

# **ST RICHARD'S CATHOLIC COLLEGE BEXHILL**

## **KEY STAGE 4**

### **THE WAY AHEAD**



## **CURRICULUM BOOKLET 2017 - 2019**



# CONTENTS

|   |    |
|---|----|
| INTRODUCTION .....  | 1  |
| FREQUENTLY ASKED QUESTIONS.....                               | 3  |
| CAREERS EDUCATION AND GUIDANCE .....                          | 4  |
| SPECIAL EDUCATIONAL NEEDS .....                               | 5  |
| OPTION MODEL .....  | 6  |
| OFF-SITE PROVISION .....                                      | 7  |
| GCSE SUBJECT OVERVIEW .....                                   | 7  |
| ART .....   | 8  |
| BUSINESS STUDIES .....  | 9  |
| COMPUTER SCIENCE .....  | 10 |
| DRAMA .....   | 11 |
| ENGLISH LANGUAGE AND ENGLISH LITERATURE.....                  | 12 |
| FOOD PREPARATION AND NUTRITION.....                           | 14 |
| GEOGRAPHY .....   | 15 |
| HISTORY .....   | 16 |
| MATHEMATICS.....  | 17 |
| MEDIA STUDIES .....   | 18 |
| MODERN LANGUAGES (French, German or Spanish).....             | 19 |
| MUSIC .....   | 21 |
| PHYSICAL EDUCATION.....                                       | 22 |
| PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION .....         | 23 |
| DESIGN AND TECHNOLOGY .....                                   | 24 |
| RELIGIOUS STUDIES .....                                       | 25 |
| SCIENCE – DOUBLE/TRIPLE AWARD .....                           | 26 |
| SPORTS STUDIES .....  | 27 |
| BTEC LEVEL 2 FIRST AWARD IN SPORT (TECHNICAL AWARD).....      | 28 |
| BTEC LEVEL 2 TECHNICAL AWARD IN INFORMATION TECHNOLOGY* ..... | 29 |
| TECHNICAL AWARD IN PRODUCT DESIGN .....                       | 30 |
| CERTIFICATE OF PERSONAL EFFECTIVENESS.....                    | 31 |
| NOTES.....  | 32 |
| KEY DATES FOR YEAR 9.....                                     | 33 |

## INTRODUCTION

### WHEN I'M TRYING SOMETHING NEW

Lord,

The temptation to remain in my comfort zone can be very persuasive. It is easy to belittle my capabilities and make excuses before I have even begun. As I embark on this new endeavour, sustain me in my determination to stretch myself beyond what seems familiar and comfortable. In return, I will seek to use my gifts and talents to serve you more each day.

This we ask through Christ, Our Lord.

Amen

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 their Key Stage 3 courses.

It is now time for pupils, with the support of their parents, to be considering their choice of courses for Key Stage 4. 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 Language and Literature

Mathematics

Science

Humanities – History or Geography

Physical Education

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

Work Related Learning/Careers Education/Enterprise Education

### QUALIFICATIONS

#### General Certificate in Secondary Education (GCSE)

All GCSE courses have now been reformed for teaching from September 2017. All will be assessed according to the 1-9 scale and with the exception of practical subjects are linear courses, with no controlled assessment or coursework.

#### Technical awards

The Technical Awards are the reformed vocational qualifications to be taught for the first time from September 2017. They are broad, high quality level 2 qualifications that equip pupils with applied knowledge and associated practical skills. They are assessed through a combination of internal (60%) and external assessment (40%). The Technical Awards will prepare pupils well for progression onto Apprenticeships and Level 3 vocational qualifications and enable pupils to gain the skills and confidence that will help them in the world today.

### 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 at Key Stage 4. 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 community that enables all to flourish and grow in their faith and joy of learning. 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 path to follow in life and a vocation to carry out. At the 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.

### OPTION DEADLINES

- Year 9 Parent Consultation Evening – Thursday, 19th January 2017 (5.00-8.00pm)
- Curriculum Evening - Thursday, 9th February 2017 (7.00 - 9.00pm)
- Option choice sheet issued to pupils and parents – Thursday, 9th February 2017
- Option choice sheet returned to Tutor by 9am Friday, 24th February 2017

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 Campbell, Year 9 Pastoral Leader; any of the subject teachers; Miss Machin, our timetabler and curriculum lead; or Ms Horton, Vice Principal.

## **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.

### **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. All subjects, apart from practical subjects like Drama and Music, will be assessed by final examinations at the end of year 11. Practical subjects like Drama and Technical Awards will be examined by coursework and examinations.

### **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 may 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.

## **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 and Fast Tomato.

Careers advice is available to all pupils from the Careers Co-ordinator 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.

The 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-ORDINATOR**

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

### **CAREERS GUIDANCE**

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. 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. It is also important that pupils look at the skills developed through the subject, as these will be as important as the subject knowledge in preparing them for their future careers.

The employment market in the 21<sup>st</sup> century is an ever changing one. The constant is that employers are seeking employees who can demonstrate good organisational and communication skills, think analytically and creatively and work well in a team. The broad and balanced curriculum on offer, including the wide range of extra-curricular activities, provides pupils with the opportunities to develop these skills.

***Mrs Adams***

## **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, namely, full participation in the life of the college and the fulfilment of their potential, whatever form their special need takes.

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 across all subjects. We use a variety of multi-sensory resources to reinforce learning, particularly with literacy and numeracy. Work is differentiated by all teachers to provide materials suited to different learning styles and educational needs.

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. Teaching Assistants take every opportunity to consolidate pupils' literacy skills, pre-teach course material and promote confidence and a sense of achievement. If it is felt appropriate, the SEN department will also offer tailored support for pupils on organisational and examination technique skills. Teaching Assistants are also available to mentor pupils at registration where appropriate.

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. These arrangements, if allowed, must also be followed in lessons and in-class assessments.

Additional expert and specialist advice from outside agencies is sought as and when it is needed. Social Skills and Anger Management groups are available to support the personal development of pupils.

***Mr Ian Smith, SENCO***  
**Special Educational Needs Department**

### OPTION MODEL

| The following subjects must be studied by all pupils |  |
|--|--|
| GCSE English Language and GCSE English Literature    | PE (One lesson a week. This does not lead to a GCSE).    |
| GCSE Mathematics                                     | GCSE Double Science or Triple Science                    |
| GCSE RE  | PSHEe (One lesson a week. This does not lead to a GCSE). |
| All pupils following pathway 1 must also study a MFL |  |
| GCSE French or German or Spanish                     |  |

#### Pathway 1

| Option A       | Choice | Option B                            | Choice |
|----------------|--------|-------------------------------------|--------|
| GCSE Geography |        | GCSE Art                            |        |
| GCSE History   |        | GCSE Business Studies               |        |
|                |        | GCSE Computer Science               |        |
|                |        | GCSE Drama                          |        |
|                |        | GCSE Food Preparation and Nutrition |        |
|                |        | GCSE Media Studies                  |        |
|                |        | GCSE Music                          |        |
|                |        | GCSE Resistant Materials            |        |
|                |        | GCSE Sports Studies                 |        |
|                |        | GCSE Textiles                       |        |
|                |        | Technical Award in ICT              |        |

#### Pathway 2 (For pupils not studying a MFL in Key Stage 4)

| Option A       | Choice | Option B                                | Choice | Option C                                      | Choice |
|----------------|--------|---|--------|---|--------|
| GCSE Geography |        | GCSE Art                                |        | Technical Award in Product Design             |        |
| GCSE History   |        | GCSE Resistant Materials                |        | Technical Award in ICT                        |        |
|                |        | GCSE Business Studies                   |        | Certificate of Personal Effectiveness (ASDAN) |        |
|                |        | GCSE Computer Science                   |        |   |        |
|                |        | GCSE Drama                              |        |   |        |
|                |        | GCSE Food Preparation and Nutrition     |        |   |        |
|                |        | GCSE Media Studies                      |        |   |        |
|                |        | GCSE Music                              |        |   |        |
|                |        | GCSE and Technical Award Sports Studies |        |   |        |
|                |        | GCSE Textiles                           |        |   |        |
|                |        | Technical Award in ICT                  |        |   |        |

## **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.

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 off-site 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:

- Full time education
- An apprenticeship or traineeship
- Work or volunteering 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 Eastbourne area and 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.

## **ART**

**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 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.

### **PROGRESSION**

Pupils may progress on to A Level. A Level pupils 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***

## **BUSINESS STUDIES**

**GCSE BOARD: EDEXCEL**

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

Business Studies looks at the Enterprise and entrepreneurial culture of the UK.

### **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. 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?**

The qualification has the following themes:

- **Topic 1.1 Enterprise and entrepreneurship** – pupils are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- **Topic 1.2 Spotting a business opportunity** – pupils will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- **Topic 1.3 Putting a business idea into practice** – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- **Topic 1.4 Making the business effective** – pupils will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- **Topic 1.5 Understanding external influences on business** – pupils are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Pupils will explore how businesses respond to these influences.
- **Topic 2.1 Growing the business** – pupils are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- **Topic 2.2 Making marketing decisions** – pupils will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- **Topic 2.3 Making operational decisions** – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- **Topic 2.4 Making financial decisions** – pupils will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- **Topic 2.5 Making human resource decisions** – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

Business Studies pupils will be expected to participate in a number of internal enterprise activities throughout Year 10.

### **SCHEME OF ASSESSMENT**

There are 2 90 minute exams taken at the end of year 11: Unit 1 - Investigating a small business and Unit 2 - Building a business. The papers are a mixture of multiple choice/short answer questions and extended writing questions.

### **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 A Level Business Studies and Economics, and a range of level 2/3 vocational qualifications.
2. An Apprenticeship leading to a skilled career or management training.

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

***Mrs Forster-Simmons***

## COMPUTER SCIENCE

**GCSE BOARD: OCR (J276)**

At Key Stage 4 the pupils can undertake study for a single award GCSE in Computing. Computer Science 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:

- 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.
- 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.
- 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 and is worth 20% of the GCSE grade.

### 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 an essential 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 A Level Computing and Mathematics courses, however understanding 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**

## **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.

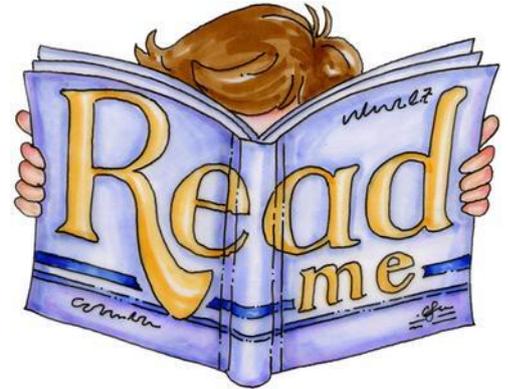
***Mrs Dunster***

## 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. 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 wider 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

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 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, literary critic, working in theatre, teaching and many more.

***Mrs Midghall***

## **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 must complete a written report on their findings. The report will be approximately 1500- 2000 words and approximately 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. 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 as a: dietician, nutritionist, food economist, food microbiologist, environmental health officer, food technologist and food purchaser within the retail market.

***Mrs Truss***

## 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 an 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 the Isle of Wight to explore the Geography studied in the lessons and, biennially, a trip is run overseas, such as to Iceland.

### SCHEME OF ASSESSMENT

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

## 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, c1060-88  
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. There is an emphasis on a source based enquiry through the course.



### SCHEME OF ASSESSMENT

Pupils are assessed in three written exams at the end of Year 11. The exams are structured as follows:

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

This is a one tier entry subject.

### PROGRESSION

History is respected subject by employers, colleges and universities. Through studying History pupils develop critical thinking and sophisticated communication skills both of which are essential for a wide range of careers. History may also give you access to vocational studies in museum or gallery work. GCSE History prepares pupils well for A Level History which is recognised as valuable by all the highest performing universities. 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 Campbell***

## MATHEMATICS

**GCSE BOARD: EDEXCEL**

The content of the Mathematics GCSE gives pupils the opportunity to develop confidence in:

- Using and applying standard maths techniques to solve problems
- Interpret and represent information
- Produce clear explanations and proofs
- Solve mathematical problems in a range of contexts.



### 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.
- 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.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9.

| Topic Area                            | Foundation Weighting | Higher Weighting |
|---------------------------------------|----------------------|------------------|
| Number                                | 25%                  | 15%              |
| Algebra                               | 20%                  | 30%              |
| Ratio, Proportion and Rates of change | 25%                  | 20%              |
| Geometry and Measures                 | 15%                  | 20%              |
| Statistics & Probability              | 15%                  | 15%              |

There is a +/- 3% tolerance for each area.

### PROGRESSION

The Mathematics GCSE provides 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.

**Miss Machin/Ms Gallagher**

## **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)

#### **Paper One**

Questions will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these three areas of the theoretical framework in that Section A will focus on industries and audiences whilst Section B will deal with the representations.

#### **How it's assessed**

- Written exam: 1 hour 30 minutes
- 84 marks (35% of GCSE Questions)
- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge.
- An extended response question assessing in depth knowledge.

#### **Paper Two**

Questions will focus on media language and contexts of the media. Pupils will be expected to analyse media products both in relation to the theoretical framework and their contexts. Section A will focus on language and Section B will focus on contexts.

#### **How it's assessed**

- Written exam: 1 hour 30 minutes
- 84 marks (35% of GCSE Questions)
- Multiple choice questions assessing breadth of knowledge of language.
- Short answer questions assessing in depth knowledge of language.
- Stepped response questions assessing breadth of knowledge of language.
- Extended response questions assessing in depth knowledge of all elements of the media

**Non-exam assessment:** creating a media product

Application of knowledge and understanding of the theoretical framework. Practical skills relating to the media format of their choice.

#### **How it's assessed**

- A choice of topics related to the over-arching (annually changing) theme
- 72 marks (30% of GCSE)
- Assessed by teachers
- Moderated by AQA.

Tasks pupils produce:

- a statement of intent
- a media product for an intended audience.

### **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.
- Production skills: photography to create still image work, digital camera work, desk-top publishing.
- Evaluation: pupils are expected to be able to effectively evaluate their production work in the light of media practices.

### **PROGRESSION**

A wide range of options for further study are available including 'A' level Media Studies and Film Studies. Careers related to media include: advertising, journalism, public relations, film, TV broadcasting, marketing and publishing.

***Mrs Midghall***

## MODERN LANGUAGES (French, German or Spanish)

### GCSE BOARD: AQA

Pupils will continue to study either French, German or Spanish to GCSE level, based on the language choice made at the end of Year 7. 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:<br/>Identity and Culture</b>  | <b>Theme 2:<br/>Local national, international<br/>and global areas of interest</b>  | <b>Theme 3:<br/>Current and future study and<br/>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 college within a time window in the Spring Term of Year 11 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><br/>Understanding and responding to different types of spoken language.</p>  | <p><b>What's assessed:</b><br/>Communicating and interacting effectively in speech for a variety of purposes.</p>   |
| <p><b>How it's assessed:</b><br/>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><br/>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><br/>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><br/>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><br/>Understanding and responding to different types of written language, including passages of literature.</p>   | <p><b>What's assessed:</b><br/>Communicating effectively in writing for a variety of purposes.</p>   |
| <p><b>How it's assessed:</b><br/>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><br/>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><br/>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><br/><u>Foundation Tier:</u> The Foundation writing paper includes a short picture description, a translation task from English into the target language (approximately 35 words) and a structured writing task (around 90 words). 50 marks in total.<br/><u>Higher Tier:</u> The Higher Tier paper includes 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> |

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

Good universities are looking for a GCSE in a modern language from their applicants. We encourage our pupils to continue with their language learning at A level. In a global market the ability to speak a foreign language is even more important than it was in the past. Many employers regard a language GCSE as an indication of academic effort and diligence. Languages are rated highly in terms of literacy skills. The ability to communicate in another language is valued highly in the following careers:

- Sales and marketing
- Multi-national companies
- International Banking
- Journalism
- Diplomatic Service
- International Aid Development
- ICT Programming Skills
- Translators
- International Law
- Teaching and Education
- Import and Export
- Travel & Tourism
- Bilingual-Administrative Work

**Miss Chong, Miss Auzinger & Mrs Scott**

## MUSIC

GCSE BOARD: WJEC/EDUQAS

### INTRODUCTION

Music is an inspiring and creative course for those who enjoy performing music, are learning an instrument, have singing lessons or enjoy creating music on computers or in a recording studio. 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. To take this course, you must be able to offer one instrument/or voice. You will need to continue to develop your performance skills as the course progresses. It certainly helps if you can read music reasonably confidently before starting the course.



### MAIN FEATURES OF COURSE CONTENT

The WJEC/EDUQAS GCSE Music course involves the study of a variety of musical genres and styles, and encourages an integrated approach to the three distinct disciplines of performing, composing and appraising. 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 in. There are four main areas of study:

- Musical forms and devices
- Music for ensemble
- Film music
- Popular music

### SCHEME OF ASSESSMENT

Component 1: Performing. A minimum of two pieces, one of which must be a group performance; 30%. **(There is no requirement to perform solo!).**

Component 2: Composing. Two compositions; 30%.

Component 3: Appraising. Written examination (listening based); 40%. Two of the eight questions are based on extracts set by WJEC, which helps you to be prepared for the examination.

### TECHNOLOGY

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

### PROGRESSION

Music GCSE helps you to develop the valuable communication skills and confidence essential for any successful career path. Your listening skills will enhance the aural perception needed in language examinations and effective communication. 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, it prepares you to study A Level Music, 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 WJEC/EDUQAS 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, and possibly concerts and workshops at the De La Warr Pavilion in Bexhill and other local venues.

**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**

## **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.

***Mrs Hoyle***

## **DESIGN AND TECHNOLOGY**

With specialist areas in Resistant Materials and Textiles on offer.

### **GCSE BOARD: AQA**

A new and exciting GCSE course is on offer. If you are a problem solver, creative thinker and like designing and making this is the subject for you. If you have enjoyed the projects in KS3 why not take it further and continue studying this interesting subject at GCSE level.

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

This course offers sound progression from KS3 and offers relevant and interesting content for pupils to study. There will be a focus on producing a prototype and the course allows for a specialised approach in the areas of Resistant Materials and Textiles. At the heart of the subject will be a passion to produce well designed and functioning products. We will also teach a core element of the syllabus through both theory and learning by doing. Modern technologies such as CAD, 3D modelling and laser cutting will be key elements.

### **SCHEME OF ASSESSMENT**

All our specialist areas have the same forms of assessment and an equal workload. The only difference will be your chosen material to work in.

#### Exam

One tier entry

A written paper worth 50% of the final GCSE mark. This is a 2 hour paper and questions range from multiple choice to extended written responses.

#### Coursework

A non-examined assessment (coursework) worth 50% of the GCSE mark with a single design and make task selected from a range of design and make tasks. Pupils will submit a prototype and a design folder.

### **PROGRESSION**

The Design and Technology industries are a huge employer and this field offers excellent career choices. A qualification in Design and 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:

- 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***



## RELIGIOUS STUDIES

GCSE BOARD: EDEXCEL

### MAIN FEATURES OF COURSE CONTENT

**Section 1 – Study of Catholic Christianity:** This part of the course will give pupils the opportunity to study four key themes surrounding Catholic 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 Islam:** 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 Islam. 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 8/9 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.

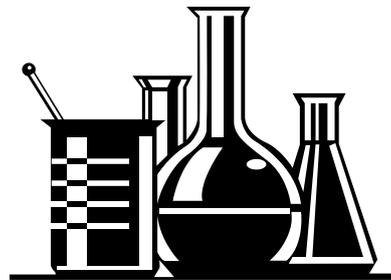
***Mrs Mead***

## **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, because 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 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 many courses at college and careers. 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 reduce your possible career choices by half because 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**

## 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 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 Assessment 40%

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

## **BTEC LEVEL 2 FIRST AWARD IN SPORT (TECHNICAL AWARD)**

This course is equivalent to 1 GCSE. There will be four units studied through the two years.

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

Unit 1 - Fitness for Sport and Exercise (externally assessed): The first part of this unit looks at the physical requirements for excellence in a selected sport. Learners are required to collect and study information on elite athletes. The second part of the unit will require pupils to plan, implement and evaluate a personal fitness programme.



Unit 2 - Practical Sports Performance: The practical sport unit is where you will be given the chance to show your skills, techniques and tactics in a wide range of sports. You will be taught the rules of these sports and learn how to officiate in your chosen sport. You have to do at least two main sports - one individual and one team sport, but we will cover a variety of sports throughout the unit and course.

Unit 3 - The Mind and Sports Performance: Pupils will understand the basics of sports psychology and the demands of different sports. You will examine how and why people are motivated towards playing sport and how personality can influence choice of sport.

Unit 4 - Leading Sports Activities: This unit will provide you with an introduction to sports leadership. You will examine the attributes of good leaders and what makes an effective leader. There are many roles working within sport that require effective and successful sports leadership, and this module will give you an insight into some of these.

### **ASSESSMENT**

All units have theory and practical elements. The qualification is graded: Distinction\*, Distinction, Merit, Pass or Level 1 and grades above Pass are equivalent to one GCSE. One of the units (Fitness in Sport and Exercise) is externally assessed (40%). The other three units are assessed through coursework (60%). You will be assessed using a variety of methods including presentations, written coursework and practical demonstrations.

### **PROGRESSION**

This BTEC can be followed by level 3 vocational qualifications 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***

## **BTEC LEVEL 2 TECHNICAL AWARD IN INFORMATION TECHNOLOGY\***

### **INTRODUCTION**

Information Technology (IT) is an ever changing global industry and requires a workforce that is adaptable and flexible to meet the needs of the 21<sup>st</sup> century. It is transforming all aspects of our economy and society, impacting in areas such as retail, social media, news and film. This qualification combines creative and practical skills to develop the technical expertise of learners.



What can this qualification lead to?

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of vocational qualifications at Level 3, which prepares you for employment or apprenticeships.

### **QUALIFICATION TITLE AND EQUIVALENCE**

BTEC Level 2 Technical Award in Information Technology. The qualification is graded: Distinction\*, Distinction, Merit, Pass or Level 1 and grades above Pass are equivalent to one GCSE.

### **COURSE CONTENT**

Component 1: Exploring Uses of IT:

- Hardware, Software, Connectivity, The Internet, Security, Wider implications of IT Use Component

Component 2: Developing a Spreadsheet Solution to Model Data

- The Importance of Data in Decision Making, Spreadsheet Modelling.

Component 3: Creating an Interactive Product

- Multimedia design for the Web, Presentation or Gaming

### **ASSESSMENT MODEL**

Component 1: Exploring uses of IT. Externally assessed through short-answer written exam. 40% of the final grade.

Component 2: Developing a Spreadsheet Solution to Model Data. Internally assessed through skills-based Controlled Assessment. 30% of the final grade.

Component 3: 30% of the final grade. Internally assessed through skills-based Controlled Assessment. 30% of the final grade.

\*This qualification requires Department of Education approval and is subject to change.

**Mr Fegan**

## TECHNICAL AWARD IN PRODUCT DESIGN

Specialist areas of Materials Technology Level 1/2.

**EXAM BOARD: AQA**

### MAIN FEATURES OF COURSE CONTENT

A skills based qualification graded on a pass, merit, distinction and distinction\*, designed for learners with a preference towards practical learning. This course has an emphasis on practical skills and specialises in particular materials used within a resistant materials workshop. This award allows pupils to work in a hands on way to develop their skills. This course offers progress from Key Stage 3 and has a range of units from mini skills tasks to an extended making project. Pupils will work both as a team and independently during this course.



### SCHEME OF ASSESSMENT

The qualification is graded: Distinction\*, Distinction, Merit, Pass or Level 1 and grades above Pass are equivalent to one GCSE.

Unit 1 - skills demonstration with pupils being awarded marks for the skills they can demonstrate (30%).

Unit 2 - extended making project assessed against planning and making (30%).

Unit 3 - written exam paper lasting one hour and 30 minutes (40%).

60% of this course is internally assessed within school and 40% in a terminal examination.

### PROGRESSION

This course offers progression towards level 3 vocational qualifications and also A level design and technology. Pupils will learn practical and teamwork skills both vital transferable skills in the careers market. Design technology offers progression into many fields of training/apprenticeships and employment with careers in the engineering, construction and motor vehicle industries.

Please note the specification/content may be subject to some minor changes.

**Mrs Robertson**



## CERTIFICATE OF PERSONAL EFFECTIVENESS

**EXAM BOARD: ASDAN**

### MAIN FEATURES OF COURSE CONTENT

The certificate of Personal Effectiveness is a nationally recognised qualification. CoPE can accredit many of the activities undertaken by learners as part of their formal and non-formal curriculum. The certificate can be taken at level 1 or level 2 and involves the completion of challenges which participants select from 12 modules:

- Communication
- Citizenship and community
- Independent living
- Environment
- Vocational preparation
- Health and fitness
- Enterprise
- Science and technology
- International links
- Expressive arts
- Beliefs and values

Pupils also complete 6 skills related to the following units:

- Working with others
- Improving own learning and performance
- Problem solving
- Research skills
- Communicating through discussion
- Giving an oral presentation

The course is extremely broad and focuses on key skill acquisition. Many of the activities are practical. In the past these have included: organising a Christmas party at a residential care home, geocaching, planning and cooking a two course meal, completing a two day expedition and planting a vegetable garden.

### SCHEME OF ASSESSMENT

Pupils are required to:

- Complete 120 hours of challenges
- Compile a portfolio of evidence
- Meet the criteria for all six of the skills units

### PROGRESSION

Depending on the level achieved completion of CoPE can lead to level 2 or 3 qualifications on FE courses. At either level, the skills acquired will help prepare pupils for further education and life beyond.

**Mr Harwood**



**NOTES**

### KEY DATES FOR YEAR 9

|                         |  |
|-------------------------|--|
| Wednesday, 18th January | Pupil Profiles to parents                          |
| Thursday, 19th January  | Parent Consultation Evening (5.00-8.00pm)          |
| Thursday, 9th February  | Curriculum Evening (7.00-9.00pm)                   |
| Thursday, 9th February  | Option choice sheet issued to pupils and parents   |
| Tuesday, 21st February  | Careers Workshops (during PSHEe)                   |
| Friday, 24th February   | Option choice sheet to be returned to Tutor by 9am |
| Friday, 26th May        | Reports to Parents                                 |
| Monday, 5th June        | Year 9 Exam Week                                   |

### MISSION STATEMENT

#### *Comitas, Caritas, Scientia*

St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.

Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.

We enable all to flourish and grow together in friendship and in faith.

We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.

We endeavour to cherish our school motto of Community, Charity and Knowledge.

*'I have come so that all may have life, and have it to the full.'* (John 10:10)

