



# The Castle School

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## **CURRICULUM GUIDE YEARS 10 & 11 2019-2021**

### **Important Dates**

<b>Year 9 Curriculum Guide</b> sent home	Monday 7 January 2019
<b>Options Assembly</b>	Wednesday 9 January 2019
<b>Facing the Future - Options Evening</b> (opportunity for families to talk to teachers & students for all subjects)	Monday 14 January 2019 6:00-8:00 pm
<b>Options Assembly</b> – follow up	Friday 18 January 2019
<b>Individual Options Interviews</b> (parents and students)	Thursday 24 January 2019 4:30-7:00pm
<b>Options Returns</b> to Form Tutor by	Friday 25 January 2019

# 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 2019-2021 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.

GCSE qualifications are graded from 9-1. 9 being the highest.

There is also the option of following vocational qualifications in Child Development (Cambridge Nationals), ICT(Cambridge Nationals), Dance (BTEC), PE (BTEC) and Music (BTEC). These are equivalent to GCSEs, and are graded Distinction+, Distinction, Merit or Pass.

Below shows how the new system aligns with the previous letter grades.

<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

## GCSE English Language

**Exam Board:** AQA

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 study for 2 GCSEs - English Language and English Literature.**

### AQA English Language Syllabus

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

All texts in the examination will be unseen. This means that the exam board will choose extracts from various sources (fiction for Language Paper 1 and non-fiction for Language paper 2). These extracts will **not** have been seen by the students. They will be expected to apply the skills acquired in lessons to respond to the questions around these extracts.

#### Paper 1 exam: Explorations in Creative Reading and Writing

**1 hour 45 minutes 50% of GCSE**

##### **What's assessed?**

**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: Creative Writing** (40 marks) 25%– descriptive or narrative writing

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

#### Paper 2 exam: Writer's Viewpoints and Perspectives

**1 hour 45 minutes 50% of GCSE**

## **What's assessed?**

**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 for purpose** (40 marks) 25% - writing to present a viewpoint

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

### **Spoken Language:**

This will be assessed and marked by teachers throughout the course – it will be reported separately but does not count towards the % GCSE marks.

# GCSE English Literature

**Exam Board:** AQA

## **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. Closed book means that students will have studied a range of books and poems but will not have access to these in the exams. They will have to recall quotes for each of the main characters in the text, as well as being able to discuss the impact of context. Students will also have to remember, and apply, techniques (subject terminology).

### **Paper 1 exam: Shakespeare and the 19<sup>th</sup> 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. Students will study Romeo and Juliet.

##### **Section B: The 19<sup>th</sup> 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. Students will study either The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol.

### **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. Students will study Lord of the Flies.

##### **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. Students will study the conflict section of the anthology.

##### **Section C: Unseen poetry**

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

# GCSE Mathematics - Compulsory Subject

## Exam Board: AQA

Every student will follow a three-year 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. The courses in mathematics are arranged so that the complete ability range is catered for. Content is taught and assessed in two tiers.

Foundation level                                      Grades 1-5

Higher level    Grades 4-9

## Content:

Students will study the following areas of mathematics:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

In each area they will be taught how to:

- Use and apply standard mathematical techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and in other contexts.

## Assessment:

The total time for the examinations will be 4.5 hours. All exams will be sat at the end of Year 11. There are 3, 1.5 hour exams, one without the use of a calculator. They are all equally weighted towards the final grade award.

# GCSE Science – Compulsory Subject

**Exam Board:** Edexcel

Students at The Castle School will follow the **Edexcel** Specifications in Science. All assessment will be via terminal examinations in Year 11. A final grade of 1-9 will be achieved.

There are two pathways offered in Science by the school:

- 1. GCSE Combined Science (double award).** This course will see students achieving two identical GCSE grades (1-9) by studying, and taking six examinations over the three Sciences (2 x Biology, 2 x Chemistry, 2 x Physics), each 1 hour and 10 minutes long. This route will be taken by the majority of students.
- 2. Separate Sciences: GCSE Biology, GCSE Chemistry and GCSE Physics.** These courses will require the coverage of significant additional content in the same curriculum time and each examination will be 35 minutes longer to reflect this. Three qualifications will be gained, one in each of Biology, Chemistry and Physics with two examinations for each. The separate route is suitable for the most able students, or those who are committed to a future in Science at A-level or beyond. Suitability for this course will be decided based on performance in school exams and lessons, it is highly likely to be limited to those in the top set only.

Further information about the course will be given at the Key Stage 4 launch evening along with an opportunity to purchase revision materials.

## **Physical Education and Games - Compulsory Curriculum**

Students in Years 10 and 11 will receive two, one hour lessons of PE a week. Students will follow a specific ability based learning programme. They will have the opportunity to choose a wide variety of activities during both years. These activities include: Rugby, Football, Hockey, Basketball, Handball, Fitness Suite, Badminton, Table Tennis, Trampolining, Cricket, Softball, Tennis, Boxercise, Tae kwondo, Cross Country and Athletics.

Students will be given the opportunity to participate in frequent physical activity conducive to a healthy lifestyle. House matches regularly take place at lunchtime in over 20 sports activities as well as after school games at a local, county, regional and national level.

Full details of the GCSE PE Course and the BTEC Level 1/Level 2 Award can be found in the options information later in the booklet.



# Core Religious Studies – Short Course - Compulsory Subject

**Exam Board:** AQA – Religious Studies A - short course

## **A Summary of the Course:**

You will be studying the beliefs and practices of two religions, Christianity and Judaism. You will also be covering two ethics topics where you will get to demonstrate the understanding of how these two religions put their faith into practice.

During the ethics topics you will be given the opportunity to discuss and share your ideas, reflecting on your interpretation of current issues and affairs in contemporary Britain.

## **What's assessed?**

Section A: The study of religions: beliefs and teachings of two religions:

- Christianity
- Judaism

Section B: Thematic studies: religious, philosophical and ethical studies:

- Theme A: Relationships and families.
- Theme B: Religion, peace and conflict.

## **Educational Visits and Opportunities:**

You have already visited the places of worship in Exeter and Taunton in Year 7 and 8.

## **Subject-specific information:**

In Short Course Religious Studies you will have the opportunity to:

- develop your knowledge and understanding of religions and non-religious beliefs
- develop your knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, through your reading of key religious texts, other texts, and scriptures of the religions you are studying
- construct well-argued, well-informed, balanced and structured written arguments, demonstrating your depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

## **Assessment:**

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar and specialist terminology)
- 100% of GCSE Short course

**Progression:**

This is a fantastic way to start your GCSEs. Sitting your first GCSE in Year 10 gives you the opportunity to put all your skills into practice ready for Year 11.

The course is well recognised by all institutions and will contribute towards your college entry. It will help in any career working with people because of the development of empathy and people skills. This can support careers in law, social services, public services, teaching, politics and medicine.

## **Personal, Social and Health Education (PSHE) Compulsory Curriculum**

The Year 10 and 11 PSHE course is centred on the following topics:

Are you Ready  
Body Image  
STIs (Sexually Transmitted Infections) and Contraception  
Stress  
Enterprise  
Careers  
Goal Mapping  
Colleges and Consequences, as well as  
British Values.

We look at knowledge, skills and attitudes in these areas. A significant amount of the PSHE Curriculum is delivered via the Enrichment Day programmes. In addition to this, students will also have extended PSHE assemblies and time with their tutor on a termly basis covering the above topics. 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 their CVs and Personal Statements. When they leave, these documents become the property of each student and can be used for job and further education interviews.

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

# OPTIONS 2019 -2021

## GCSE Art and Design

### GCSE Fine Art

**Exam Board:** AQA

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, graphic design, print-making, photography and computer based art.

#### **A Summary of the Course:**

At the start of each project, 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 the projects progress students develop their own ideas to make a personal response to the project theme.

There are three projects – two 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 and the V&A in London, for drawing, photography and first hand investigation.

#### **Progression:**

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

# GCSE Photography

**Exam Board:** AQA

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 another 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, Bridgwater and Taunton College and Long Run Meadow.

## **Progression:**

Our students have gone on to study A Level Photography at Richard Huish, or the BTEC Diploma courses at Bridgwater & Taunton College.

# GCSE Textile Design

**Exam Board:** AQA

This course leads 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 "Sweets & Cakes", 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. Previous trips have included Bath Fashion Museum, the TATE Galleries and V&A in London.

## 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.

# Child Development – Cambridge Nationals Level 1/2

**Exam Board:** OCR

This qualification would suit learners who wish to develop applied knowledge and practical skills in child development. Students who already have an interest in looking after young children and enjoy the practical elements of child care will relish all aspects of this course.

Child Development is an interesting subject that takes learners further into the mind-set, learning needs and milestones of young children. It is designed with both practical and theoretical elements throughout the course.

## **A Summary of the Course:**

All students will study three mandatory topics:

**Health and wellbeing for child development.** This topic underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal check, postnatal provision, conditions for development, childhood illnesses and child safety.

**Understand the equipment and nutritional needs of children from birth to five years.** In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

**Understand the development norms of a child from birth to five years.** In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

## **Assessment:**

The course has two internally assessed tasks and one written exam, which have equal weighting. The assessments are undertaken in Years 10 and 11. The grades for the assessments are Pass, Merit or Distinction.

The written paper will be on the topic of "Health and well-being for child development".  
Task 1 (Ro19) – The first assessed task is given a topic "Understand the equipment and nutritional needs of children from birth to five years". Students will apply their knowledge and understanding through a practical activity, to show how needs are met to promote the well-being and development of the child.

Task 2 (Ro20) – "Understand the development of the child to five years". - Learners will develop an understanding of the impact of play on the developmental norms. On completion of

this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

**Progression:**

Cambridge nationals Level 1/2 will prepare students for further qualifications in child care, health and social care, psychology, sociology and biology as well as PSHE. Students will also learn vital information on nutrition, caring and preparing for children.



# Cambridge Nationals Information Technologies

## Students can opt to take IT AND Computer Science

**Exam Board:** OCR

### **A Summary of the Course:**

The collection and communication of data and storing of data/information happens all around us. Technology underpins how it's collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as the learner moves through education and into employment. To be able to do this the learner will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances.

### **Content:**

This qualification will teach the learner what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.

They will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as a cable TV provider monitoring customers' viewing to make recommendations for additional packages in the customer's subscription.

They will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study.

### **Educational Visits and Opportunities:**

All students on the course will be encouraged to continue working on iDEA (The Duke of York Award) outside of lessons. iDEA is a programme that helps students develop digital, enterprise and employability skills. Once students complete online challenges they will receive the Bronze, Silver and Gold awards sent directly from Buckingham Palace.

### **Subject Specific Information:**

#### **Grading**

This course will lead to a Cambridge National qualification which is equivalent to a GCSE. The grading will be Pass, Merit or Distinction at Level 1 and 2.

### *Who might study IT?*

Students with an interest in ICT and how technology affects life. Students who enjoy working on different packages. Good for students who want to demonstrate ICT skills to potential colleges or employers.

### **Assessment:**

#### **Assessment Unit R012 - Understanding tools, techniques, methods and processes for technological solutions**

Examined unit of assessment, which contains underpinning knowledge and understanding of Information Technology worth 50%.

You will sit an exam to assess your knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information.

You will also be assessed on what the phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with your knowledge of various information technologies, you will be prepared to develop technological solutions.

You will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. You also need to understand how such risks can be mitigated.

This knowledge and understanding will help you to make decisions and appropriate choices when developing a technological solution, which you will be asked to do in the practical assignment.

#### **Assessment Unit R013 –Developing technological solutions**

Centre assessed unit offering practical task based Information Technology assessment opportunities worth 50%.

This assessment focuses on how effectively you use your skills when developing a technological solution.

You will be given a project to develop a technological solution that processes data and communicates information.

You will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills you have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web-based technologies; keeping your project on track through on-going, iterative reviews.

You will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.

### **Progression:**

IT can lead to many courses at College with IT and Business elements. It is also perfect to addition to CVs to demonstrate IT skills to potential employers.

# GCSE Computer Science

To fully access this course you must currently be in one of the top three sets of Maths. Students can opt to take IT AND Computer Science

**Exam Board:** OCR

## **A Summary of the Course:**

***GCSE Computer Science will consist of three elements:***

### **Computer systems**

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

1 hour and 30 minutes

Written paper

(no calculators allowed)

**50% of total GCSE**

### **Computational thinking, algorithms and programming**

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

1 hour and 30 minutes

Written paper

(no calculators allowed)

**50% of total GCSE**

### **Programming project**

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

## **Content of the course:**

*Students should be able to...*

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply high level mathematical skills relevant to computer science

## **Educational Visits and Opportunities:**

All students on the course will be encouraged to continue working on iDEA (The Duke of York Award) outside of lessons. iDEA is a programme that helps students develop digital, enterprise and employability skills. Once students complete online challenges they will receive the Bronze, Silver and Gold awards sent directly from Buckingham Palace.

In the autumn term all GCSE Computer Science students in Year 10 take part in the National Competition Bebras designed by the University of Oxford to test Computational thinking. All students taking part receive a certificate and many receive a Merit or Distinction.

Throughout the year we also take part in many cyber challenges most notably the Cyber Discovery challenge from GCHQ.

We also enjoy visits from Computing employers and colleges.

## **Subject Specific Information:**

*Who might study Computer Science?*

A more specialist qualification for those wishing to pursue specific jobs involving Computing. The qualification suits students who enjoy and excel in both Maths and Science.

## **Assessment:**

The students currently undertake a 20 hour programming project set by the exam board and take two exams worth 50% in the summer term at the end of the course.

## **Progression:**

This course can lead students onto study A Level Computer Science at college, and further to this a degree in a Computing related field such a programming or networking.

# **BTEC Tech Award Level 2 Performing Arts (Dance)**

**Exam Board:** Edexcel

This Performing Arts course allows you to study dance by giving you the opportunity to develop your knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of different choreographers; as well as the different approaches and styles used, such as contemporary, ballet, musical theatre and urban. You will also develop key skills, such as being able to respond to and interpret different ideas given to you; and you will be experiencing first-hand the ways in which choreographers and dancers work through the development of ideas, rehearsal and then performance.

The qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about the performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

## **The Course Details:**

Students will complete a total of three practical components for their assessment.

**Component 1:** Exploring the Performing Arts. This is an internally assessed unit. (30%)

**Component 2:** Developing Skills and Techniques in the Performing Arts. This is an internally assessed unit. (30%)

**Component 3:** Responding to a Brief. This is a summative and externally assessed unit. (40%)

You will carry out tasks or mini-projects throughout the course (Components 1 and 2) which will be marked by your teacher. Towards the end of the course you will do one larger project (Component 3) where you use the knowledge, skills and techniques you have learned to devise and deliver a workshop performance to a specific audience from a brief that will be given to you. All the work you do through the course prepares you for this larger project, which is sent away to be marked.

## **Why choose Dance?**

Here's what some of our year 10s and 11s said:

"I like that it's both active and creative." Georgia Smith

"I like that fact that the assessment is all about my practical skills." Bethan Robertson

"It's a really good way to keep active and it's different every week." Emily Broadway

"It's a welcome change after being sat in a classroom for most of my week." Jolee Mitchell

"It's an outlet for my creativity." Cora Edwards

# GCSE Design and Technology

**Exam Board:** AQA

## **Overview:**

This GCSE would suit creative and innovative learners who have a passion for designing and making, using a wide variety of materials and techniques. Students will develop awareness as well as learn from wider influences about Design and Technology which will include social, moral, cultural, environmental and economic factors. Design and Technology is an ideal course for well-motivated students who have a good technical/artistic flair and enjoy using practical skills for producing models of their own designs. A good level of Maths and Science knowledge is required for the course.

## **A Summary of the Course:**

Students will cover the course content through a mixture of theory based lessons, discussion, focused practical tasks and mini projects.

## **Content:**

Core technical principles which include: new technologies, energy generation, developments in new materials, systems' approach to designing, mechanical devices, materials and their physical and working properties.

Specialist Technical Principles content: students will study two or three material areas in more depth: selection of materials and components, forces and stresses on materials, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

Designing and Making Principles content: investigation, primary and secondary data environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.

## **Subject Specific Information:**

For this GCSE all students will need to purchase a D&T starter kit at the beginning of Year 10 which includes the necessary guide and workbooks as well as an A3 carry folder and folio. All items produced as part of the practical courses within the Design and Technology Department are retained by students. To enable this to happen, parents are asked to contribute towards the cost of materials.

## **Assessment:**

During Year 10 they will cover the subject knowledge needed for the written paper and build on their practical skills – students will undertake small designing and making projects. The course is made up of two assessments, 50% Non-Exam Assessment (coursework/NEA) and 50% written exam of the overall grade.

NEA: From the summer term of Year 10 until February in Year 11 they will undertake the non-exam assessment – the briefs/context will be set by the exam board. This is a design and make task where students are required to submit a 3-dimensional outcome alongside a concise folio of research and design. Students may create products dependent on the 3 contexts set – they could create organisers/tidies, transportation, innovative designs for specific needs.

Written exam: The written exam is 50% of the final grade.

The exam is made up of 100 marks and questions will vary from multiple choice to extended responses.

**Progression:**

D&T will help to prepare students for life in what is now an advanced technological society as well as enabling career opportunities within growing industries such as architecture, graphic and product design, engineering and project management. Learners who study Design and Technology can progress further to A Level Design and Technology and Engineering. Students will also learn to work independently and become creative and effective time managers.

# GCSE Drama

**Exam Board:** OCR

## **Overview:**

Drama is a practical course. Students will be expected to perform in a range of groups and on their own. The GCSE relies heavily on collaborative skills. Groups will work together to bring their creative ideas to fruition. Drama hones performance skills for passionate performers but it also refines presentation, innovation and teamwork skills that will be important for all in future careers.

"Our task is to educate their (our students) whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it."  
— [Ken Robinson, The Element: How Finding Your Passion Changes Everything](#)

## **A Summary of the Course:**

The course will be assessed in three components (30% + 30% + 40%) and the teacher will be the examiner for the first component only. Component 2 will be assessed by a visiting examiner and Component 3 will be an exam.

Component 1 will be completed in Year 10 and Components 2 and 3 in Year 11.

### **Component 1 - Devising Performance. 30%**

Students will be given a selection of stimuli that will inspire a short group devised performance. Students will research one stimulus and develop and evaluate their work. Students will be assessed on both their final performance and a supporting portfolio that can either be written or delivered as a presentation.

### **Component 2 - Presenting Performance. 30%**

Students will study a play in full and then work on extracts from it. Students will perform in two extracts from the play to a visiting examiner. The performance they do can be a monologue, duologue or a group piece. Students are assessed on their ability to realise a role on stage.

### **Component 3 - Exam. 40%**

The exam paper is split into two sections. In Section A students will study the play Blood Brothers in a practical manner in lessons. In the exam they will be expected to reflect on their practical work and answer questions about their exploration. For Section B, students will respond to a set question about a live production they have seen.

"Creativity is as important as literacy" — [Ken Robinson](#)

## **Educational Visits and Opportunities:**

- All GCSE Drama students are eligible to go on the New York Performing Arts Trip 2021.



- We will have a visiting theatre company come and perform to students in the Autumn Term of Year 10 and 11.
- Students will take part in a workshop with a professional theatre company in the first term of Year 10.
- We also run a theatre trip to Bristol or London in both Year 10 and Year 11.

### **Progression:**

Ex-students have gone on to study and pursue careers in the following fields:

- Performance
- Events' Management
- Teaching
- Law
- Politics
- Screenwriting
- Set Design
- Drama therapy
- Stage Management
- Creative Start-Up Companies

### **Why choose Drama?**

"Drama gives you the confidence for the future. You feel that you can do anything with the skills that you learn. I want to go into law. I really feel I have the skills now to deliver... to public speak in front of big audiences."

**Year 11 student Nov 2018**

"The best memories I have from school are all to do with Drama. My best friends are in the subject because I have grown so close to my classmates. I am so glad I picked it."

**Year 11 student Nov 2018**

"Drama feels chilled. Drama is like a little calm family. It gives you confidence. It's an opportunity to express yourself and meet your creative potential. It was a toss-up between two subjects and I am so glad I chose Drama."

**Year 10 student Nov 2018**

# GCSE Food Preparation and Nutrition

**Exam Board:** AQA

The GCSE would suit those who are pursuing an interest in nutrition as well as links to Science and PE. It is aimed at learners who enjoy all elements of cooking, technical skills, presentation/food styling and the understanding of the functions of ingredients.

Food preparation and nutrition is a creative and interesting subject, which where possible is taught through practical application.

## **Topics covered and summary of the course:**

Nutrition; a healthy diet, nutrition, energy balance, hydration and health implications.

Food provenance; where food comes from, the environment, technological developments in food, British and international cuisine.

Food choice; sensory qualities of food, seasonality, cost, religion, occasion, time of day, medical, ethical, portion size and preferences.

Scientific principles underlying the preparation and cooking of food; why food is cooked, cooking methods, functional and chemical properties of food, preparing food safely and bacterias.

Preparation and cooking techniques; preparing fruit and vegetables, making sauces, making doughs, cooking methods, marinating and tenderising, weighing and measuring, using raising agents, setting mixtures and many more.

## **Assessment:**

The course will be made up from 50% exam and 50% non-exam assessment. Non-exam assessment will be split into two tasks, both undertaken in Year 11. These are 15% and 35% of the overall grade.

Briefs for these tasks will be set by the exam board in Year 11.

**Task 1:** Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

This task will provide learners with an opportunity to demonstrate knowledge and practically apply their understanding of the science behind cooking. Students will practically investigate ingredients and explain how they work and why.

**Task 2:** Students will plan, prepare, cook and present a 3 course menu.

This task will provide learners with an opportunity to cook up a storm and showcase their creativity and cooking skills. Students might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

## **Progression:**

GCSE Food Preparation and Nutrition will equip students to go on to further study. After taking this course, they could embark on AS or A-level study, begin an apprenticeship or perhaps begin employment in the catering or food industries. Students will also have the knowledge and skills to feed themselves (and others) affordably and nutritiously for life.

# GCSE Geography

**Exam Board:** AQA

## **A Summary of the Course:**

An innovative, relevant and interesting Geography GCSE course which 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.

## **Content:**

**Living with the Physical Environment:** Students will study physical geography topics for this component. The three key topics are:

1. **The challenge of natural hazards:** students will study extreme weather events such as tropical storms, flooding and drought, as well as tectonic hazards such as volcanoes and earthquakes. Students will also study the evidence for climate change along with the causes and impacts of climate change.
2. **The living world:** students will study the characteristics and value of tropical rainforests and polar environments as well as the impacts of human activity in these regions.
3. **Physical landscapes in the UK:** students will study processes and landforms in coastal and river landscapes as well as looking at the distribution of glaciated landscapes in the UK.

**Challenges in the Human Environment:** Students will study human geography topics for this component. The three key topics are:

1. **Urban issues and challenges:** students will study urbanisation and the growth of megacities as well as the challenges and opportunities that exist for cities today.
2. **The changing economic world:** students will investigate why some countries are richer than others and why some LICs and NEEs are experiencing rapid economic development.
3. **The challenge of resource management:** students will investigate how our increasing demand for resources has affected our planet, specifically looking at either food, water or energy security.

**Geographical Applications:** this exam will be synoptic in nature and will draw on students' knowledge and understanding and skills from the full course of study. The exam consists of:

1. **Issue evaluation:** a resource booklet will be provided before the exam so students have an opportunity to work through the resources and become familiar with the material. The assessment will consist of a series of questions related to a contemporary geographical issue leading to a more extended piece of writing which will involve an evaluative judgment.
2. **Fieldwork:** Fieldwork will be undertaken on at least two occasions in contrasting locations eg coastal and urban. Students will complete an investigation on a question they have

been set for each location. They will be required to analyse the data they have collected and write up their findings. The students will then answer questions about their fieldwork in this exam.

3. Geographical skills: students will develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the course. Skills will be assessed in all three written exams.

### **Educational Visits and Opportunities:**

Human Fieldwork - How successful is the regeneration at Bristol Temple Quay?

Physical Fieldwork - How successful is the coastal management at Lyme Regis?

### **Assessment:**

Living with the Physical Environment (35%)	Challenges in the Human Environment (35%)	Geographical Applications (30%)
<p>What is assessed: The challenge of natural hazards The living world Physical landscapes in the UK</p> <p>Geographical skills</p> <p>Exam lasts 1 hour 30 minutes (88 marks)</p> <p>Worth 35% of overall GCSE Grade</p>	<p>What is assessed: Urban issues and challenges The changing economic world The challenge of resource management</p> <p>Geographical skills</p> <p>Exam lasts 1 hour 30 minutes (88 marks)</p> <p>Worth 35% of overall GCSE Grade</p>	<p>What is assessed: Issue evaluation Fieldwork Geographical skills</p> <p>This exam releases a resource booklet before the exam</p> <p>Exam lasts 1 hour 15 minutes (76 marks)</p> <p>Worth 30% of the overall GCSE Grade</p>

### **Progression:**

According to the Royal Geographical Society, geography graduates have some of the highest rates of graduate employment.

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop. Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

# GCSE History B (School's History Project)

**Exam Board: OCR**

## **A Summary of the Course:**

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 20<sup>th</sup> and 21<sup>st</sup> Centuries. This GCSE is divided into three papers. However, we will be studying 5 different topics.

### **Content:**

#### **1. British Depth Study: The Elizabethans**

This course will give us a really good insight into Elizabethan Britain. The course allows us to look at political, religious, economic, social and cultural issues to gain a real flavour of the time. We will focus on the daily lives of the people and popular culture including theatres and the persecution of witches and the significance England had on the wider world.

**This will count for 20% of your final mark.**



#### **2. Thematic Study: The People's Health, c.1250 to present**



This course traces the development of public health from Medieval Britain, Early Modern Britain, Industrial Britain and Britain since c1900 to the present day. We look at key areas such as housing, food, clear water and waste as well as the role of the government. We look at what has progressed and what has held back the developments of public health and the repercussions that these had on the people of the time.

**This will count for 20% of your final mark.**

#### **3. A period study: The Making of America, 1789 -1900**

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, the Civil War and reconstruction of America, as well as the development of American cultures including the impact of reservations, growth of cities and mass migration.



**This will count for 20% of your final mark.**

#### **4. History around us**



This study is of a site in its historical context. Our site will be Glastonbury Abbey. We will be looking at the strengths and weaknesses of the physical remains, the ways historical sources add to our evidence and how the site fits into its wider historical context. *Will also include a site visit.*

**This will count for 20% of your final mark.**

## 5. World Depth Study: Living under Nazi Rule

This course offers us the understanding of the Nazi dictatorship. We will be looking at the impact felt across Germany and Europe. We will gain an insight into people's experiences of living under Nazi Rule, from a range of perspectives.



**This will count for 20% of your final mark.**

### Educational visits and opportunities:

There will be an exciting opportunity to visit Berlin and Auschwitz to chart the horrors of Nazi Germany in the Easter of 2020.

We will also have a field trip to Glastonbury Abbey for our History Around Us exam paper.

### Assessment:

Content Overview	Assessment Overview	
<b>Thematic Study</b> The People's Health, c.1250 to present	40 marks for each study unit.	<b>20% Of total GCSE</b>
	Total marks for paper 80 marks.  Paper length: 1hour 45 minutes	<b>20% Of total GCSE</b>
<b>British Depth Study</b> The Elizabethans, 1580-1603	Total marks for paper 40 marks +10 marks SPaG  Paper length: 1 hour	<b>20% Of total GCSE</b>
<b>History Around Us</b> (Glastonbury Abbey)	Total marks for paper 40 marks +10 marks SPaG  Paper length: 1 hour	<b>20% Of total GCSE</b>
<b>Period Study</b> The Making of America, 1789 -1900	40 marks for each study unit.	<b>20% Of total GCSE</b>
	Total marks for paper 80 marks.  Paper length: 1hour 45 minutes	<b>20% Of total GCSE</b>
<b>World Depth Study</b> Living under Nazi Rule, 1933-1945	Total marks for paper 40 marks +10 marks SPaG  Paper length: 1 hour	<b>20% Of total GCSE</b>

- The structure of the main two papers will be similar (eg big judgment questions at the end of each paper) exactly the same ie the same layout and question styles for each, which will enable students to familiarise themselves with how to tackle certain question types. 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, allowing you to give your own explanations and reasons for something that happened in the past.

### **Progression:**

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 whom 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:**

[www.ocr.org.uk](http://www.ocr.org.uk)  
[thehistorylowedown.weebly.com](http://thehistorylowedown.weebly.com)

\*Please note the above information is correct as at December 2018 but there may be some slight changes once the exam board receives confirmation from Ofqual.\*



# GCSE French, German, Spanish or Mandarin Chinese

**Exam Board:** Edexcel

## A Summary of the Course:

GCSEs are offered in French, German, Mandarin and Spanish.

## Content:

You will study 5 broad themes, each of which is broken down into smaller sub-topics. The themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

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 or with teachers. We will make use of a range of ICT resources and our language assistants will support you in developing your speaking skills.

## Educational Visits and Opportunities:

There will be opportunities for trips and/or exchanges to France, Spain, Germany and China. Further details will be given to students and parents when these become available.

## Assessment:

You will be assessed in the four main language skills:

LISTENING                  READING                  SPEAKING                  WRITING.

All exams will take place at the end of Year 11.

### WRITING - 25% of final grade

This exam will include translation into the Target Language and short essays in that language. You will **not** be able to use a dictionary so there will be lots of practice of exam-writing techniques in your lessons.

### SPEAKING - 25% of final grade

For this exam, you will be able to prepare a presentation on one topic. You will also take part in a role-play, describe a picture and answer some general conversation questions.

You will not have to perform in front of a class; just you, your teacher (who will be the examiner) and a microphone so that your exam can be recorded and sent to the exam board for marking.

LISTENING - 25% of final grade

This will incorporate a variety of comprehension exercises, including gap-fills, multiple-choice questions and answering in both English and the Target Language.

READING - 25% of final grade

There will be a range of different questions about different texts; multiple-choice exercises, gap-fills and longer answers in both English and the Target Language. There will also be a question for translating into English on this paper.

**Progression:**

The content of the GCSEs in MFL builds on the understanding developed at KS2 and KS3 and provides a firm foundation for students to make a smooth transition to A Level or the International Baccalaureate.

# GCSE Music OR Edexcel BTEC Tech Award in Music Practice

## GCSE Music

**Exam Board:** Edexcel

### A Summary of the Course:

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

**\*For students considering taking GCSE Music the minimum instrumental or vocal standard required at the start of the course is GRADE 3.**

### 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).
2. Ensemble performance (2 or more): the candidate is assessed by the teacher and moderated by an external examiner on one piece (own choice of piece).

### 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 is a listening examination based mostly on the following set works and Areas of Study:

#### Instrumental Music 1700–1820:

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

#### Vocal Music:

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

#### Music for Stage and Screen:

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

**Fusions:**

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

**Assessment:**

The examination is divided into two sections:

**Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)**

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

**Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)**

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

# **BTEC Tech Award in Music Practice Level 1/2**

**Exam Board: Edexcel**

## **A Summary of the Course:**

### **Components**

There are 3 components to the BTEC Tech that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

### **Component 1 - Exploring Music Products and Styles - Internally assessed**

Learning Aims

**A** Develop appreciation of styles and genres of music

**B** Explore techniques used to create music products.

#### Example Task 1

Through a vocational scenario learners will be asked to present content based on the skills and techniques used by iconic practitioners from a wide range of music genres.

Learners must produce a portfolio of several (at least 8) short examples of genre-defining music products from performance, composition, and production, including written, audio or video annotations. This may also contain examples of them exploring these techniques across performance, creation and production work.

#### Example Task 2

For the second task, learners must explore the techniques used in the creation of different musical products in different styles by developing some of the techniques they have learned into more developed projects. These projects may take place at the same time as the listening activities in Task 1.

For each project, they must produce a 30 to 60 second example of the product in question and add this to their portfolio of work.

They must cover at least three products from the following list and that they use different styles and techniques for each of them.

- a live performance
- an audio recording
- music for film/media/computer games
- an original song or composition
- a DAW project.

## **Component 2 - Music Skills Development - Internally assessed**

Learning Aims

**A** Exploring professional and commercial skills for the music industry

**B** Applying and developing individual musical skills and techniques.

Students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Identifying the skills they already have and what they need to develop is an important part of working in the music industry, as professionals are always striving to improve both technically on their instrument or vocals, and in their professional manner.

This component aims to give students the opportunity to explore their professional and personal skills. Students will also cover the skills and knowledge to share their work and collaborate with others.

Students will choose 2 of the 3 disciplines:

1. As a performer - learning repertoire, instrumental or vocal technique, practice routines etc.
2. As a creator - using rhythmic and melodic patterns, chords and progressions, riffs and hooks, exploring and extending ideas etc.
3. As a producer - using software instruments, samples, inputting and editing audio, using effects, automation etc.

## **Component 3 - Responding to a Commercial Music Brief - Externally assessed**

Students will be given the opportunity to develop and present music in response to a given commercial music brief. Students will work to their strengths and interests and apply the skills that they have learned throughout their course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.

Students will choose either creating and performing or creating and producing in order to complete the brief.

- Preparatory work for Activity 1 - 4 hours of informal supervision
- Activity 1: Initial response to the brief - This is an individual task that takes place under 2 hours of formal supervision
- Activity 2: Create a music product - 16 hours informal supervision

An example of the type of brief is to choose a song from a given list and recreate the song in a different style/genre either through performance or production.

- Activity 3: Individual Commentary on the creative process - 1 hour formal supervision

# GCSE PE

Exam Board: Edexcel

## A Summary of the Course:

This course will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

## Content:

Anatomy and Physiology  
Fitness and Training  
Health, Lifestyle and Diet  
Sport Psychology  
Sports based Physics  
Performance enhancing drugs  
Social economic influences in sport  
Practical Sports Development

## Educational Visits and Opportunities:

Trips will be organised which are relevant to the content of the course, as and when appropriate.

## Subject-Specific Information:

The course is aimed at students who are actively engaged in sport both in and out of school and are playing sport in either a school or a club environment. The theoretical content does have challenging elements due to the extended writing and detail required, but all students who are willing to work hard and apply themselves, can achieve in this subject area.

## Assessment:

### 60% Examined Assessment

Component	Content	Assessment
Exam 1 – Fitness and body systems	Anatomy Movement analysis Physical training Use of data	1 hr 45 mins 90 marks 36% overall
Exam 2 – Health and performance	Health, fitness and wellbeing Sport psychology Socio cultural influences Use of data	1 hr 15 mins 70 marks 24% overall

## 40% Non-Examined Assessment (NEA)

30%	10%
Practical performance in 3 activities as a player/performer Each marked out of 30	Analysis and evaluation of a performance to bring about personal improvement in physical activity and sport.
One team activity	Written Personal Exercise Programme
One individual activity	Assessed on analysis and evaluation skills
Final activity is a free choice	

### Component 3: Practical Performance – 30% of the qualification

#### Overview

The purpose of this component is to test students' skills in a range of practical performances. Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure.

Students must choose and perform three different physical activities from the list below.

- one team activity
- one individual activity
- one activity of their choice, either a team or individual activity.

Students must participate in three separate activities.

Team Activities	Individual Activities
Association Football	Amateur Boxing
Badminton	Athletics – Field events
Basketball	Athletics – Track events
Hurling and Camogie	Canoeing
Cricket	Diving
Dance	Golf
Gaelic Football	Gymnastics
Handball	Equestrian
Hockey	Kayaking
Lacrosse	Rock climbing
Netball	Sculling
Rowing	Skiing
Rugby League	Snowboarding
Rugby Union	Swimming
Squash	Trampolining
Table Tennis	Boccia
Tennis	Polybat
Blind Cricket	
Goal ball	
Powerchair football	
Table Cricket	
Wheelchair Basketball	
Wheelchair Rugby	



## **Component 4: Personal Exercise Programme (PEP) – 10% of the qualification**

### **Overview**

The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.

Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance.

### **Progression:**

A Level PE

BTEC Level 3 Sport and Exercise Science

# **BTEC Level 1/Level 2 First Award in Sport**

**Exam Board:** Edexcel

## **A Summary of the Course:**

This course is different from the GCSE in PE, as, by taking part in different types of sport and fitness activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways, such as designing a personal fitness programme. The course provides a general introduction to the sector, which enables you to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study.

The grades range from Level 1 Pass, Level 2 Pass, Merit, Distinction, Distinction\*.

25% of the qualification is externally assessed.

## **Content:**

### **Unit 1: Fitness for Sport and Exercise 25% (External Assessment)**

This unit underpins the other units for sport. You will cover the components of physical and skill related fitness and the principles of training. You will explore different fitness training methods for developing components of fitness and you will gain knowledge and skills in undertaking and administering fitness tests.

### **Unit 2: Practical Performance in Sport 25% (Internal Assessment)**

You will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment. You will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports.

### **Unit 3: Applying the Principles of Personal Training 25% (Internal Assessment)**

You will study the stages of designing a personal fitness training programme, where you can select a component of fitness and an appropriate method of training to improve or maintain your fitness levels safely for your chosen activity/sport. Through this you will gain understanding of how the musculoskeletal and cardiorespiratory respond during the exercise. You will then implement your personal fitness training programme, maintain a training diary and then review your programme, looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

### **Unit 6: Leading Sport Activities 25% (Internal Assessment)**

You will be introduced to the attributes to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership. You will need to consider the planning and leadership requirements for delivering

sports activities. Finally, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered.

**Progression:**

If you are interested in taking your study of sport further, the subject specific knowledge and skills developed through studying the qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships. Further information about this qualification can also be accessed at: <https://qualification.pearson.com>

# **GCSE Philosophy, Ethics and Religion**

**Exam Board:** AQA Religious Studies A (8062)

## **A Summary of the Course:**

If you are looking for an option that requires you to face some of the most important issues in Britain today then look no further than GCSE Philosophy, Ethics and Religion. It is a subject where you shape the lessons with ideas, discussions and your knowledge of current affairs. The topics you study aren't static, they accommodate our country's issues, you get to scrutinise how you view "truth" and analyse how people handle controversial topics.

## **Content:**

We will study the following Ethics topics which will give students the chance to discuss some controversial issues that are current in the world and media.

- Religion, conflict, war and peace - covering different types of war, Just War theory, pacifism, current conflicts, reasons for going to war, charities and organisations who work during and after war.
- Relationships - covering different types of relationships, contraception, sexuality, gender, family, marriage, co-habitation, adultery, divorce.
- Crime and Punishment- covering judgment, criminal activity, the law and justice, sentencing, prison, capital punishment, redemption, society's attitudes.
- Life - covering when life begins, the questions around termination and the laws, euthanasia and the law, how the world began.

All of these topics will look at different perspectives, including the perspectives of two religions, Atheist and Humanist.

## **Religion**

Half of the exam is based on religious understanding and evaluation. The two religions we study in depth are Christianity and Buddhism. Students have already started their learning of the Christian faith in Year 9. We learn about the beliefs and the practices of religion which will give clarity to the religious ethical standing.

The area in the religion we look at is their understanding of the meaning of life, death, creation, how and why they are influenced today by their scripture, how they worship, festivals they follow and the core teachings of their faith.

## **Educational Visits and Opportunities:**

There is the potential to go anywhere in the world with Philosophy, Ethics and Religion. We hope to organise a trip to Italy to visit Rome and the Vatican, where the focus will be to unpick the nature of creation and the very background of the Christian faith. Additionally, we will also be going to London for a multi faith day to imbed our understanding of a range of religious views.

## Subject-specific information:

What skills will you develop?

We are going to teach you how to argue your point and persuade others.

We are going to give you the diplomacy to take into account other people's beliefs and the confidence to question all of it. Constructive arguments, honesty and respect will all be exercised in lessons. We will be covering things which you could go home and discuss with family and friends. With increasing maturity you will start to discuss issues which will challenge your interpretation of the world we live in.

## Assessment:

How will this be assessed?	
Religion Beliefs and Practices	Ethics and Philosophy
<p><b>What's assessed?</b> Beliefs, teachings and practices of <b>two</b> religions: Christianity Hinduism/ Buddhism</p> <p><b>How is it assessed?</b> Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE</p>	<p><b>What's assessed:</b> Religious, philosophical and ethical studies themes: Theme A: Relationships and families. Theme B: Religion and life. Theme C: The existence of God and revelation. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment.</p> <p><b>How it's assessed</b> Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE</p>

## Progression:

I challenge you to find a subject which is more relevant. Where else will you question whose responsibility it is to provide humanitarian aid in Aleppo, whether a family should still be a nuclear construction, if gender reassignment is liberalism gone mad, if Trump is right to change abortions laws, if China over uses the death penalty or why there are proportionately more ethnic minorities in British prisons?

Philosophy and Ethics will help in any career working with people because of the development of empathy and people skills. This can support careers in law, social services, public services, teaching, politics and medicine.

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