

# ST RICHARD'S CATHOLIC COLLEGE BEXHILL

## KEY STAGE 4

## THE WAY AHEAD



## CURRICULUM BOOKLET 2016 - 2018

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## INTRODUCTION

**"St Richard's Catholic College seeks to foster a commitment to genuine Christian values, to provide an experience of a living, worshipping community, and to develop a fully rounded curriculum that encourages all to challenge and serve a society that is religiously, racially and culturally diverse."**

The philosophy of the college ensures that all pupils follow a broad and balanced curriculum. The purpose of this booklet "The Way Ahead" is to provide both parents and pupils with details of this 'broad and balanced' curriculum at Key Stage 4 (Years 10 and 11).

Your son/daughter will shortly complete the remaining Key Stage 3 subjects at St Richard's.

It is now time for pupils, with the support of their parents, to be considering their remaining choice of courses for Upper School. There are compulsory subjects known as the Core Curriculum and there are two learning pathways where choices can be made.

The aim of this booklet is to assist in the selection of the most suitable courses for Key Stage 4.

### **The Core Curriculum**

Religious Education

ENGLISH

Mathematics

Science

Modern Language

Physical Education

Personal, Social, Health (to include relationships education) and Economic Education and Citizenship

Work Related Learning/Careers Education/Enterprise Education

### **Learning Pathways**

The provision of a broad and balanced curriculum with appropriate specialist rooms and teacher/pupil ratios requires an options choice process to be made, selecting subjects to be studied in the Upper School. Choices need to be made carefully. Advice for pupils:

#### **Do:**

Find out exactly what each course involves by reading the details in this booklet.

Consider the entrance requirements of any future course or employment that you may have in mind.

Be careful to select a 'balanced' curriculum: it is not necessary to specialise at this early stage.

**Do Not** choose a subject because:

Your friend is doing it.

You like/dislike the teacher.

You think it will be easy.

The next few pages will try to answer frequently asked questions. Remember, staff are on hand to offer advice with this transition.

## CHRISTIAN VOCATION

*"God has created me for some definite service."* Blessed John Henry Newman

As the Mission Statement of the college **clearly** states we believe we are a Living and Worshipping Community. Each member of our community is an individual made in God's image. At St Richard's we have the highest respect for the individual person in our community. Each of us has a particular path to follow in life and a vocation to carry out. At college we are laying the foundation for our vocation in life. We can do this through the curriculum on offer; the contribution we make to the life of our community; our involvement in the liturgical and prayer life of the college and extra-curricular activities that we become involved in. St Richard's aims to develop the whole person: the intellectual, the physical, the moral and the spiritual dimensions thus enabling the individual to discover and develop his/her Christian vocation.

## **FREQUENTLY ASKED QUESTIONS**

### **Why is my choice of subjects important?**

- You are making a two year commitment to study a subject at a greater depth than before. Alterations after the start of Year 10 may not be possible.
- Your choice now may have an impact on your future, College, University and indeed employment type.
- Your choice will have an impact on your leisure time: it is important that you are prepared to invest time outside of the classroom to get the most out of your studies.
- You need to consider in which subjects you are likely to achieve the best results in terms of progress.
- It is easier to be motivated in a subject you enjoy.

### **Where can I get advice on choosing the most suitable subjects?**

- Your parents/carers will be able to offer advice and knowledge of the requirements for the world of work.
- Your Personal Tutor and subject teachers have been through this process many times before and know the areas in which you excel.
- Examine your own strengths and weaknesses and make a committed decision.

### **Do I have a completely free choice?**

- It would be unwise to study a subject that your teacher advised against.
- We always try to give each pupil his or her first choice of subjects but sometimes this is not possible. There are limits to the numbers of pupils on certain courses - availability of computers, staffing, health and safety etc.
- Courses need a minimum number of pupils to be financially viable; you will be advised if this is not the case.

### **How will success at GCSE be measured?**

All subjects will come under the new 9-1 system, with a 9 being the very highest level of achievement in that examination.

### **Can I change my mind?**

Amending the timetable in Key Stage 4:

- In amending the curriculum of a pupil the college aims to continue to meet that individual's needs, within the context of being fair to all pupils and working within the model of a sustainable timetable. To facilitate this, three guiding principles are used to determine the suitability of a potential alteration. The three principles are Special Educational Needs (SEN), the achievement of eight or more GCSEs (including English and mathematics) and the context of family or health.
- On occasions, a SEN pupil and his/her family decide that he/she wishes to pursue a full curriculum, despite advice to the contrary, but discover during the course that he/she is unable to sustain the workload. When this situation occurs it is our principle to make an amendment to the timetable.
- The second principle relates primarily to pupils who are working to the best of their ability but for whom it becomes clear, usually at the transition between Year 10 and 11, there is a serious risk of them not achieving eight quality GCSEs (including English and mathematics). Should the college be able to timetable and staff focused support in literacy and numeracy for these pupils, their curriculum is then amended.
- The third principle addresses the needs of those pupils whose health or family circumstances alter in a manner that seriously impairs their ability to pursue a full curriculum. The application of these principles is always dependent on the potential of the college to take action in a manner that can be staffed, is sustainable and is also impartial.

### **OPTION DEADLINES**

- Curriculum Evening - Thursday, 7th January 2016 (7.00 - 9.00pm)
- Year 9 Parent Consultation Evening – Thursday, 21st January 2016 (5.00-8.00pm)
- Option choices sheet issued to pupils and parents – Tuesday, 26th January 2016

Reading through this booklet I hope that you will feel better informed so that you can confidently discuss it and help your son/daughter make the appropriate choices. Please feel free to discuss whatever concerns you have with Mr Doherty, Year 9 Pastoral Leader, any of the subject teachers or Miss Machin, our timetabler and Curriculum lead.

## **CAREERS EDUCATION AND GUIDANCE**

Although at the age of 14 pupils are not expected to have any definite career ideas, they have at this stage received some careers guidance.

Working with their Personal Tutor, all Year 9 pupils have completed activities in making decisions and choices reflecting on their positive attributes. They may have also spent time in the careers library and have been shown how to access information from the Connexions Resource Centre, Fast Tomato and eClips.

Careers advice is available to all pupils from the Careers Co-ordinators and various web-based portals.

At St Richard's, Careers Education and Guidance is the preparation of our pupils for their lives beyond full time education. As indicated in our Mission Statement, St Richard's aims to:

- help all pupils to recognise and develop their talents and abilities to their full potential
- foster personal and moral attitudes
- work for self-discipline, self-control, self-motivation and self-confidence
- create pleasure in learning and recognition of the value of education's continuing role throughout one's life.

East Sussex Creating Futures Strategy: Careers Education, Information, Advice and Guidance (CEIAG) highlight 4 main strategic themes:

1. High quality and impartial CEIAG
2. Careers and employability across the curriculum
3. Involving young people, parents and carers
4. Tracking

### **THE CAREERS CO-ORDINATORS**

Our Careers Co-ordinators are Mrs Adams and Miss Crawley. The Co-ordinators' role involves co-ordinating careers-related activities in the college and guiding pupils in the right direction to access independent careers advice.

### **CAREERS GUIDANCE**

Helping pupils with their learning pathways

Advice should be impartial and factual. Much of the information pupils need can be found in the Connexions Resource Centre in the library, on the school website or on the Connexions 360 website. Make sure your son/daughter is aware of the implications of his/her choices. Discourage your son/daughter from choosing a subject because he/she 'likes' the teacher, as there is no guarantee that he/she will have this teacher in the future.

Pupils can find out more specific details about a particular course by talking to the member of staff named in this booklet.

If pupils are unsure about how their choices may have an implication on possible career ideas, then suggest they use the Fast Tomato programme.

Fast Tomato can be accessed at home via the school website, using the registration code: QZKG.

Pupils should use the 'search by key word' to find subjects related to the different learning pathways, or to investigate career ideas and look at the work skills related to different jobs and subjects identified in the matching factors section. This is found in the 'choices' section of the website.

Use 'The Way Ahead' booklet to identify the skills developed by each subject and progression. Pupils should match up their strengths to these skills.

### **PROGRESS FILE**

The Progress File provides a resource that can help pupils make progress and achieve more. It will help a pupil to be in more control of their learning, their personal development and their planning for the future. It is about making improvements and seizing opportunities, both personally and academically. The Progress File provides links with the work-related learning curriculum.

It helps pupils to identify and value their skills and qualities; recognise their achievements and then be able to use information to make better choices for the future. The resources and activities are developed as pupils move on from Year 9 to Year 11. Pupils start to look at careers in the light of their interests and skills. They use the Progress File to plan for the world of work, look at their progression routes and their choice of career and start action planning.

The pupils will use the Progress File to start preparing their Curriculum Vitae. The personal statement is a vital part of the process for college, university and job applications. Pupils will work closely with their tutors to develop and complete their personal statement.

Pupils will eventually leave St Richard's with a Progress File that they can use and develop throughout their careers.

**Mrs Adams and Miss Crawley**

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**

All pupils in Year 10 and 11 have a dedicated period with their Personal Tutor, to pursue aspects of their personal development that come under the umbrella of PSHEe.

Key Stage 4 pupils will study and build upon their work in Key Stage 3. In Years 10 and 11 they will be extending their knowledge and understanding of political, spiritual, moral, social and cultural issues; problems and events that influence their lives; and the local, national and international community in which these issues exist. They will be following programmes of study in personal well-being to include relationships, drug education, emotional health and well-being and economic well-being to support their financial capability. Pupils will gain experience in the skills of presentation, collaboration and assimilation which are all important to wider academic success. PSHEe has cross-curricular links with programmes of study in Science, RE, History, Geography, Business Studies, Sports Studies and English. They also experience a range of presentations from outside agencies to enhance their learning which include the emergency services and theatre groups.

In addition, the PSHEe programme of study includes Careers Education. This focuses pupil development on transition issues that will become increasingly significant post-16. Year 10 pupils consider a range of topics in their build-up to their experience in the world of work which takes place in the summer term. Year 11 pupils focus their thoughts on life beyond St Richard's and consider the options available to them. Additionally, Year 11 pupils formalise their achievements in education and elsewhere, by completing the online UCAS application form for further education. The units of work in the PSHEe programme include several aspects of study that are directly related to work-related learning, for example the preparation and planning for work experience and applications for posts of responsibility within Year 11.

Form Services and Year Services also take place throughout Key Stage 4. These are organised during the PSHEe period. The pupils' spiritual development is an important aspect of the life of the college.

In Key Stage 4 the emphasis of PSHEe is to ensure pupils understand their responsibilities as young adults and prepare them to take their place in society as well-informed citizens who have a sound appreciation of their needs and the needs of those around them.

## **SPECIAL EDUCATIONAL NEEDS**

### **Supporting Learning at St Richard's Catholic College**

A whole school response to Special Educational Needs is about meeting the individual needs of children. All pupils have the right to the same expectations of education as all others, namely, full participation in the life of the college and the fulfilment of their potential, whatever form their special need takes.

In order to achieve this, the Special Educational Needs Department uses a variety of measures to support the learning of individual pupils, thus facilitating the maximum possible access to a broad, balanced and relevant curriculum.

Literacy is at the forefront of our support because pupils' progress in literacy is related to their ability to think and learn. We use a variety of multi-sensory resources to reinforce learning, particularly with literacy and numeracy. Work is differentiated to provide materials suited to different learning styles.

Dyslexia Screening is undertaken on an individual basis, if considered appropriate. We have achieved 'Dyslexia Friendly' status (Stage 1) for the whole college and Stage 2 for the English Department.

Teaching Assistants are assigned to each department to provide specialist support in each subject area and take every opportunity to consolidate pupils' literacy skills and promote confidence and a sense of achievement.

Year Co-ordinators are linked with each year group to provide additional pastoral support. They are also able to support pupils in PSHE lessons.

Special examination arrangements may be applied for, if necessary.

If it is felt appropriate, we also run the Key Stage Four Learning Challenge to support pupils with their organisational skills, together with skills in examination technique.

Social Skills/Anger Management groups are available to support the personal development of pupils. Teaching Assistants are also available to mentor pupils at registration where appropriate.

Additional expert and specialist advice is sought as and when it is needed.

**Mrs K Tadros**  
**SENCO**  
**Special Educational Needs Department**

## OPTION MODEL

The following subjects must be studied	
GCSE English Language	GCSE English Literature
GCSE Mathematics	GCSE Double Science or Triple Science
GCSE RE	GCSE MFL (Subject choice made in Year 8)
PE (One lesson a week. This does not lead to a GCSE).	PSHEe (One lesson a week. This does not lead to a GCSE).

Option A	Choice	Option B	Choice
Art (Design)		Geography	
Art (Fine)		History	
Business Studies			
Classics			
Computing			
Drama			
Food			
Graphics			
ICT			
Media Studies			
Music			
Resistant Materials			
Sports Studies			
Textiles			

## OFF-SITE PROVISION

The Area Wide offer has traditionally been available in a small range of vocational courses. The number of pupils taking the courses has been limited because most do not offer qualifications equivalent to GCSEs at 9-1 grades and because the impact of day-release at College can be detrimental to subjects such as English, Mathematics and Science, in particular.

Financial restrictions have led to a dramatic reduction in the number of vocational subject places available to under 16 pupils as well as considerable uncertainty regarding which courses the providers will have available in September.

As a result we are unable to offer vocational courses at Key Stage 4 except as a bespoke provision. This will not prevent a pupil from taking vocational courses post-16.

## GCSE SUBJECT OVERVIEW

The following sections describe the course content, structure and assessment criteria for each GCSE subject. Every subject sets out the potential progression routes in to post-16 education and employment. Until you are 18 you must participate in one of the following:

- Stay in full time education
- Start an apprenticeship or traineeship
- Work or volunteer while in part-time education or training

It is therefore very important that progression routes are considered before the final options are selected. Each of the main Further Education providers in the Hastings and Rother area publish their current prospectus on-line, providing an additional insight to inform option choices. The UCAS website now also provides information about every provider.

**SUBJECT TITLE: ART AND DESIGN (Fine Art)**

**GCSE BOARD: AQA**

### **MAIN FEATURES OF COURSE CONTENT**

Pupils are required to work in one or more areas of Fine Art, such as those listed below. They may explore overlapping areas and combinations of areas:

- Painting and drawing
- Sculpture
- Print-making
- Mixed media including collage and assemblage

Digital photography will be used as an integral part of all work undertaken.

It is anticipated that pupils will develop their ideas from a strong basis of painting and drawing into other areas that come under the title of Fine Art. Pupils are required to integrate critical, practical and theoretical study in Fine Art that encourages engagement with original work and practice.

### **SCHEME OF ASSESSMENT**

Pupils must submit a portfolio of more than one extended collection of work. The "Portfolio of work including the Controlled Assessment" is worth 60%. The final "Externally set task" is worth 40% of the total marks.

Pupils' work for the portfolio will be carried out under informal supervision. Research to help the development ideas will be completed with limited supervision.

### **GCSE EXAMINATION AND TARGET GRADES**

The Externally set task for the AQA examination will be available from January 2nd and an unlimited amount of time is available as preparation time. The final exam will take place during the week before the Easter vacation and it is of 10 hours duration. Pupils are given a list of potential topics from which they select one. Pupils will make their final selection for the Portfolio during the week after Easter. A final grade will be awarded in early May.

### **SKILLS**

Fine Art develops the following skills:

1. the ability to research and analyse
2. objective drawing, painting and other media techniques
3. hand-eye co-ordination
4. ability to develop and manipulate ideas and to think laterally in the process of problem-solving
5. the ability to express oneself creatively

### **PROGRESSION**

Pupils may progress onto A Level. A Level students usually take a Foundation Course (Diploma in Foundation Studies) prior to university.

The Level One Introductory Diplomas at Sussex Downs can be accessed by interview. The First Level diploma currently requires 4 D grade GCSE passes and leads on to National Diplomas.

The National Diploma currently requires four GCSE A\* to C grade passes, preferably including English, and an art-based subject and it is an equivalent of three A Level passes. Pupils progress from it on to university degree courses.

Individuals going in to Higher Education and gaining degrees in Art and Design are well-equipped for the world of work. Creative thinkers are highly employable and are much sought after in the world of design, television, media, film, galleries, museums and education. The creative industries are now one of the highest graduate employers in the UK. Possible career choices include: artist, designer, sculptor, printmaker, graphic designer, window dresser, fashion design or illustration, architect, TV/film work and the music industry.

**Mr Halligan**

**SUBJECT TITLE: ART AND DESIGN**

**GCSE BOARD: AQA**

### **MAIN FEATURES OF COURSE CONTENT**

Pupils are required to produce practical and critical/contextual work associated with two or more of the endorsements listed below. They may explore overlapping areas and combinations of areas.

- Three Dimensional Design
- Applied (Vocational in nature)
- Graphic Design
- Photography
- Textiles
- Fine Art

Digital photography will be used as an integral part of all work undertaken. It is anticipated that pupils will develop their ideas from a strong basis of sculpture, graphics and drawing into other areas that come under the title of Art and Design. Pupils are required to integrate critical, practical and theoretical study in Art and Design that encourages engagement with original work and practice.

### **SCHEME OF ASSESSMENT**

Pupils must submit a portfolio of more than one extended collection of work. The "Portfolio of work including the Controlled Assessment" is worth 60%. The final "Externally set task" is worth 40% of the total marks. Pupils' work for the portfolio will be carried out under informal supervision. Research to help the development ideas will be completed with limited supervision. Two initial foundation projects in Natural Form (Ceramics vessel) and Self Portrait (Printmaking) will be followed by the First Controlled assessment and the Major Controlled assessment. These assessments will offer a choice of subject similar to the "Externally set task" and they will allow pupils to approach that subject in more depth.

### **GCSE EXAMINATION AND TARGET GRADES**

The Externally set task for the AQA examination will be available from January 2nd and an unlimited amount of time is available as preparation time. The final exam will take place during the week before the Easter vacation and it is of 10 hours duration. Pupils are given a list of potential topics from which they select one. Pupils will make their final selection for the Portfolio during the week after Easter. A final grade will be awarded in early May.

### **SKILLS**

Candidates will be expected to demonstrate skills and techniques in the context of their chosen areas of study within art, craft and design:

1. making appropriate use of colour, line, tone, texture, shape and form.
2. using different approaches to recording images, such as observation, analysis, expression and imagination.
3. showing in their work an understanding of the conventions of representational and abstract/non-representational.
4. imagery and genres.
5. investigating different ways of working, as appropriate to their chosen areas of study within art, craft and design.
6. providing evidence of an understanding of spatial qualities, composition, rhythm, scale and structure.
7. providing evidence of the use of safe working practices.

### **PROGRESSION**

Pupils may progress on to A Level. A Level students usually take a Foundation Course (Diploma in Foundation Studies) prior to university. The Level One Introductory Diplomas at Sussex Downs can be accessed by interview. The First Level diploma currently requires 4 D grade GCSE passes and leads on to National Diplomas. The National Diploma currently requires four GCSE A\* to C grade passes, preferably including English, and an art-based subject and it is an equivalent of three A Level passes. Pupils progress from it on to university degree courses. Individuals going in to Higher Education and gaining degrees in Art and Design are well-equipped for the world of work. Creative thinkers are highly employable and are much sought after in the world of design, television, media, film, galleries, museums and education. The creative industries are now one of the highest graduate employers in the UK. Possible career choices include: artist, designer, sculptor, printmaker, graphic designer, window dresser, fashion design or illustration, architect, TV/film work and the music industry.

**Mr Peachment**

**SUBJECT TITLE: BUSINESS STUDIES (A SINGLE AWARD)**

**GCSE BOARD: EDEXCEL**

### **MAIN FEATURES OF COURSE CONTENT**

Business Studies looks at the Enterprise and entrepreneurial culture of the UK. Pupils will look at small businesses: how to start, run and expand them.

### **WHY CHOOSE BUSINESS STUDIES?**

It will enable pupils to find out about the world of work, while keeping open their ability to continue further studies in college and higher education. They will learn about some of the jobs available in the business sector they study.

The GCSE in Business Studies aims to:

- *increase* understanding of the world of work
- *enable* pupils to start developing the skills for working life in the 21<sup>st</sup> century
- *introduce* pupils to the idea of setting up and running a small business

### **WHAT WILL YOU LEARN WHEN STUDYING FOR GCSE BUSINESS STUDIES?**

A GCSE in Business Studies enables pupils to acquire the knowledge, understanding and relevant business skills which will equip them with what they need to start work or go on to further education or training.

The qualification has the following themes:

- Introduction to small business/showing enterprise
- Marketing
- Finance
- Ethics and the economy
- Customer satisfaction
- People management.

Business Studies pupils will be expected to participate in a number of internal Enterprise activities throughout Year 10. They will also be involved in competitions such as 'Snack Attack'.

### **SCHEME OF ASSESSMENT**

The course requires pupils to take three assessment components. In Year 10 there is a controlled assessment component worth 25% of the final grade. In Year 11 there is a multiple choice and short answer question paper with 25% based on the Year 10 content and a 90 minute exam worth the final 50% of the course.

### **PROGRESSION**

Where might the GCSE in Business Studies lead?

1. A GCSE in Business Studies can help pupils' progression to study other qualifications at a higher level, such as AS or A Levels, including vocational A Levels, in either Business Studies or other subjects.
2. Some pupils may go on to take another vocational qualification at the same or a higher level, such as a BTEC Diploma, an OCR Level 2 National Certificate, or an NVQ in a business-related or different area.
3. Some pupils might choose to start work after taking their GCSEs and take an Apprenticeship leading to a skilled career or management training, and later to a foundation degree or other higher education course.

Examples of jobs where Business Studies may be useful: accountant, advertising account executive, banker, buyer, insurance underwriter, human resources manager, retail manager, stockbroker and systems analyst.

**Mrs Forster-Simmons**

**SUBJECT TITLE: CLASSICAL CIVILISATION**  
**GCSE BOARD: OCR**

### **INTRODUCTION TO CLASSICAL CIVILISATION GCSE COURSE**

The Greeks and Romans were the founding civilisations of Europe; as such an enquiry into the ancient world can help broaden our understanding of modern society and culture, through developing an understanding of its foundations. The study of Classical Civilisation involves looking at not only ancient literature but art, entertainment, politics, archaeology, and ancient sources. This provides pupils with the opportunity to embed a variety of existing skills as well as develop new ones which will often be transferrable to other studies. The course will allow pupils to study epic literature and drama such as Homer's *Odyssey* and *Antigone*, a play by Sophocles – both of which tell great stories of famous ancient heroes. There will also be the opportunity to study ancient sites such as Pompeii in Italy or, closer to home, Fishbourne Palace. Pupils will be encouraged to express their own opinions and judgements on the ancient world, engaging in debates, group work and independent investigation.

### **SKILLS**

The main skills that will be enhanced by this course are analysis and evaluation. Pupils will also be required to form personal responses and need to be able to reason, apply, organise and communicate their opinions to form clear, well-argued judgements. The capacity to empathise, express, interpret and reflect are therefore also important. Skills of independence will be developed, particularly with controlled assessment.

### **THE COURSE CONSISTS OF:**

- City Life in the Classical World: Option 1 - Athens. External examination (25%).
- Epic and Myth: Option - Homer *The Odyssey*. External examination (25%).
- Community Life in the Classical World: Option 2 - Pompeii. External examination (25%).
- Culture and Society in the Classical World: Option 1 - Sophocles *Antigone*. Controlled Assessment(25%).

The assessment objectives for the syllabus are as follows:

- Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.
- Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.
- Interpret, evaluate and respond to literature and its contexts and/or sources related to society and values of the classical world.

Marks are also awarded for the quality of written communication, so candidates must ensure that text is legible and that spelling, punctuation and grammar are accurate to ensure meaning is clear. This also involves the selection and organisation of material, using specialist vocabulary where appropriate.

### **SCHEME OF ASSESSMENT**

As above, pupils are assessed through three written exams and one controlled assessment. The duration of each exam is one hour. Pupils answer six structured questions on the topic, two for each assessment objective, of five marks per question. A longer essay question is then required, which equates to 30 marks. Pupils can achieve a maximum of 60 marks on each paper. The controlled assessment is completed in the autumn term of Year 11 with all the examined topics taken in the summer of Year 11. Pupils will be assessed and prepared for examination throughout the course by regular practice of the various styles of examination question. This will include a full mock exam assessment at the end of each unit of study.

### **GCSE EXAMINATION AND TARGET GRADES**

There is a two tier entry system and a foundation paper is available. This paper differs in the removal of the essay style section in favour of shorter, structured answers. Terminology used in the foundation exam questions is simplified and instructions give further clarity where appropriate. Target grades will be made at the beginning of Year 10 and will be adapted as progress is made. Decisions regarding the level of paper to be sat will be addressed depending on progress and finalised after the Year 11 Mock Exam.

### **PROGRESSION**

Classical Civilisation is a diverse academic subject favoured by universities and employers. The variety of topics covered means that pupils develop a wide range of skills that show employers adaptability. Furthermore, skills such as analysis, evaluation and the capacity to formulate a well-argued judgement are highly sought after in many professions from law and journalism to the civil service. Classics can also be studied at A Level and Degree level. Elements of this course also complement study in Archaeology, Drama, English Literature and History.

**Miss Soan**

**SUBJECT TITLE: COMPUTER SCIENCE**  
**GCSE BOARD: OCR (J276)**

At Key Stage 4 the pupils can undertake study for a single award GCSE in Computing. Computer Science as part of the **Ebacc** group of subjects is a practical subject where pupils can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping pupils to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for pupils who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills such as Mathematics and the Sciences (especially Physics). Due to the challenging nature of the course, pupils who are predicted to achieve a 9-7 grade in Mathematics would be most suitable.

### **COURSE CONTENT**

The GCSE covers THREE units of work:

1. **Unit 1: Computing systems** - this will introduce pupils to the Systems Architecture, computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that pupils will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It is expected that pupils will draw on this underpinning content when completing the Programming Project component.
2. **Unit 2: Computational thinking, algorithms and programming** - this incorporates and builds on the knowledge and understanding gained in Unit 1, encouraging pupils to apply this knowledge and understanding using computational thinking. Pupils will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Pupils will become familiar with computing related mathematics. It is expected that pupils will draw on this underpinning content when completing the Programming Project component.
3. **Unit 3: Programming Project** - pupils create solutions to computing tasks chosen from a set of options supplied by OCR. This is a Controlled Assessment task. In this unit pupils will need to: identify suitable variables and structures, identify test procedures, create a coded solution fully annotating the developed code to explain its function, test their solution, show functionality, show how it matches the design criteria, identifying successes and any limitations.

### **ASSESSMENT**

Units 1 and 2 are both assessed through a 1 hour 30 minute examination paper set and marked by OCR and are both worth 40% of the final GCSE grade. The exam papers have a mixture of short and long-answer questions. Unit 3 is a Controlled Assessment task is worth 20% of the GCSE grade. Pupils can achieve 9 - 1 grade (9 = Top grade) on this course.

### **BENEFITS OF THE QUALIFICATION**

It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Pupils who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone. Having a GCSE in Computing provides opportunities across a wide range of industries such as engineering, software companies, consumer electronics, telecommunications, security industry, medicine and many of the different sciences.

### **PROGRESSION**

Primarily AS and A Level Computing and Mathematics courses, however having an understanding of programming will also be beneficial if you are thinking of going into the field of medicine or science, especially physics. Below is a list of some university degrees that have programming included in their courses.

BSc Computer Science and Physics at the University of Edinburgh or University of Aberdeen

BSc Physics at Imperial College London: "*Physics is a practical science and relies on data, so physicists need to understand how data is generated and how to analyse it. This covers a wide range of skills including the ability to use apparatus in the laboratory, to use computers to make calculations and analyse data, and to carry out project work*".

**Mr Fegan**

**SUBJECT TITLE: DRAMA**

**GCSE BOARD: AQA**

### **MAIN FEATURES OF COURSE CONTENT**

The GCSE examination course in Drama allows pupils to build on what they have done in Key Stage Three and to develop their skills, knowledge and understanding through practical work. Pupils' progress throughout the course is carefully monitored in both practical and written work. Pupils are given written and verbal feedback through marks based on GCSE bandings. Targets are set after termly reviews.



### **COURSE CONTENT**

Pupils will be expected to:

- Develop and apply performance skills
- Use improvisation skills to devise work and explore texts
- Work collaboratively with others to make and perform dramas
- Gain an understanding and knowledge of different styles and genres of Drama and how they are made
- Develop evaluation and reflection skills about their work
- Use ideas to explore themes and topics as a base for work

### **SCHEME OF ASSESSMENT**

Assessment takes place throughout the course in three areas:

1. Written work
2. Class work
3. Performance work

The examination in Drama has two units:

**Unit 1: Written paper** - 80 marks, 40% of the exam. Externally set and marked. In this unit pupils have to answer two questions, both of which are on practical work completed during the course.

**Unit 2: Practical work** - 120 marks, 60% of the exam. Internally assessed and externally moderated. In this unit pupils must present two practical pieces from an option list including improvisation, scripted acting, theatre in education and devised thematic work.

### **PROGRESSION**

The Drama GCSE can be used just like any qualification for entry to further education. More specifically it can be used to gain entry to Drama and Performing Arts courses leading to higher diplomas or degrees in Drama, Performing Arts and vocational degrees in acting. There are a variety of jobs that are linked to drama such as being a member of a production team; costume and set design; lighting; and, of course, performing.

**Mrs Dunster**

**SUBJECT TITLE: ENGLISH LANGUAGE AND ENGLISH LITERATURE**  
**GCSE BOARD: AQA**

**MAIN FEATURES OF COURSE CONTENT**

Pupils will take English Language alongside English Literature. All pupils take the same single tier exam which will begin in the summer term of Year 9. The course is 100% exam consisting of two exams: Explorations in Creative Reading and Writing and Writers' Viewpoints and Perspectives.

For **GCSE English Language** pupils should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

Non-examination Assessment Spoken Language. What's assessed:

- presenting
- responding to questions and feedback
- use of Standard English

New assessment objectives and weighting:

- AO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations. Paper 1: 15% and Paper 2: 25%.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Paper 1: 15% and Paper 2: 25%.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written. Paper 1: 7.5% and Paper 2: 7.5%.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Paper 1: 2.5% and Paper 2: 2.5%.

Competence in the use of English skills is a standard requirement for many courses in Further and Higher Education, as well as for many jobs and careers.

**GCSE English Literature**

English Literature focuses on developing pupils' comprehension, analysis and appreciation of literary texts. These skills are a core element of academic study and so are important for pupils wishing to access higher education. The study of this subject should also foster a life-long love of literature, which is of immense personal, social and spiritual value. This exam is a separate and additional GCSE subject taken alongside English Language. The course encourages pupils to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

The examination consists of two exams, both are closed book exams:

Paper 1: Shakespeare and the 19th-century novel

Paper 2: Modern texts and poetry

The exams will measure how pupils have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Pupils should be able to:
  - a) maintain a critical style and develop an informed personal response
  - b) use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### **PROGRESSION**

English Language GCSE is a basic requirement for most college courses. Journalism, working within the media, author, working in the theatre, teaching and most careers require a good level of literacy. Careers using English Literature include Journalism, working within the media, author, literacy critic, working in theatre, teaching and many more.

**Mrs Midghall**

**SUBJECT TITLE: FOOD PREPARATION AND NUTRITION**

**GCSE BOARD: AQA**

### **MAIN FEATURES OF COURSE CONTENT**

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills. Pupils will learn about British and international culinary traditions. The qualification will focus on developing practical cooking skills and a strong understanding of nutrition. The specification has been organised into the following sections:

- Food preparation skills – twelve skill groups have been identified and practicals will be planned around developing these skills. They are: general practical skills; knife skills; preparing fruit and vegetables; use of the cooker; use of equipment; cooking methods; prepare, combine and shape; sauce making; tenderise and marinate; dough; raising agents and setting mixtures.
- Food Nutrition and health
- Food safety
- Food science
- Food provenance
- Food choice

### **SCHEME OF ASSESSMENT**

Theory knowledge from the above sections will be assessed in a written exam of 1 hour 45 minutes. The exam is worth 50% of the GCSE.

There will be 2 Non Exam Assessments (NEA) consisting of:

1. Food investigation task which test pupils' knowledge of the scientific principles of the preparation and cooking of food. This is a practical research task. The pupils have to complete a written report on their findings. The report will be approx. 1500- 2000 words, approx. 6-8 A4 pages. This task is worth 15% of the GCSE.
2. Food preparation task: one task to be selected from three offered by AQA. Worth 35% of the total marks. Pupils will plan, prepare, cook and present a final menu of three dishes which reflect the chosen task in a final three hour practical. Pupils will present a portfolio that explains how they have planned and carried out the preparation, cooking and presentation of the three final dishes. A time plan must be included. This must include an evaluation of the cost, the sensory properties and nutritional characteristics of the three dishes. Example tasks include:
  - a) Plan, prepare, cook and present a range of dishes which would be suitable for vegetarians. Present three final dishes
  - b) Plan, prepare, cook and present a range of dishes which are a good source of fibre and would appeal to teenagers. Present three final dishes.
  - c) Plan, prepare, cook and present a range of dishes from the Mediterranean culture. Present three final dishes.

### **PROGRESSION**

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Upon completion of this course, pupils will be qualified to go on to further study in Food Nutrition and Health at AS level. This course will also provide the foundation for an apprenticeship or full time career in the catering or food industries. The qualification can be combined with other GCSEs and A Levels for future study at degree level to progress onto a career in the following areas:- dietician, nutritionist, food economist, food microbiologist, environmental health officer with local councils, developing future food products as a food technologist and food purchaser within the retail market.

**Mrs Truss**

**SUBJECT TITLE: GEOGRAPHY**

**GCSE BOARD: AQA**

**MAIN FEATURES OF COURSE CONTENT**

Geography helps to make sense of the world around you. GCSE Geography covers a mix of topics, such as urban issues, world development, extreme environments, rivers, deprivation, global shifts in economic power and hazards, to name but a few. Pupils will explore case studies in the United Kingdom, newly emerging economies and lower income countries. The course will give pupils the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.



GCSE Geography is very practical, with opportunities to learn new skills such as modern computer based mapping (GIS), map skills, interpreting photographs, fieldwork skills, presenting and debating techniques. Pupils will improve literacy skills through report writing and written work and make practical use of numeracy skills when interpreting data and constructing graphs. Fieldwork is a really important part of Geography. Pupils will get the chance to explore locally (a trip to Galley Hill and the microclimate of the area) as well as to travel further away (up to two further excursions to visit both coastal and urban environments), which is a brilliant opportunity to experience some of the things they have learnt about in class. Each year the department runs a residential trip to either Dorset or the Isle of Wight to explore the Geography studied in the lessons and, biennially, a trip is run overseas, such as to Iceland in 2015.

**SCHEME OF ASSESSMENT**

<b>Paper 1: Living with the physical environment</b>	<b>How it is assessed</b>
Includes: The challenge of natural hazards Physical landscapes in the UK The living world Geographical skills	Written exam: 1h 30mins Worth 35% of the GCSE Question types: multiple-choice, short answer, levels of response, extended prose
<b>Paper 2: Challenges in the human environment</b>	<b>How it is assessed</b>
Includes: Urban issues and challenges The changing economic world The challenge of resource management Geographical skills	Written exam: 1h30mins Worth 35% of the GCSE Question types: multiple-choice, short answer, levels of response, extended prose
<b>Paper 3: Geographical applications</b>	<b>How it is assessed</b>
Includes: Understanding issues from pre-released materials Fieldwork Geographical skills	Written exam: 1h Worth 30% of the GCSE Question types: multiple-choice, short answer, levels of response, extended prose

**PROGRESSION**

GCSE Geography is a solid academic subject and well respected by universities and employers alike. Upon completion of this two-year course, pupils will have the skills and experience to progress onto A-level and beyond. Career opportunities could include employment in travel and tourism, urban planning, environmental management, reserve warden, weather presenter, alternative technologies, overseas development projects, journalism, landscape architect or environmental lawyer.

**Mrs Hoyle**

**SUBJECT TITLE: HISTORY**

**GCSE BOARD: EDEXCEL**

### INTRODUCTION TO THE HISTORY GCSE COURSE

The History GCSE option is a popular choice as it provides pupils with a range of skills whilst covering a wide variety of fascinating topics. The Edexcel syllabus is diverse in content and the topics we deliver give pupils the opportunity to explore a range of themes and concepts, periods and events. ICT is used to enhance both skills and knowledge and all resources for lessons and homework can be found online via Show My Homework or Google Classroom.

### SKILLS

Studying History will develop skills of evaluation, analysis and interpretation. The three exams are written exams and therefore require organisational and communication skills. Pupils are introduced to a broad range of documentary evidence, enhancing their ability to read a variety of texts.

### MAIN FEATURES OF THE COURSE CONTENT

The course consists of four examined topics:



- Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches
- Anglo-Saxon and Norman England, c 1060-88
- The American West, 1835-1895
- Weimar and Nazi Germany, 1918-39

The syllabus requires pupils to demonstrate their ability to recall, select and organise knowledge; to describe and explain events, changes

and issues and to use a wide range of sources of information. In all written exams there is an emphasis on a source based enquiry.



### SCHEME OF ASSESSMENT

Pupils are assessed through three written exams at the end of Year 11. The duration of each exam varies to reflect the number of marks available and the skills required for each section. The exams are structured as follows:

<p><b>Paper 1:</b> Thematic Study with Historic Environment  <b>Medicine and the British Sector of the Western Front</b>                      6 Questions/52 marks</p>	<p><b>Paper 2:</b> British Depth Study and Period Study  <b>Section A: Period Study - American West</b>                      3 Questions/32 marks  <b>Section B: Depth Study - Choice, Anglo-Saxon and Norman England</b>                      3 Questions/32 marks</p>	<p><b>Paper 3:</b> Modern Depth Study (Source/ Interpretations Paper)                      Weimar and Nazi Germany                      6 Questions/52 marks</p>
<p>1hr 15 mins 30%</p>	<p>1hr 45mins 40%</p>	<p>1hr 20 mins 30%</p>

### GCSE EXAMINATION AND TARGET GRADES

This is a one tier entry subject. We would expect all pupils who take History to enter for the final examination. Grades span from 9-1. Target grades will be made at the beginning of Year 10 and will be adapted as progress is made throughout the course.

### PROGRESSION

The nature of History makes it a subject valued by further education organisations. You may choose to study history at a higher level or you may wish to study an area like law, in which case this course would be very useful. During the course you will develop skills such as interpretation and judging significance, which are highly valued by FE providers and employers. History may also give you access to vocational studies in museum or gallery work. At degree level, History allows access to a broad range of career options which might include: accountancy, media, law, politics, tourism, the armed services, teaching, advertising and medicine.

**Mrs R Campbell**



**SUBJECT TITLE: MATHEMATICS**

**GCSE BOARD: EDEXCEL**

**SUMMARY OF THE SPECIFICATION CONTENT**

The Mathematics specification fulfills the requirement defined by the Office of Qualifications and the Examinations Regulations (Ofqual) for GCSE qualifications in their GCSE (9 to 1) Qualification Level Conditions and Requirments document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of pupils' achievements against demanding and fulfilling content, to give pupils the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing jurisdictions in the world.
- provide a strong foundation for further academic and vocational study and for employment, to give pupils the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial.
- provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their pupils.

**MAIN FEATURES OF COURSE CONTENT**

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Two tiers are available: Foundation and Higher. Each pupil is permitted to take assessments in either the Foundation tier or Higher tier.

**EXAMINATIONS**

- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series. There is only one assessment series available in May/June each year.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all Assessment Objectives.
- Each paper has a range of question types; some questions will be set in either mathematical or non-mathematical contexts.
- First assessment series: May/June 2017.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

<b>Topic Area</b>	<b>Foundation Weighting</b>	<b>Higher Weighting</b>
Number	22 - 28%	12 - 18%
Algebra	17 - 23%	27 - 33%
Ratio, Proportion and Rates of change	22 - 28%	17 - 23%
Geometry and Measures	12 - 18%	17 - 23%
Statistics & Probability	12 - 18%	12 - 18%

**Mr Gallivan**

**SUBJECT TITLE: MEDIA STUDIES**

**GCSE BOARD: AQA**

### **INTRODUCTION TO THE COURSE**

The course is offered to those with a keen interest in the media that is all around us. The GCSE involves a range of tasks involving both analytical and practical skills.

### **SUBJECT CONTENT CURRENTLY** (subject to change)

- **Unit 1 - Investigating the Media (40%)**. This is externally assessed and requires pupils to investigate a pre-released media topic and undertake research and planning in order to respond to four unseen tasks. This unit is assessed under supervised conditions as a formal one and a half hour exam. The brief will be pre released a month prior to the external assessment date, giving pupils time to research and plan for the test.
- **Unit 2 - Understanding the Media (60%)**. This unit comprises three controlled assessments which require pupils to build on their understanding of the media key concepts for their own pre-production planning, leading to a practical production.

### **WE STUDY A RANGE OF MEDIA FORMS**

- Print and electronic publishing including newspapers, comics and magazines.
  - Moving image: includes television and film which covers features, trailers and genre study.
  - Web-based technologies/new media including the internet, web design, weblogs, podcasts etc.
- Plus a study of advertising, popular music and news.

### **PUPILS NEED TO DEVELOP MEDIA SKILLS**

- Pre-production/planning skills: storyboarding, poster design, print advertising design, scripting, flat plans for magazines etc.
- Production skills: photography to create still image work, digital camera work, desk-top publishing, etc.
- Evaluation: pupils are expected to be able to effectively evaluate their production work in the light of media practices.



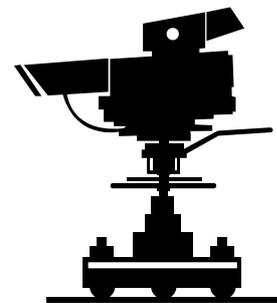
There is a practical element to the course and pupils will be using camcorders, tape recorders, digital cameras and editing equipment to produce their own programmes. This will involve lots of group work. It must, though, be stressed that there is a strong theoretical basis to the course, and pupils must expect to spend time and effort in writing about the key concepts: audience, institution, representation and media language.

### **PROGRESSION**

A wide range of options for further study are available including 'A' level Media Studies and Film Studies as well as GNVQs. Degree level courses are increasingly popular. This GCSE is a helpful, though not essential, progression to post-16 studies.

Careers related to media include: advertising, journalism, public relations, film, TV broadcasting, marketing and publishing.

**Mrs Midghall**



**SUBJECT TITLE: MODERN LANGUAGES (French or German)**

**GCSE BOARD: AQA** (New GCSE specifications are still awaiting final approval by the QCA and may be subject to change)

Pupils will continue to study either French or German to GCSE level, based on the language choice made at the end of Year 8. The curriculum content consists of language tasks covering the four skills of listening, speaking, reading and writing. Themes to be covered and tested include the following:

<b>Theme 1: Identity and Culture</b>	<b>Theme 2: Local national, international and global areas of interest</b>	<b>Theme 3: Current and future study and employment</b>
<ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Technology in everyday life</li> <li>• Free-time activities</li> <li>• Customs and festivals in the target language-speaking countries/communities</li> </ul>	<ul style="list-style-type: none"> <li>• Home town, neighbourhood and region</li> <li>• Social issues</li> <li>• Global issues</li> <li>• Travel and tourism</li> </ul>	<ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school/college</li> <li>• Education post-16</li> <li>• Career choices and ambitions</li> </ul>

GCSE Languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must enter for all four skills at the same Tier. Each of the four skills is worth 25% of the final grade. All skills are tested in final examinations at the end of the course in Year 11. There is no controlled assessment or coursework. Speaking examinations will be conducted by teachers in school within a time window prescribed by the examination board; they are marked externally.

<b>Paper 1: Listening</b>	<b>Paper 2: Speaking</b>
<p><b>What's assessed:</b> Understanding and responding to different types of spoken language.</p>	<p><b>What's assessed:</b> Communicating and interacting effectively in speech for a variety of purposes.</p>
<p><b>How it's assessed:</b> Written examination</p> <ul style="list-style-type: none"> <li>• 35 minutes at Foundation Tier</li> <li>• 45 minutes at Higher Tier</li> <li>• There is five minutes reading time before the tape begins</li> <li>• 40 marks at Foundation Tier and 50 marks at Higher</li> <li>• 25% of the total GCSE marks</li> </ul>	<p><b>How it's assessed:</b> Teacher conducted examination</p> <ul style="list-style-type: none"> <li>• 7–9 minutes at Foundation Tier (+ preparation time)</li> <li>• 10–12 minutes at Higher Tier (+ preparation time)</li> <li>• 60 marks (both tiers)</li> <li>• 25% of total GCSE marks</li> </ul>
<p><b>Questions:</b> At both Foundation and Higher Tiers, questions in section A will be in English, to be answered in English or non-verbally; in section B, questions will be in the target language, to be answered in the target language or non-verbally.</p>	<p><b>Questions:</b> The format is the same at both Foundation and Higher Tiers, but with different questions on a photo card and different stimulus materials for the role-play.</p> <ul style="list-style-type: none"> <li>• Role-play – 15 marks (2 minutes at both Tiers)</li> <li>• Photo card – 15 marks (2 minutes at Foundation and 3 minutes at Higher Tier)</li> <li>• Conversation – 30 marks (3-5 minutes at Foundation Tier and 5-7 minutes at Higher Tier)</li> </ul>

Paper 3: Reading	Paper 4: Writing
<p><b>What's assessed:</b> Understanding and responding to different types of written language, including passages of literature.</p>	<p><b>What's assessed:</b> Communicating effectively in writing for a variety of purposes.</p>
<p><b>How it's assessed:</b> Written examination</p> <ul style="list-style-type: none"> <li>• 45 minutes at Foundation Tier</li> <li>• 1 hour at Higher Tier</li> <li>• 60 marks at both Tiers</li> <li>• 25% of the total GCSE marks</li> </ul>	<p><b>How it's assessed:</b> Written examination</p> <ul style="list-style-type: none"> <li>• 1 hour at Foundation Tier</li> <li>• 1 hour 15 minutes at Higher Tier</li> <li>• 50 marks at Foundation and 60 marks at Higher Tier.</li> <li>• 25% of the total GCSE marks</li> </ul>
<p><b>Questions:</b> Foundation and Higher Tiers:</p> <ul style="list-style-type: none"> <li>• Section A: questions in English, to be answered in English or non-verbally.</li> <li>• Section B: questions in the target language, to be answered in the target language or non-verbally.</li> <li>• Section C: translation from the target language into English (approximately 35 words at Foundation Tier and 50 words at Higher Tier).</li> </ul>	<p><b>Questions:</b> (awaiting final approval by the QCA)</p> <p><u>Foundation Tier:</u> The Foundation writing paper is likely to include a short message task, a translation task from English into the target language (approximately 35 words) and a structured writing task (around 90 words). 50 marks in total.</p> <p><u>Higher Tier:</u> The Higher Tier paper is likely to include a structured writing task (around 90 words), a translation task from English into the target language (around 50 words) and an open-ended writing task (around 150 words). 60 marks in total.</p>

### 16+ FUTURE WORK-RELATED LEARNING OUTCOMES

- A Level French/German
- Business-International-EU work
- ICT Programming Skills
- Translators
- International Law
- Teaching and Education
- Import and Export
- Bilingual-Administrative Work
- EU Administration

Language skills are useful in many careers, including travel and tourism, finance, business and banking, hospitality, catering and leisure. Big multi-national companies really value people with language skills and good universities are increasingly looking for a GCSE in a modern language from their applicants.

### Mrs Howis

**SUBJECT TITLE: MUSIC**

**GCSE BOARD: OCR**

### **IS THIS THE RIGHT COURSE FOR ME?**

If you enjoy performing music in your own time and are learning an instrument, having singing lessons or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today!

### **WHAT WILL I LEARN?**

You will learn how to improve your performing skills and through your work in composing you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so. You will also use 'industry standard' computer software.

### **HOW WILL I BE ASSESSED?**

- Integrated tasks (a performance, a composition and a commentary) - 30%
- Practical portfolio (a group performance, a log and commentary) - 30%
- Creative task (develop and communicate a short piece) - 20% (45 minute exam)
- Listening test (written paper with CD) - 20% (90 minute exam)

### **WHAT DO I NEED TO KNOW, OR BE ABLE TO DO, BEFORE TAKING THIS COURSE?**

You have already gained many of the basic skills needed for this course in your music lessons over the last three years at secondary school.

- You have been introduced to **creating music of your own** in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths.
- You have already **listened to a variety of music** in class and these skills are developed as you study some set pieces taken from the classical, 20<sup>th</sup> century, popular and world music Areas of Study.
- You enjoy **making music**, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer just one instrument/or voice.

### **AREAS OF STUDY**

- My Music
- Shared Music
- Dance Music
- Descriptive Music

### **TECHNOLOGY**

A suite of Apple Mac computers running 'Logic' and 'Subelius' software will be available for use, making technology an exciting aspect of the course.

### **WHAT CAN I DO AFTER I HAVE COMPLETED THE COURSE?**

If you enjoyed the GCSE Music course then you can consider pursuing this subject at A Level. Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience - useful if you intend to pursue, for example, drama or law. In addition, you might wish to study A Level Performing Arts or Music Technology. There are many careers linked to music such as song-writing, music management, working at record companies and record production.

### **NEXT STEPS**

For further information on GCSE Music, look at the OCR website where you will find the complete specification. Involvement in extra-curricular music is an essential part of the course, and can contribute towards controlled assessments. There will be regular opportunities to perform in public. There will also be opportunities to attend an opera performance at Glyndebourne, as well as concerts and workshops at the De La Warr Pavilion in Bexhill.

**Mr Roadknight and Mrs Byrne**

## **PHYSICAL EDUCATION**

This is compulsory for female and male pupils and takes the form of one fifty minute lesson a week. Pupils will be directed towards an option which will maximise their potential and options will include:

1. Games
2. Sport for active lifestyle/leisure

Within each option, pupils are required to improve skill levels, test and improve personal fitness levels and organise/coach lessons or sports tournaments. Activities could include:

- Football
- Badminton
- Rounders
- Rugby
- Table Tennis
- Softball
- Netball
- Fitness
- Tennis
- Hockey
- Golf
- Athletics
- Volleyball

## **SPORTS LEADERSHIP AWARD**

The SLA is an Award for 14-16 year olds, helping them to develop leadership skills through the medium of sport. The qualification is gained through practical situations and is assessed through the Youth Sports Trust. The course has two modules:

**Module A** consists of:

- Organisational skills
- Fair play in Sport
- Communication skills
- The role of the umpire
- Health and Fitness
- Opportunities in Sport and Recreation

In **Module B** pupils lead an activity demonstrating the skills acquired in Module A.

The course takes approximately 10 hours + to complete and the pupil receives a certificate from the School Sports Partnership at the end of the course.

## **PROGRESSION**

Many pupils then go on to follow the Sports Leadership Award at sixth form college. They can also use skills acquired in local schools and sports clubs as helpers/coaches.

**Mr Varney**

**SUBJECT TITLE:** **PRODUCT DESIGN** - this is for the area of either Graphics or Resistant Materials  
**DESIGN AND TECHNOLOGY** - this is for the area of Textiles  
You can select one material area to study.

**GCSE BOARD:** **AQA**

If you enjoy designing, developing and making and are creative, why not continue to build on the skills you have already acquired and select to study one area from Graphics, Resistant Materials or Textiles at GCSE level.

### **MAIN FEATURES OF COURSE CONTENT**

Some learning will relate specifically to the chosen area. Aspects of the learning are common to all Product Design areas. This involves looking at how products are designed, manufactured and tested. In relation to this, you will study topics such as product marketing, sustainability, ethical and environmental issues, safety, the use of ICT in manufacturing and how quality is achieved. Although each course involves pupils designing and manufacturing, there are lessons dedicated to the theoretical study of each area in preparation for the GCSE examination in Year 11.

### **SCHEME OF ASSESSMENT**

All courses have the same scheme of assessment, and work load is weighted evenly between the courses.

#### Exam

One tier entry

Two hour written exam worth 40% of the final grade

#### Controlled Assessment Task

An exam board 'design and make' task taking approximately 45 hours.

Pupils submit 3D outcome(s) and accompanying folder work (approximately 20 pages of A3 Design portfolio)

This work contributes to 60% of the final grade.

### **PROGRESSION**

A qualification in Product Design or Design & Technology can be combined with other GCSEs for entry to further education courses; as a precursor to studying the areas at A-level, HNC, HND, Foundation Degree or Undergraduate Degree level, or as a necessary entry to vocational and pre-vocational courses in a technology-based subject.

Possible careers:

- Product Design Graphics: architect, graphic designer, games designer, desktop publishing (magazines & newspapers), display designer, illustrator, medical graphic artist, model maker, shoe designer, surveyor, archaeologist and toymaker
- Product Design Resistant Materials: civil/mechanical engineer, product designer, architect, project manager, 3D model maker, computer aided designer, car designer, exhibition designer and furniture designer.
- Textiles: careers including design work, window dressing, fashion designer, textile designer, interior designer, clothing technologist, retail buyer and teaching.

**Mrs Robertson**

**SUBJECT TITLE: RELIGIOUS STUDIES**

**GCSE BOARD: EDEXCEL**

### **MAIN FEATURES OF COURSE CONTENT**

**Section 1 – Study of Christianity:** This part of the course will give pupils the opportunity to study four key themes surrounding Christianity. They will be learning and exploring the “Beliefs and Teachings,” “Practices,” “Sources of Wisdom” and “Forms of Expression and Ways of Life.” This part of the course is 50% of the final grade with an exam of one hour forty-five minutes.



**Section 2 – Study of a second religion:** This part of the course will allow pupils to study another religion. They will cover two areas in this part of the course. They will learn and explore “Beliefs and Teachings” and “Practices” in this religion. This part of the course is 25% of the final grade with an exam of fifty minutes.

**Section 3 – Philosophy and Ethics:** In this part of the course pupils will have the opportunity to study the ethical and philosophical issues surrounding two areas in theology. Pupils will study the “Arguments of the Existence of God” and Religious Teachings on Relationships and Families in the 21st Century.” This part of the course is 25% of the final grade with an exam of fifty minutes.

### **SCHEME OF ASSESSMENT**

The course is assessed through three external papers. All papers are taken at the end of Year 11. Paper one is 50%, paper two is 25% and paper three is 25% towards the final mark. There is no coursework for this GCSE.

### **ACCELERATED GROUP**

The highest achieving 30 pupils in the year group have the opportunity to complete their GCSE at the end of Year 10. This enables them to study AS Philosophy and Ethics in Year 11.

Pupils are selected for this group at the end of Year 9. Pupils in this group are required to achieve A\* in their GCSE at the end of Year 10.

### **GCSE EXAMINATION AND TARGET GRADES**

The written paper will be set at one tier of assessment with grades spanning 9-1.

### **SKILLS**

Investigation, interpretation, reflection, empathy, evaluation, analysis, application, expression.

### **PROGRESSION**

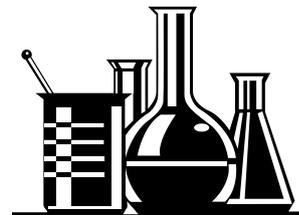
- AS/A Level
- Degree/Masters
- Vocational Courses

There are several careers where Religious Education may be useful: administrator, advice worker, counsellor, healthcare (doctor, nurse), housing adviser, journalist, librarian, Minister of Religion, social worker, teacher and community worker.

**Mr Byrne**

**SUBJECT TITLE: SCIENCE – DOUBLE/TRIPLE AWARD**

**GCSE BOARD: AQA**



### **MAIN FEATURES OF COURSE CONTENT**

The content of the Science Triple Award is laid down by QCA in the National Curriculum. There are separate GCSEs in Biology, Chemistry and Physics or Science Double award GCSEs. Content is delivered using the AQA Science Scheme. Each discipline is taught separately and covers one unit per subject in Year 9 (from January), with the remaining units taught in Year 10 and Year 11. There is additional content in each unit for Triple. Each unit is self-contained. There are many areas where ideas in a unit are common to all three main subjects but meet a different emphasis. Energy, for example, is studied in work on respiration in Biology; is seen as a result of combustion in Chemistry; and the number of Joules produced is calculated in Physics. The harmful effects of energy production also form a common thread.

Emphasis is placed on the relevance science has in our everyday lives and how the skills learned in science can be applied in the workplace. IT is used when it will help pupils learn science more effectively.

### **SKILLS**

Skills developed during this course include: literacy, numeracy, IT, written communication, analysis and evaluation of data and working as part of a team.

### **ASSESSMENT**

#### **GCSE Assessments**

There are a number of required experiments that must be completed and they are tested in the final GCSE. The total weighting of these assessments is 10% for both Double and Triple award.

#### **Examinations**

There are two tiers of entry:

- Foundation covers grades from 1-5
- Higher covers grades from 4-9

The tier of entry is continually under review and may change as a result of a pupil's performance during Year 9 and 10. The final decision for tier of entry is made at the beginning of Year 11. Whether a pupil is entered for Double or Triple is decided after the first round of mock GCSE exams at the end of Year 9.

### **EXAM ASSESSMENTS**

These take place both during and at the end of the course. There are separate papers, one each for Biology, Chemistry and Physics and a combined paper for Double but overlapping ideas will be tested in all papers. In these papers the quality of written communication and numerical processing will be assessed.

### **RESOURCES**

Revision material is available on the BBC website (<http://www.bbc.co.uk/education>). The college also sells revision guides (price tbc). There is one for each subject. The Science website will also be continually updated with revision and support materials as they become available from the exam board.

### **PROGRESSION**

Double science is required for most courses at college and there are so many careers that require some scientific knowledge or skills it is almost impossible to list them all. It is a compulsory component of the new "progress 8" measures. What is important to realise is that without at least two science GCSEs you probably reduce your possible career choices by half, and if you want a career in a science related industry (like medicine) it will be impossible without at least two science GCSEs. Triple award is aimed at those wishing to study academic sciences at college and beyond and therefore has an entry requirement of at least grade 7 (roughly equivalent to a grade A).

Both awards can lead to qualifications and careers including: academic science, applied science, technical work, engineering, education, medicine and environmental science. Triple science is an advantage for academic sciences.

**Mr Tadros**

**SUBJECT TITLE: SPORTS STUDIES**

**EXAM BOARD: AQA**

### **MAIN FEATURES OF COURSE CONTENT**

This course is both **practical and theoretical**.

#### **PRACTICAL**

Pupils will be practically assessed as a performer in six activities. Marks gained from three of the six/seven activities they will be assessed on throughout the two year course. These activities will be taken from the following:

- basketball
- volleyball
- golf
- football
- athletics
- cricket
- hockey
- rugby
- rounders/softball
- tennis
- gymnastics
- cross country
- netball
- swimming
- dance

Practical marks from three activities will make up their practical coursework marks.

#### **Practical Assessment 40%**

Pupils are assessed on the practical content under the following headings:

- a. Personal performance of individual skills and/or group skills
- b. Application of skills in the activity situation
- c. Application of rules and regulations
- d. Showing evidence of an understanding of a quality performance.

#### **THEORY**

Pupils investigate the subject under two distinct headings:

**1. The human body and movement in physical activity and sport** covering topics such as:

- Health and Fitness
- Diet
- Exercise
- Hygiene and Safety
- Fitness for Physical Activity

**2. Socio-cultural influences and well-being in physical activity and Sport** covering topics such as:

- Local and national sporting issues
- Factors affecting participation
- Factors affecting performance

#### **Theoretical Assessment 60%**

This takes the form of **two** written examination at the end of the two year course. There is one tier of entry, covering grades 9-1.

#### **PROGRESSION**

This GCSE can be followed by A Level Sports Studies at sixth form. Careers include: sports physiotherapist, PE teacher, sports journalist, professional sports person, sports development officer, health and fitness, armed forces and police.

**Mr Varney**