 3, 1½ hour exams, one without the use of a calculator. They are all equally weighted towards the final grade award. There will be fewer marks at the lower grades and more marks at the higher grades, on both tiers.

New foundation level	Target grades 1-5
Old foundation level	Target grades G-C

New higher level	Target grades 4-9
Old higher level	Target grades D-A*

There will be no coursework or controlled assessment.

GCSE Board: Edexcel

Science

Your child has been studying GCSE level content since Christmas in preparation for starting his/her GCSE course. There are two pathways in Science:

1. Triple Science
2. GCSE Science + GCSE Additional Science

Pathway 1: Triple Science

Students following this pathway will gain three GCSEs in Science: GCSE Science, GCSE Additional Science and GCSE Further Additional Science. *We will not be allocating any additional curriculum time to this pathway.* The majority of the year group will take pathway 2 in line with most of the country.

This pathway is both challenging and rewarding and is suitable only for students who are likely to gain A*/A at GCSE. This is due to the demand of the course, and the additional content that needs to be covered in the same amount of core curriculum time.

Students will sit 3 exams at the end of Year 10 (GCSE Science) and 6 exams at the end of Year 11 (GCSE Additional Science and GCSE Further Additional Science).

Pathway 2: GCSE Science + GCSE Additional Science

The majority of students will be following this pathway. They will gain two GCSEs in Science: GCSE Science and GCSE Additional Science.

Students will sit 3 exams at the end of Year 10 (GCSE Science) and 3 exams at the end of Year 11 (GCSE Additional Science).

The exam board used for the above pathways is Edexcel.

Physical Education and Games

Students in year 10 and 11 will have two hours of P.E a week. They will follow a specific ability based learning programme. Students will have the opportunity to choose a wide variety of activities during both years. These activities include: Rugby, Football, Hockey, Basketball, Extreme Golf, Spinning, Health Related Fitness, Badminton, Volleyball, Table Tennis, Trampolining, Vaulting, Frisbee, Cricket, Softball, Tennis, Cycling, Boxercise, Body Combat, Taekwando and Athletics.

Students will also have the opportunity to follow a Sports Leaders' course. After training, students will be taken into primary schools and be given the experience of coaching and teaching in a small group situation.

Throughout both years, students will be given the opportunity to participate in frequent physical activity, conducive to a healthy lifestyle. House matches regularly take place at lunchtime as well as inter-school games at a local, county, regional and national level.

Full details of the GCSE PE Course and GCSE Dance can be found in the options information later in the booklet.

Core GCSE Religious Studies. Religion and Life and Religion and Citizenship. Level 1/2

In core Religious Studies lessons students study for a full GCSE in RE which we started studying at the beginning of Year 9. This GCSE comprises of two papers: 'Religion and Life Issues', and 'Religion and Citizenship Issues' resulting in each student gaining one GCSE by the end of Year 11.

The unit on 'Religion and Life Issues' is a fascinating study of a number of ethical issues including prejudice and discrimination, animal rights, the environment, war and peace, abortion, and religion and young people. Students enjoy the opportunity to debate these issues and discuss things which are relevant in today's society as you will see from the fact that they are all dealt with in some form in the media. These are all issues that students may have to face, and gives them the opportunity to develop their own opinions in reference to alternative ideas. Each issue is looked at from non-religious and religious perspectives.

The other unit on 'Religion and Citizenship Issues' covers topics on religion and relationships, sport and leisure, work, multi-cultural society, identity and human rights. Whilst still RE, this unit has a strong citizenship bias and will focus on the development of their understanding of what it means to be a good citizen.

Please note that Religious Education is not in the options because all students will take a full GCSE in RE through their statutory RE time in Years 9 to 11. For students who are not ready for the GCSE we offer entry level RE.

Personal, Health and Social Education (PHSE)/Record of Achievement

The Year 10 and 11 PHSE course is centred on five topics: Drugs Awareness, Sex Education, Careers/Work Related Learning, Healthy Lifestyles, Financial Awareness and Citizenship. We look at knowledge, skills and attitudes in these areas. The details of each Enrichment day are available to parents prior to delivery, on the school website. We would welcome any comments on content and delivery in order to continue to improve the experience for current and future students.

Students also work on and complete their Record of Achievement, CV and Personal Statements. When they leave, these records become the property of each student and can be used for job and further education interviews.

Enterprise Education is an element of the Key Stage 4 curriculum and is part of the PHSE programme as is House Charities' work. Each form in Year 10 has its own 'enterprise scheme' to work on.

OPTIONS 2015 -2017

Art and Design

Fine Art

This is a broad Art course leading to the AQA Fine Art GCSE. Fine Art builds on the work students have done in Art in the lower school, extending skills and the students' independence. Students can work in any media, from drawing and painting, to 3D Art, textiles, graphic design, print-making, photography and computer based art.

A summary of the course

At the start of projects work is guided closely, the students develop new skills and are taught to explore media and to build on their individual strengths as artists. As projects progress students develop their own ideas to make a personal response to the project theme.

There are two projects in year 10 and one in year 11, which together are worth 60% of the GCSE. In the spring term of year 11, students receive the exam question paper and prepare work based on the question they choose leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of artists and designers.
- Observing and recording using drawing, mixed media and photography as key research tools.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Presenting a personal response to a project theme showing independent working skills and ideas, practical art skills, and making connections with key artists studied.

Educational Visits

Students visit the London Tate Galleries at the start of the course on a trip (end of year 9) that introduces at first hand some of the artists we will study. Fine artists have a further study trip in year 10 to enhance their coursework units – past trips have included The Eden Project and Exeter Museum and Cathedral, for drawing, photography and first hand investigation.

Progression

Many of our students have gone on to study A level Art, Textiles or Graphic Design at Richard Huish, BTEC Art and Design, Graphic Design or Photography at Somerset College or Bridgwater College.

Photography

This is primarily a digital photography course leading to the AQA Art Photography GCSE. Photography will suit students who have an interest in and a commitment to working creatively, and who are looking for a course that mixes a practical approach with opportunities to explore ideas. Students learn to use digital SLR cameras, and to enhance and manipulate their images on the computer. Projects balance developing skills and techniques with thinking about the messages that photographs can communicate. Students work in a wide range of styles, from documentary and reportage to sports, studio photography, portraiture and fashion, animation, photo-collage and experimental photo installation art. Students should have their own digital camera for homework and a USB storage device.

A summary of the course

Year 10 starts with an introduction to the basics of photography. There are two major projects in year 10 and two in year 11. Students are given increasing freedom in their work and they build on their skills to develop their work in directions that interest and motivate them. The Photography coursework is worth 60% of the GCSE. In the spring term of year 11 students receive the AQA exam question paper and prepare work based on the exam question they choose leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of Photographers.
- Observing and recording through practical photography.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Presenting a personal response to a project theme show, independent working skills and ideas, and making connections with key photographers studied.

Educational Visits & Opportunities

We often work outside of the classroom, on the school site and in the local area. Interested photographers have the opportunity to photograph school sporting and fashion events, the school play and the variety show. Photographers have also contributed to school publications. Recent trips have included a trip to the Eden Project.

Progression

Our students have gone on to study A level Photography at Richard Huish, or the BTEC Diploma courses at Somerset College and Bridgwater College.

Textile Design

This is still a relatively new course at The Castle School, leading to the AQA Textile Design GCSE. Textile Design is a practical course with a focus on **decorative techniques, textile art and garment/product construction**. This course enables students to work from themes such as "Fruit; growth, decay, structure", art movements, artists' work and techniques to inspire their own personal creations in textiles. If you have an interest in art or fashion and enjoy experimenting with new media and would like to explore, develop and refine your skills in textile based techniques; and if you want to design and make really exciting **artistic textiles creations**, then this is the course for you.

A summary of the course

In Year 10 there will be two projects focusing on building skills in decorative and constructive elements of textiles; in Year 11 there will be one project combining and refining these skills in a mock exam coursework piece. Together they are worth 60% of the final GCSE mark. In the spring term of Year 11, students receive an exam question paper and prepare work based on the exam question they choose, leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of key designers and artists.
- Observing and recording using drawing, photography and textile techniques to record images and ideas.
- Exploring and refining through experimentation with different decorative techniques.
- Presenting a personal response to a project theme showing making/decorative skills and making connections with artists, designers and the theme you have studied.

The work will include studying decorative techniques such as machine embroidery, applique, dyeing fabrics and many more. It will also include skills in construction, for example using a pattern to create a garment, learning how to put in zips, darts, seams, pleats and gathers.

Educational Visits

The Textile department values the importance of educational visits to enrich and enhance student learning. There will be a field study trip to local and national collections for Year 10 Textile Design students.

Progression

This can lead to an A level or BTEC at college, then to further this students could progress onto a Foundation Diploma, and further into a degree in a wide range of Textiles subjects including Fashion and Textiles, Costume Design, Textiles Interior Design and many more. Alternatively, students may enter training and/or careers in fashion and textile art related vocations.

A GCSE in Business Studies is an interesting option choice that provides you with many transferable skills that you will use no matter where you end up working.

Communication – Our students gain the ability to express ideas in creative and divergent ways.

Confidence – Our students are so passionate about the work they produce that they gain immense confidence in their abilities and are eager to share their ideas with their peers, teachers and business professionals.

Teamwork – Our students become both cooperative and collaborative, they understand that they can optimise their outcomes by working with others.

Innovation – Our students understand that thinking creatively can offer solutions and develop ways of approaching their work in a unique way making the impossible, possible.

What do I need to know, or be able to do, before taking this course?

It is unlikely that you will have studied business before taking this course, but that does not matter. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

Is this the right subject for me?

This course is both active and enjoyable. You need to be good at communicating and explaining your ideas, and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through research and investigation, as well as through practical tasks.

What will I learn?

While studying the two units of this course, you are likely to learn a lot of new things. You will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved. You will learn more about how businesses are developed and discover how businesses promote themselves and keep their customers happy. You will learn how businesses manage both their finances and the people who work for them.

How will I be assessed?

There are two units over the two years. In total, a written exam accounts for 40% of the marks and Controlled Assessment for the other 60%.

Unit A241: Business in Action

Written examination 1 hour 30 minutes

Weighting 40%

In this unit the candidate will be expected to develop knowledge and understanding of the unit content through the investigation of a range of local and/or national business organisations.

- Business activity – why and how businesses start, succeed and/or fail
- Business organisation – how businesses organise themselves
- Framework for activity – aims, objectives and mission statements

- Stakeholders – their differing interests
- Employers/employees – how they operate in enterprising ways, develop their working relationships and meet their various rights and responsibilities
- Changing use of ICT – in business and economic activities
- Uncertainty – risk, reward and change
- Business within society – ethics and sustainability
- Use of relevant terms, concepts and methods – to understand business and economic behaviour

Unit A242: Making your Mark in Business

Controlled assessment

Up to 30 hours research and up to 15 hours writing-up

Weighting 60%

In this unit the student will solve a problem for a small business by researching its target market and competitors, business and learning concepts covered are;

- Competition – reaction, recognition, actual and potential
- Customers – their power, importance and needs
- Decision making – use of data and problem solving
- Practical skills – time management, personal organisation and action planning
- Presentational skills – addressing audiences using a variety of media and forms
- Personal skills – showing evidence of progression
- Interpersonal skills – communication and group work
- Cognitive skills – reflection and review of own and others' performances

This content is presented in a holistic manner and can be located across the following subsections:

- Getting organised
- Understanding the market
- Customers and competitors
- Presenting data effectively
- The marketing mix/promoting an idea
- Costing implications
- Reflection and review

What can I do after I've completed the course?

Business Studies can help you prepare for further and higher education. It can prepare you for AS/A2 Levels as well as BTEC and NVQ courses in many different subjects. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. Even if you do not want to go on to study business further, you will have benefited from studying a GCSE business course because many jobs you do will involve working for a business. However, a GCSE business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

Next steps!

If you want to find out more about the skills you might learn or should develop when studying this course, watch BBC programmes like ***The Apprentice and Dragons' Den***. You could also look at the following websites to discover the types of things you might learn;

www.bized.co.uk/

www.businessstudiesonline.co.uk/

www.thetimes100.co.uk

Exam Board: OCR

Catering GCSE

Catering is a creative and interesting GCSE subject to study. There is a lot to learn, however, much of the learning is done by making and practical application.

Catering will involve:

- Learning about food, processes and techniques
- Gaining knowledge of job roles in catering and types of service
- Developing skills to help you make food products
- Designing meals and menus
- Understanding about diets and health
- Considering the environmental effects of catering
- Investigating hygiene and safety in the kitchen

Catering will teach skills to enable confidence in producing a variety of food products and dishes. Additionally, Catering is an excellent starting point for students with an interest in the industry, becoming a chef or restaurant manager or perhaps an interest which can be enhanced by Catering, such as; dietician, sports nutritionist, environmentalist or events planner.

The GCSE is assessed with two coursework tasks and a written exam. The two coursework tasks will be worth 60% of your final GCSE grade and there will be a theme for both of these tasks, set by the exam board, WJEC. 40% will be gained from one written examination at the end of the final year. The first controlled assessment task will be worth 20% of the final GCSE grade and the second will be worth 40% of the final GCSE grade. Both controlled assessments will require a practical exam and a report.

Preparation for the controlled assessments begins straight away in September, alongside continual theory lessons. Both controlled assessment tasks and preparation will test time management, organisational skills and creativity.

Exam Board: WJEC

Items produced as part of the Practical Courses are almost without exception, retained by students. To enable this to happen, parents are asked to provide ingredients. Students will be asked to purchase a revision guide for £2.75, which is a useful resource for them throughout their GCSE.

OCR GCSE in Computing

GCSE Computing consists of three units of work:

- **Computer Systems and Programming**, assessed by written examination (40% of final mark)
- **Practical Investigation**, assessed by Controlled Assessment (30% of final mark)
- **Programming Project**, assessed by Controlled Assessment (30% of final mark)

Overview of each unit (**not** a comprehensive list):

(Detailed overview of the course is available on request.)

Computer Systems and Programming

Fundamentals of computer systems

Computing hardware (CPU, binary logic, memory, input and output devices, secondary storage)

Software

Representation of data in computer systems (Units, number, character, images, sound, instruction)

Databases (Database concept, DBMS, relational databases)

Computer communications and networking (Networks, internet)

Programming (algorithms, languages, control flow in imperative languages, handling data in algorithms, testing)

Practical Investigation

This takes the form of a practical investigation into a computing issue. Candidates will study one of a range of topics provided by OCR. They will be expected to carry out practical investigations and to produce a report in which the topic is analysed, justified and evaluated.

Programming Project

OCR will provide a range of assessment tasks each consisting of up to three sub-tasks. They will create algorithms to provide a solution to the stated problem, and then code their solutions in a suitable programming language.

Exam Board: OCR

GCSE Dance

Level 1/2

Dance can make an important contribution to the education of many young people. Students studying GCSE Dance will learn through a mixture of practical and theoretical tasks to improve their knowledge and understanding of the performance, appreciation and compositional studies of dance. The syllabus is suitable for both genders and provides an opportunity for students to develop their awareness of dance in its entirety, including the aesthetic and choreographic studies of the subject.

The aim of the syllabus is to develop each candidate's knowledge, understanding and skills of dance through performance, composition and appreciation of the candidate's own works and those of others; both peers and professional. Each element of the coursework for GCSE Dance will examine one of three key strands; performance, appreciation and choreography.

The course will suit students who have a keen interest and ability in all aspects of dance including the performance and appreciation of other dance styles particularly Contemporary. Students should have a natural aptitude for dance and would preferably take part in extra-curricular dance programmes or attend external dance lessons. It is essential that students are able to work with others, are good communicators, have creative flair and are dedicated and enthusiastic to regular participation, which will play an essential role in their success.

The Course Details:

80% coursework - as follows:

- 20% - a taught set study solo, approximately 1-minute duration
 - 20% - a taught performance piece duet/group linked to a professional dance work
 - 15% - a solo composition linked to a professional work
 - 25% - a group composition based upon a chosen stimulus
- 20% - a final written exam paper

The key topics for study are:

Performance

Physical Skills (e.g. Balance) & Expressive Skills (e.g. musicality)
The Body and how it moves
Action, Space, Dynamics, Relationships
Understanding how to achieve high quality performance

Safe Practice

Health and Safety - in the studio and of yourself
Warm-up and Cool Down
Nutrition and Personal Care

Choreography

Action, Space, Dynamics, Relationships

Creating dances using a stimulus

Planning a choreography

Creating motifs that link to a stimulus

Critical Appreciation of Two Professional Dance Works

1. Set Design, Costume, Accompaniment, props, lighting
2. Style, stimulus, dancers, action content, interpretation and understanding

Why choose GCSE Dance?

- The study of dance as an art form contributes to students' aesthetic and social development.
- As a physical activity it promotes fitness, health and well-being.
- Dance supports learning across a range of subjects.
- As performers students develop confidence and self-esteem.
- Life and employment: Students develop sensitivity to others, team working skills, leadership skills as well as inter-personal and communication skills.
- Develops an understanding of physical effort and determination to succeed and improve.
- Students employ skills of problem solving and creativity.
- Literacy – reading meaning in signs, spatial design, gestures and body language.

Methods of Assessment

Coursework marked by teacher or examiner and moderated externally (80% practical, 20% written).

Written Paper set and marked externally.

Exam Board – AQA

DESIGN AND TECHNOLOGY

Design and Technology – Resistant Materials

Level 1/2

Resistant Materials has been designed to encourage students 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. The use of new technologies is encouraged in Resistant Materials.

The new specification is designed to foster awareness amongst students, of the need to consider sustainability and the environmental impact of their designing.

Students have the opportunity to design and make a product using a range of materials.

In Year 10 students will work on the skills and knowledge needed for the written examination paper worth 40% of the GCSE and covering ten main teaching areas:

- | | |
|---|---|
| <ul style="list-style-type: none">• Materials and Components• Design and Market Influences• Designing and Sustainability of Design• Processes and Manufacture• Information and Communication Technology | <ul style="list-style-type: none">• Social, cultural, moral, environmental, sustainability, economic issues• Consumer choice• Health and Safety issues• Systems and Control• Industrial Practices |
|---|---|

During this time, students will learn about many aspects of the manufactured world – undertaking some focused practical tasks where possible. Homework will range from analysing products in their own homes to researching innovative designers to designing for a given purpose.

From February Year 10 to February Year 11 (three full terms) students will work on one Controlled Assessment Task worth 60% of the GCSE. This Design and Make activity is set from a range of Exam Board set tasks. Students will submit a manufactured prototype and a concise design folio consisting of approximately 20 pages of A3 paper – taking a total of 45 hours. All students should take photographic evidence of the various stages of their project and include this in their folio.

Students will each purchase a Resistant Materials Starter Kit at the start of the year which includes an A3 carry folder, A3 flip-folio, a GCSE revision guide and workbook and an A4 rough/theory exercise book. They will be given guidance through every part of the project and regular hand-in dates that they need to meet.

From March Year 11, students will be preparing for their final 2 hour GCSE exam. The exam board will issue a Preparation Sheet outlining the context for section 'A' of the written exam paper, meaning some revision can be focused on the specific topic.

In years 10 and 11 students will sit two mock exams to give them practice before the final examination.

We recommend this course for well-motivated students who have some technical/artistic ability and practical skills. They should also be able to organise their time well and meet regular deadlines.

GCSE Exam Board: AQA/NEAB

Charging Policy

Items produced as part of the Practical Courses within the Design and Technology Faculty are almost without exception, retained by students. To enable this to happen, parents are asked to contribute towards the cost of materials.

Design and Technology – Graphic Products

Level 1/2

Graphic Products has been designed to encourage students to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. Students will be enthused and challenged by the range of practical activities available. They will be encouraged to use, understand and apply colour, design in 3D, and to understand graphic materials and their manipulation. They will design and make product(s) using graphic media and new technologies to prepare them for the world of work.

The new specification is designed to foster awareness amongst candidates of the need to consider sustainability and the environmental impact of their designing. Students will have the opportunity to design and make products using a range of graphic materials.

In Year 10 (September Year 10 to February Year 10 – 1½ terms) students will work on the skills and knowledge needed for the written paper examination worth 40% of the GCSE and covering 4 teaching areas:

1. Materials and Components
2. Design and Market influences
3. Paper and Card Engineering
4. Processes and Manufacture.

Throughout this period of time, they will be given experience of real life Graphic Product designs and situations, working on various practical and graphic design tasks both in school and at home.

The period from February Year 10 to February Year 11 (3 terms) will be spent entirely on one Controlled Assessment Task (CAT) worth 60% of the GCSE. This Design and Making activity is selected from a range of Board set tasks. Students should submit a 3-dimensional outcome and a concise design folder consisting of approximately 20 pages of A3 paper or equivalent A4 paper. It is expected that students should spend approximately 45 hours on this activity. All students should provide photographic evidence of the finished outcome and photographic evidence at various stages of making their 3D model. Students will each purchase a Graphic Products starter kit at the start of Year 10 which includes an A3 carry folder, A3 flip-folio, a GCSE revision guide and workbook and an A4 rough/theory/design exercise book.

The students will be given guidance through every part of the CAT, being issued with termly plans that break down each lesson, outlining each topic for each lesson with a relevant homework follow-up task being set each week. Examples of coursework and support booklets to help students with their Controlled Assessment Task will also be available, with regular hand-in dates that they need to meet for assessment.

At the end of the course, there is a 2 hour written examination set and marked by the Exam Board (worth 40% of the GCSE). Prior to this exam, in March Year 11, a Preparation Sheet

is issued to candidates by the Board. This sheet gives outline plans of the Context for Section 'A' of the written paper and therefore revision can be focussed on the specific topic. In Years 10 and 11 students will sit two mock exams to give them practice before the final examination.

We recommend this course for the well-motivated student who has good technical/artistic flair and practical skills for producing models of their various design outcomes. They should also be able to organise their time well and meet regular deadlines.

GCSE Exam Board: AQA/NEAB

Charging Policy

Items produced as part of the Practical Courses within the Design and Technology Faculty are almost without exception, retained by students. To enable this to happen, parents are asked to contribute towards the cost of materials.

GCSE Drama

The course will be assessed in three units (30% + 30% + 40%) and the teacher will be the examiner for the first two units. The final unit will be assessed by an external examiner

The units will be staggered throughout the final year of the course.

Unit 1 – ‘Drama Exploration’ will involve candidates using a range of stimuli as starting points to explore a theme, topic or issue. Candidates will be assessed on 6 hours of practical exploration, this will take place under controlled conditions and assessed by the teacher. Candidates will also produce a documentary response to the work. The work will take place under controlled conditions and be assessed by the teacher.

Unit 2 – ‘Exploring Play Texts’ will involve exploring a published play text. They will use a range of explorative strategies, media and elements of drama to work on the text to gain understanding of the characters, ideas, themes and issues. Candidates will be assessed on 6 hours of practical exploration. This will take place under controlled conditions, led and assessed by the teacher.

Unit 3 – ‘Drama Performance’ will provide students with the opportunity to:

- demonstrate their knowledge and understanding of practical drama skills through their application to a live performance
- communicate to an audience.

The knowledge and understanding will be gained from the Programme of Study. Work carried out in Units 1 and 2 can form the basis of the skills needed for this final examination performance.

Students will perform scripted pieces to an external examiner in groups of between 3 and 9.

There will not be a final formal written exam in the summer term of Year 11.

Exam Board: Edexcel Spec 2DR01

Geography



An innovative, relevant and interesting Geography GCSE course contains traditional aspects of geography with modern-day issues to reflect the ever-changing world of geography. It offers a balance of theoretical and practical work, encouraging an active involvement in the subject. It's an ideal foundation for students who want to pursue Geography at A Level or as a career, and it gives an understanding of global geographical issues and how to apply this to a range of contexts.

Sustainable Decision Making: opportunity for students to proceed through three stages of investigating issues in sustainable development. One of the four key themes will be assessed in this unit. Students will develop real-life skills relevant to future decision making. This will make up 25% of the overall GCSE grade. The exam will be in June (Year 11).

Geographical Enquiry - Fieldwork Focus: A fieldwork investigation based around a class fieldtrip (e.g. Dawlish Warren). Students will complete an investigation on a hypothesis or question they have been set. This will be a full coursework enquiry of 2,000 words, based on collection and analysis of primary data and will make up 25% of the overall GCSE grade.

Key Geographical Themes: Students will be able to demonstrate their ability to apply their knowledge and understanding in familiar and unfamiliar contexts. There are four key themes:

1. **Rivers and Coasts:** river and coastal features and processes, flooding, flood defences and coastal management.
2. **Population and Settlement:** world population growth, population pyramids, migration, changing cities, changing retail/shopping provision.
3. **Natural Hazards:** volcanoes, earthquakes, tropical storms, droughts.
4. **Economic Development:** indicators of development, location of economic activities, employment structure, multinational companies and globalisation, economic activity and their impact on environment.

One of these themes will be assessed as the SDME. The other three themes will be assessed in the Key Themes examination paper (this will make up 50% of the overall GCSE grade). The exam will be in June (Year 11).

Assessment Summary

Sustainable Decision Making Exercise (SDME) (25%)	Geographical Enquiry (25%)	Key Geographical Themes (50%)
<p>Exam Paper : 1 hour 30 (40 marks)</p> <p>Three Sections : Answer all questions</p>	<p>Fieldwork focus uses the collection of primary data and the production of a report.</p> <p>Candidates complete a 2,000-word assessment under controlled conditions covering:</p> <ul style="list-style-type: none"> • Setting the scene • Method(s) of data collection • Data presentation and analysis • Evaluation and conclusion 	<p>Exam Paper: 1 hour 45 mins (99 marks, 9 marks for SPaG in the 3 case study questions at the end of each section)</p> <p>Three Sections: Answer all questions.</p>

Exam Board: OCR Specification B

History (School's History Project)

Level 1/2

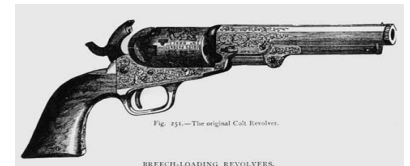
This is an interesting and varied course that covers a wide range of periods in History touching on aspects of ancient Greece and Rome right through to the 20th and 21st Centuries.

Areas of study

1. The American West: 1845 – 1890

We look at Indian life and early settlers, the White settlement of the Great Plains and the inevitable conflict between the two races and ways of life.

This will count for 25% of your final mark.



2. A study in development: Medicine and Public Health in Britain c50AD to the present day

This course traces the development of medicine from the ancient civilisations of the Romans and Greeks, the Middle Ages, the Renaissance, the Industrial Revolution and the 1900s to the present day. We look at what has progressed and held back medical developments and the repercussions that these had on the people of the time. The gore! The guts! The causes! The treatments! The patients! The operations! And most importantly – THE PAIN!

This will count for 25% of your final mark.



3. The transformation of surgery c1845–c1918

Learn how the age old killers of blood loss, infection and excruciating pain were tackled. Along the way, hear stories such as the one operation that led to three deaths!

This will count for 25% of your final mark.



4. Controlled Assessment- This will be on one of two topics:

- **Crime, policing and protest in England c1886-c1926**
- **The Causes of the Great War c1882-c1914**

Due to recent changes with the exam specification, we are unable to say exactly which topic it will be, but it will definitely be one of the two mentioned above.

Crime, policing and protest looks at dealing with crimes against property and the individual c1886–c1926: the role and effectiveness of the police force – the beat policeman; developments in investigative policing – creation of the CID 1878; use of technology – photography, telegraph and telephone; the Belper Committee and the creation of the

fingerprint bureau 1900–01. Case studies include investigations into Jack the Ripper; the conviction of Dr Crippen.

The causes of the Great War will cover the alliance system and international rivalry between the Great Powers: the alliance system in the late nineteenth and early twentieth century; the concept of the balance of power; the formation of the Triple Alliance (1882) and the Dual Alliance (1894); the Entente Cordiale and the Triple Entente; the economic, imperial and military reasons behind the international rivalry.

This will count for 25% of your final mark.

How will I be assessed?

For Units 1, 2 and 3 you will take an examination. 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. None of these should be a surprise as your teacher will be able to show you some examples to help you practise and, therefore, do well.
- 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 question styles will be like those you have already seen in Key Stage 3. 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.

Reasons to study History

Students of History find a wide range of careers open to them. **Key positions in the media – newspapers, journals and magazines, television, film and radio – have been colonised by historians.** There are several History graduates in the **entertainment area of the media.** Jonathan Ross; Simon Thomas, a presenter of Blue Peter since 1999, is a Birmingham graduate. Likewise, Timmy Mallett!! (Warwick Uni) began his career as a children’s presenter but has since diversified into acting and producing. **Behind the scenes of television and radio are senior managers** many of which are History graduates - such as James Moir (Nottingham Uni), Controller, BBC Radio 2; Alan Watson (Cambridge Uni), chair of the Corporate TV Networks; Rachel Attwell (Warwick), Deputy Head BBC TV News; John McCormick (Glasgow), Controller BBC Scotland; and Lesley Anne Dawson (Keele), Head of the Press Office at ITN. These are important people in TV!

Historians are packed ‘behind the scenes’ of TV - researchers, producers and editors, whose names whizz by in the programme credits, cannot for want of space be given even that brief passing mention here. The daily appearance of news and current affairs presenters on ‘the box’ has made several History graduates household names.

The press also boasts a fair number of historians working as education correspondents, home affairs editors, journal editors and freelance journalists. Two of these are particularly

well-known and will serve as examples of what can be achieved: Peter Wilby (Sussex), the editor of the New Statesman, and David Montgomery (History and Politics, Queen's Belfast), Director of News UK and former chief executive of Mirror Group Newspapers. **Journalists require many of the skills of the historian.**

In addition to news journalism, many historians have entered politics at local and national levels. Five of the recent Labour cabinets running the country have been Historians: Gordon Brown (Edinburgh), former Prime Minister; Alan Milburn (Lancaster), former Health Secretary; Dr John Reid (Stirling), former Northern Ireland Secretary; Paul Murphy (Oxford), former Welsh Secretary; John Prescott (Hull), former Deputy Prime Minister and former Environment, Transport and the Regions Secretary; and Nick Brown (History and Politics, Manchester), former Agriculture Secretary. Another 8 had History as part of their degree! The diplomatic branch of **the civil service**, in particular, has provided an outlet for the talents of History graduates.

Many History graduates have attained distinction in the 'private' pursuit of the arts, notably as **writers**. Good writing is a quality that is highly prized by historians.

There are a significant number of **lawyers** whose first degree is in History. The ability to present cases and use evidence is obviously very suited to historians!

So what, may we conclude, is the use of History in the world of work? A History degree undoubtedly provides an opening to a wide range of careers. Some will come as no surprise: teaching, academia, clerical and administrative, PR, retail and catering, politics, and library, museum and information services. Others, notably business, may raise an eyebrow. Perhaps most surprising though is the extent to which historians have risen to the very top of a diverse range of professions and to key positions in civil society and in the attainment of which their education must have played no mean part. A truly remarkable number of History graduates have gone on to become the movers-and-shakers of modern-day Britain. Many top jobs are within the grasp of historians. With a History degree you can aspire to be prime minister, press baron and media mogul, overlord of the BBC, Archbishop of Canterbury, top diplomat, Oxbridge vice-chancellor, England footballer and football manager or chairman of the richest football club in the world, celebrated pop musician, best-selling novelist, trade union boss, business millionaire and perhaps even, one day, monarch of the realm.

After successfully completing the course, you could go on to study Advanced level History, Law, Media Studies, Politics, Economics and Sociology, Business Studies, Leisure and Tourism, vocational courses, to mention a few.

Next steps.....

You can find out more about this course by going online and looking at:

- **BBC Bitesize History**
- **Edexcel's own website:www.edexcel.com**

You can even look at Mr Lowe's website designed to support GCSE History at The Castle School:

- <http://castleschoolhistory.weebly.com/> The exam board we use is **Edexcel**.

Home Economics: Child Development

This course will lead to the AQA GCSE examination. The qualification would prove very useful to students who wish to follow careers in nursery nursing, teaching, nursing or social work. Students who have gone on to do A levels in Sociology or Psychology have also found the course beneficial. The course is, however, designed to be of immense value to all students interested in the care and development of babies and young children.

By studying the normal healthy development of children from conception to the age of five, candidates will be able to gain an insight into their own growth as human individuals, which will foster maturity and understanding of the roles and responsibility of parenthood. In addition, they will be helped in developing interpersonal and caring skills necessary for leading effective lives within the family and community and in the management of appropriate resources.

The subject content is divided into five units:

1. Parenthood
2. Pregnancy
3. Diet, health and care of the child
4. Development of the child
5. Support for the parent and child

There is one tier of entry

Assessment is carried out in two ways:

- Controlled Assessment consists of 60% of the marks.
1 Research Task is submitted by the end of Year 10 and accounts for 20% of the marks.
A Child Study is carried out in Year 11 for 40% of the marks.
- A written exam at the end of the course for the other 40% of the marks.

Students who intend to follow this course will need to collect information from a wide range of sources and be prepared to talk to people concerned in any way with the care of young children. It is also essential that they actually like children and are prepared to play with them. We have a range of outside speakers who come into school and possibly some visits arranged to a Day Nursery. Finally, it is essential that students have access to a child under 5 other than a member of the family, for their Child Study. They are required to make two introductory visits plus four other visits over a period of six months.

Students will be required to purchase a Revision Guide at approximately £3.00 for use as a textbook.

Exam Board AQA

Pearson (Edexcel) GCSE in Information and Communication Technology

Students who take the Edexcel GCSE in ICT will learn about current and emerging digital technology and its impact on their lives, working with a range of tools and techniques and exploring interactive digital products such as websites, computer games and databases. The course is broken down into two units – Living in a Digital World and Using Digital Tools. A breakdown is given below:

Unit Title and Summary	Assessment	Time Allocated	Weighting
<p>Unit 1: Living in a Digital World</p> <p>In this unit, students explore how digital technology affects the lives of individuals, organisations and society. They will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts. Students will develop awareness of the inherent risks of using ICT and the features of safe, secure and responsible practice.</p>	Written exam paper	Students have 90 minutes for the written paper	40%
<p>Unit 2: Using Digital Tools</p> <p>This is a practical unit that will broaden and enhance learners' ICT skills and capabilities. They will work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students will learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.</p>	Controlled Assessment	Students have 40 hours to complete the assessment	60%

Further details on the course content are available on request

Exam Board: Edexcel

Modern Foreign Languages (GCSE French, German, Spanish or Mandarin Chinese)

Why are languages important?

English is not enough; in fact most people in the world do not speak English! We are lucky to speak English, but in a smart and competitive world, exclusive reliance on English leaves the UK lagging behind other countries in some sectors.

As opportunities to travel and work abroad have grown, the world is becoming a smaller place – you will find learning another language more and more useful, whatever you decide to do.

Languages are also important to help us to understand and empathise with the culture and lives of those from other countries. There are many French-, Spanish- and German-speaking countries all around the world. Mandarin Chinese is the mother tongue of over 873 million people, making it the most widely spoken first language in the world.

What will I do for GCSE in French, German, Spanish or Mandarin Chinese?)

We will be working on these broad themes:

- Media & Culture
- Personal information
- Sport & Leisure (out and about)
- Travel and Tourism
- Business, work and employment

You will spend time on activities which enable you to listen, speak, read and write in the foreign language, with a partner, in small groups with teachers or with outside help.

How will I be assessed?

You will be assessed in the four main language skills:

LISTENING

READING

SPEAKING

WRITING.

WRITING is assessed in the form of 2 controlled assessments, one hour each. You will be required to write about 400 – 500 words in total completed during Year 10 and Year 11. The writing exam is worth 30% of the final grade and is marked by examiners.

Your SPEAKING TEST will be conducted by your own teacher and recorded for moderation during Year 10/11. There will be 2 tasks of 4-6 minutes each. The Speaking is worth 30% of the final grade.

LISTENING and READING are both formally examined in June of Year 11. They are each worth 20% of the final grade

Exam Board: Edexcel

Some key facts to consider!

- Over 60% of British trade is with non-English speaking countries.
- You are more likely to be able to sell or work with foreign companies in their language.
- Other European countries are aiming for skills in 3 languages.
- On average, people who use languages in their jobs earn 8% more than their colleagues.
- 94% of the world's population do not speak English as their mother tongue.

Careers

A qualification in a language can be useful in a wide range of jobs:

- Media
- Journalism
- Sales
- Sports
- Charity work
- Tourism
- Hotels and catering
- Banking
- Telecommunications
- Trade and commerce
- Teaching
- Engineering
- Transport and distribution and many more.

Remember that although a foreign language may not be essential for the career you choose, it is an important skill and well-recognised by employers and universities.

Linguists are excellent communicators and employers will see you as an asset!

Many universities also require a GCSE MFL at Grade C or above to gain entry onto **ANY** course!

LANGUAGES ARE IN GREAT DEMAND – MAKE SURE YOU HAVE THEM!

You may take GCSE French, German, Spanish or Mandarin Chinese – or both the languages you have studied in Year 9. Speak to your languages teacher who will be able to advise you on the most appropriate course for you.

Music

The GCSE Music examination (Edexcel) consists of 3 sections: Performing (30%), Composing (30%) and Listening paper (40%).

Performing:

1. Solo Performance: the candidate is assessed by the teacher and moderated by an external examiner on singing or playing an instrument (own choice of piece). A full copy of the score is required.
2. Performing in a group: the candidate is assessed by the teacher and moderated by an external examiner on one piece (own choice of piece). A full copy of the score is required.

Composing:

This forms the coursework part of the examination. The candidate is required to submit 2 original compositions (minimum total playing time 3 minutes) which will be assessed by the teacher and moderated by the examiner.

Listening:

This will be based on a written paper with recorded extracts of music (one 90 minute examination) and assessed by external examiners. Four areas of study will form the basis of this paper, and in each area there will be 3 set works to study. There will be an essay question (choice of one title from two titles given) to answer in this paper (it is the final question on the paper).

Area of Study 1:

Western Classical music 1600-1899 – set works

1. Handel – “And the Glory of the Lord” from “Messiah”.
2. Mozart – 1st movement from Symphony No 40 in G minor
3. Chopin – piano prelude No 15 in Db major.

Area of Study 2:

Music in the 20th Century – set works

1. Schoenberg “Peripetie” from Five orchestral pieces Op 16
2. L Bernstein “Something’s Coming” from West Side Story
3. S Reich – 3rd movement from Electric Counterpoint.

Area of Study 3:

Popular music in context – set works

1. M Davies “All Blues” from Kind of Blue
2. J Buckley “Grace” from “Grace”
3. Moby “Why does my heart feel so bad?” from “Play”

Area of Study 4

World Music – set works

1. "Skye Waulking Song" from "Nadurra"
2. Rag Desh by 3 different artists:
 - B Wertheimer and S Gorn
 - A Shankar
 - C L Tanwar
3. Koko "Yiri"

The GCSE course is an extension of work covered in Year 9 and several projects will be similar, ie the study of popular music, minimalism, dance music, film music, etc, along with other interesting topics.

Students studying GCSE Music will be required to perform one solo piece of music, one ensemble piece; to compose 2 pieces of music and to prepare for the listening paper at the end of the course.

Edexcel BTEC Level 1/Level 2 First Award in Music

From runners to roadies, singers to stage crew and producers to promotion there are 100s of different job roles in the music industry.

Would you like to gain the knowledge and skills to give yourself the best start?

Level 2 Music BTEC will inspire you to consider a career in the music industry, giving you the opportunity to gain a broad knowledge and understanding through relevant practical and work-related activity mixed with team-working, problem solving and written project based assignments.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The BTEC Level 2 in music intends to inspire and enthuse learners to consider a career in the music industry. It gives learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, for example the live sound industry, solo or group professional performance, or music promotion and publishing.

What will you study?

You will study two core units and two specialist units across the 2 years of the course

Core units:

Unit 1: The Music Industry:

This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist.

Unit 2: Managing a Music Product:

This unit will enable you to manage the planning, delivery and promotion of a live concert,

CD, or other music product. It requires you to organise and develop a music product, potentially in a team, and consider the success of the outcome.

Optional Specialised Units:

You will choose one of the options below in year 10, and a further different option in year 11.

Unit 3: Introducing Live Sound – which enables you to set up, understand and operate the concert PA systems required for most of today's music performances.

Unit 4: Introducing Music Composition – which encourages you to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance – which enables you to develop your skills as performers for progression to the next stage of your education or training, as well as developing their technique and reflective practice.

Unit 6: Introducing Music Recording – which encourages you to become familiar with recording technology and techniques that will reinforce their musical practice as well as developing important skills for progression into the professional world.

Unit 7: Introducing Music Sequencing – which enables learners to use the iMacs and iPads for music making, giving them a valuable vocational skill as well as a fundamental aspect of music making in the workplace.

How will you be assessed?

Unit 1 is assessed in a 1 hour exam. Unit 2 and the two optional units are assessed through a range of coursework tasks which could include presentations, recording, creating music, performances and evaluations. It is important that you are well organised and committed to meeting deadlines.

Extra-Curricular Activity

All students of Music are expected to become involved in clubs and activities outside school to enrich their experience and enjoyment. There will be a full programme of workshops and events for the coming year. We encourage you to take advantage of these opportunities and to take part in the many productions planned throughout the year, so that you become skilled and confident performers, producers, engineers and technicians.

GCSE PE

Level 1/2

Is this the right subject for me?

GCSE PE will appeal to you if you:

- Have a keen interest to find out how your body adapts to exercise theoretically
- Have a keen interest in sport and recreation and always look forward to your PE lesson
- Take part in sport/recreation outside of class time
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about the benefits of sport and exercise
- Want to improve your own performance in a range of sports roles
- Want to study a course that is active and that you will enjoy
- Are considering a sports-related career or an A Level/Sport and Active Leisure Diploma/Apprenticeship in Sport/Higher Education Course

Students should have a good practical background to the subject and there is an expectation that students should have regularly represented School or House team sports in Years 7, 8 and 9. This commitment to School and House team sport is expected to continue in Years 10 and 11 to assist in their practical grade.

Introduction

The Edexcel Physical Education GCSE combines theoretical knowledge (40%) and practical skills where candidates will be assessed in a broad range of practical activities (60%).

Summary of Scheme of Assessment for the full course.

The examination will consist of two papers:

Unit 1	%	Marks	Time/pre release	Availability
The Theory of Physical Education Section 1.1: Healthy, active lifestyles Section 1.2: Your healthy, active body	40%	80	Externally assessed. 1-hour 30-minute examination. No pre-release material.	June
Unit 2	%	Marks	Time/pre-release	Availability
Performance in Physical Education Section 2.1: Practical performance	60%	Five tasks, four performances each marked out of 10 for	Internal assessment under controlled conditions. Externally moderated	June
Section 2.2: Analysis of performance		48%. Plus Analysis of Performance		

		marked out of 20 for 12%. Students must offer two performances from at least two different activity areas.		
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Practical Assessment

The practical assessment has three elements:

- 4 practical assessment marks for each activity throughout the course (as either a performer, official or coach)
- an analysis of performance mark for one activity
- 4 final practical assessment marks assessed by a moderator over two days for each activity (as either a performer, official or coach)

Students can now be assessed in their practical activities as either:

- a performer/player
- an official/umpire
- a coach/leader

Students have to offer at least two activities as a performer/player. Therefore students could specialise in one activity and be assessed as a performer/player, official/umpire and coach/leader and this will form 3 out of their 4 practical grades. The remaining assessment must be in another sport and as a performer/player. Alternatively, a good all round performer could be assessed in four different activities.

The practical assessment provides continuity and enables candidates to improve their performance, leadership, coaching and officiating throughout their studies. Near the end of the course a moderator will visit in order to moderate and give a final practical grade in the four selected activities.

Written Paper: Full Course

The paper is in three parts:

- Part One: Multiple-choice questions
- Part Two: Short answer questions
- Part Three: Scenario questions

The specification content for this paper is concerned with the factors affecting participation and performance and includes:

- Healthy, active lifestyles and how they benefit you
- Influences on your healthy, active lifestyle
- Exercise and fitness on your healthy, active lifestyle
- Physical activity as part of your healthy, active lifestyle

- Your personal health and well-being
- A healthy, active lifestyle and your cardiovascular, respiratory, muscular and skeletal systems
- Physical activity and your healthy mind and body

Physical Education Activity Groups

Candidates will be required to offer four activities from at least two activity groups for assessment and to complete an Analysis of Performance in one of those activities.

Games Activities	Gymnastic Activities	Dance Activities
Amateur Boxing Football Basketball Hockey Lacrosse Netball Rugby League or Rugby Union Gaelic Football Hurling or Camogie Water Polo Badminton Squash Lawn Tennis Table Tennis Volleyball Cricket Rounders or Softball or Baseball (English or Welsh)	Synchronised Swimming Trampolineing Gymnastics All candidates must offer: agilities and vaulting plus a sequence for one of: floor, bars, rings, pommel, horse, educational gymnastics, beam rhythmic: (one of clubs, ball, rope, ribbon, hoop)	Candidates must demonstrate the ability to perform one dance through a solo, duet or group performance. Dance may only be offered as one practical activity. Each piece performed should last between two and four minutes. Candidates may choose to include work from the following dance styles for assessment purposes: Modern, Contemporary Ballet, Tap, Jazz, Folk, Traditional, Ethnic

Athletic Activities			Adventurous Activities	Swimming Activities
Archery Rowing Weightlifting Golf Cross Country Running Cycling Lawn Bowls Rowing Athletics: 3 Events from 2 Columns below			Sailing Surfing Canoeing or Kayaking Climbing Horse Riding Trekking or Orienteering Skiing or Snowboarding Boardsailing Personal Survival or Lifesaving Water Skiing	Swimming Strokes
Running	Jumping	Throwing		Exercise Activities
Sprinting Middle Distance Long distance Hurdles Relay Steeplechase	High Jump Long Jump Pole Vault Triple Jump	Discus Shot Javelin Hammer		Fitness Training (2 activities from) Aerobics Body pump Circuit training Continuous training Interval training Pilates Weight training Yoga

Please note that it will not be possible for a student to be assessed in all the above activities during curriculum time. Therefore, at the start of the course, each student is required to identify the activities they perceive they will achieve the highest grades in as either a performer, coach and/or official. This information will be used to personalise the activities they will carry out within their practical lessons.

It is also possible for a student to be assessed in an activity they participate in out of school and is not offered within the curriculum (for example, Horse Riding, Sailing, Surfing, etc). In these situations, the school will work alongside the student's club and assess them out of school. A student can also improve practical grades through the school's extra-curricular sports programme and there is a clear expectation that GCSE PE students will take a full and active role in this.

Exam Board: Edexcel

Sociology

Sociology is the study of how society is organised and how we experience life and what makes us human. It examines the way people learn to behave and function in society. It is the study of the processes of 'socialisation' that help people live as members of society by giving a culture and a set of roles that we share with others. The syllabus we will be using is from the AQA Exam Board and the units we will be covering include the study of:

- **The family**
- **Social Class**
- **Gender differences**
- **Ethnicity**
- **Education**
- **Crime and Deviance**
- **Media**
- **Power and Politics**
- **Poverty and Welfare**

The course is split into two units (see below) with two examinations. There is no coursework requirement although there will be some work on research methods used in Sociology.

Unit 1: Studying Society; Education; Families

Written paper
50% of the total marks
90 raw marks
1 hour 30 min

Students answer all questions in all three sections.
Each section consists of one question, sub-divided into part-questions.
The Education and Families sections offer two options for the final part-question.

Unit 2: Crime and Deviance; Mass Media; Power; Social Inequality

Written paper
50% of the total marks
90 raw marks
1 hour 30 min

Students choose three sections from four section options and answer all questions in each chosen section.
Each section consists of one structured question, sub-divided into part-questions.
Each section offers two options for the final part-question.

Sociology can be studied at higher education level. The jobs/careers related to Sociology are numerous. The subject is relevant for any job that involves working with people: social work, health, care, public relations, marketing, politics, teaching, public services and many others; any job where an understanding of all the different strands of society would be helpful.

There are a number of useful websites that give more detailed ways Sociology can be related to a particular career choice.

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