

ST RICHARD'S CATHOLIC COLLEGE BEXHILL

KEY STAGE 4

THE WAY AHEAD



CURRICULUM BOOKLET 2015 - 2017

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INTRODUCTION

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 the next two years. There are compulsory subjects known as the Core Curriculum and there are three 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

Physical Education

Personal, Social, Health 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.

Explore the balance of controlled assessment and examinations in each subject.

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.

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.
- 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.

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 five or more 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.

CHOOSE WISELY

OPTION DEADLINES

- Curriculum Booklet and a sample options grid issued to pupils and parents - Monday, 12th January 2015
- Curriculum Evening - Thursday, 15th January 2015 (7.00 - 9.00pm)
- Year 9 Parent Consultation Evening – Thursday, 29th January (5.00-8.00pm)
- Option choices sheet issued to pupils and parents – 2nd February 2015

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.

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).

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.

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-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. 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-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

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/Looking Ahead Folder

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

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 and economic well-being to support their financial competency. 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.

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 summative data for their Progress Files. 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

Options Model

- Make a first (1) and second (2) choice in each pathway. Please note you will not be able to select Computing in Pathway B and ICT in Pathway C as a first preference in both Pathways. You may select either subject as a first preference in one Pathway and a second preference in the other, or as a second preference in both.

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

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 *A to C 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. With the participation age moving to 18 from 2015 it is 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. The initial foundation project combining Still-life, Figure and Landscape 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 1st 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.

All pupils have the potential of achieving A* to G grades.
A final grade will be awarded in early May.



GRADING USED FOR COURSEWORK AND HOMEWORK

Please refer to section on Grading at back of booklet.

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. An A* to C grade in Art and Design is a usual requirement. 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 requires 4 D grade GCSE passes and leads on to National Diplomas.

The National Diploma 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 1st 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.

All pupils have the potential of achieving A* to G grades. A final grade will be awarded in early May.

GRADING USED FOR COURSEWORK AND HOMEWORK

Please refer to section on Grading at back of booklet.

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 imagery and genres.
4. investigating different ways of working, as appropriate to their chosen areas of study within art, craft and design.
5. providing evidence of an understanding of spatial qualities, composition, rhythm, scale and structure.
6. providing evidence of the use of safe working practices.

PROGRESSION

Pupils may progress on to A level. An A* to C grade in Art and Design is a usual requirement. 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 requires 4 D grade GCSE passes and leads on to National Diplomas.

The National Diploma 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

ART AND DESIGN AQA ENTRY LEVEL CERTIFICATE

This course can be made available for pupils that would struggle to achieve a "G" grade at GCSE.

For the ELC Art and Design Award, pupils must present a Portfolio of Evidence from **two different** component units and evidence a choice of **three different themes** in their total submission. Pupils may use the same component unit to evidence two different themes.

Pupils who do not submit two different component units and evidence from three different themes, will not be eligible for the ELC Art and Design Award and will receive a mark of zero.

Component Units

Pupils must select **two different** component units for study.

Applied

Photography

Textile Design

Three-Dimensional Design

Plus

Themes

Candidates must respond to their **two** component units using **three different** themes.

- 1 Myself
- 2 Advertising
- 3 Environment
- 4 Holidays
- 5 Theatre
- 6 Animals
- 7 Colour and Pattern
- 8 Buildings and Interiors
- 9 Fashion
- 10 Food
- 11 Reflections and Mirror Images
- 12 Toys and Games
- 13 Ceremonies, Festivals and Celebrations
- 14 Sport and Leisure
- 15 Fantasy

All work is 100% internally assessed by the centre and moderated by AQA.

The candidate's total submission will be marked holistically out of a maximum of 60 marks.

Entry level 1 - 5/60

Entry level 2 - 25/60

Entry level 3 – 45/60

Mr Halligan

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 21st 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 be involved with the running of the Fair Trade stall at Parent Consultation Evenings or Open Evenings and the 'behind the scenes' ordering and finance. 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: AQA



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 *Medea*, a play by Euripides – 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.



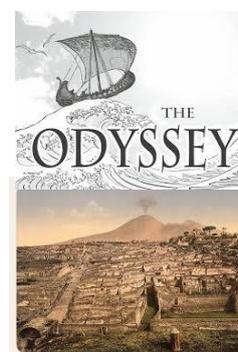
SKILLS

The main skills that will be enhanced by this course are analysis and evaluation. Pupils will also be required to form personal responses and as such 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 during the course, particularly with controlled assessment.

MAIN FEATURES OF COURSE CONTENT

The course consists of:

- | | |
|---|------------|
| Unit 1 Greece and Rome: Stories and Histories. <i>The Odyssey by Homer</i>
Assessed by: External Examination. 1 hour. 46 Marks | 25% |
| Unit 2 Greece and Rome: Drama and Life. <i>Greek Tragedy and Drama Festivals</i>
Assessed by: External Examination. 1 hour. 46 Marks | 25% |
| Unit 3 Greece and Rome: Conflict and Carnage. <i>Pompeii and Herculaneum</i>
Assessed by: External Examination. 1 hour. 46 Marks | 25% |
| Unit 4 Greece and Rome: An Evaluative Study. <i>Emperor Nero or Athenian Pottery</i>
Assessed by: Controlled Assessment 3-4 hours. 60 Marks | 25% |



The assessment objectives for the syllabus are as follows:

- AO1:** Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.
- AO2** Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.
- AO3** 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 pupils 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

Pupils are assessed through three written exams and one controlled assessment. The duration of each exam is one hour. Pupils answer ten structured questions on the topic with a range of one to three marks per question. A longer essay question is then required, broken down into three parts, which equates to 26 marks. Students can achieve a maximum of 46 marks on each paper. The controlled assessment is completed at the end of Year 10 whilst the examined topics are taken at the end of Year 11. Pupils will be assessed and prepared for examination throughout the course by regular practise 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

Grades span from A*-G. There is a two tier entry system and a foundation paper is available for G-C pupils. 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. If entered for the higher paper, pupils must achieve a C level to be graded. We would expect all pupils who take the subject to enter for the final examination. Target grades will be made at the beginning of Year 10 and will be adapted as progress is made throughout the course. 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 mean 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 would also complement study in Archaeology, Drama, English Literature and History.

Miss Soan

SUBJECT TITLE: GCSE COMPUTING (SINGLE AWARD)
BOARD: OCR

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

This course gives pupils a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many pupils find absorbing. Due to the challenging nature of the course, pupils who are predicted to achieve A or A* in Mathematics would be most suitable.

The GCSE covers THREE units of work:

Unit 1: Computing systems and programming

This unit covers the body of knowledge about computer systems, including learning about the use of algorithms in computer programs and evaluating the impact of computer technology in society. Pupils will acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.

This unit is assessed through a 1 hour 30 minute examination paper set and marked by OCR and is worth 40% of the final GCSE grade. The exam paper has a mixture of short- and long-answer questions, some of which require pupils to write program code.

Unit 2: Current Trends in Computing

Practical investigation. An investigative computing task, which assesses the following: research, technical understanding, analysis of the problem, historical perspective, use of technical writing, recommendations/evaluation. This is a Controlled Assessment task worth 30% of the GCSE grade.

Unit 3: Programming Project

Pupils create solutions to computing tasks chosen from a set of options supplied by OCR (controlled assessment). This is a Controlled Assessment task worth 30% of the GCSE grade.

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.

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

Pupils can achieve A*-G grades on this course.

Progression

'AS' and 'A' level Computing or Mathematics courses. Use your skills in other subjects and in the workplace.

ICT careers include: computer scientist, systems analyst, systems developer, software engineer, games developer, network engineer, IT consultant, multimedia programmer

Ms Cook



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:

- i) Written work.
- ii) Class work.
- iii) 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.

Mr Fairbrass

MAIN FEATURES OF COURSE CONTENT

All pupils will take English Language alongside English Literature. Pupils will be placed in an ability group and this decision is made by English teachers at the end of year 9.

Both GCSEs are based on 100% examination taken at the end of Year 11. Pupils will be awarded a band 1-9 instead of grades.

The **GCSE English Language** specifications cover:

A certificate in Speaking and listening: Both individual and group activities where pupils:

- Engage in speaking and listening activities in a variety of formal and informal contexts.
- Present and listen to information and ideas.
- Respond appropriately to the questions and views of others.
- Adapt talk to situation and audience, using Standard English where appropriate.

Reading texts: includes reading a variety of texts from a range of literary and non-fiction sources.

Writing information and ideas: exploring non-fiction, explanation, argument, persuasion and **Creative writing.**

The assessment objectives are:

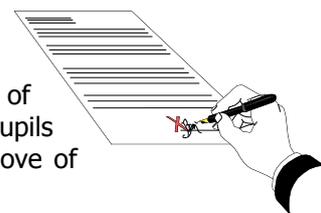
- AO1 Communicate clearly and purposefully, listen and respond to speakers' ideas and perspectives, interact with others, shaping meanings through suggestions, comments and questions.
- AO2 Understand variations in spoken language, explaining why language changes in relation to contexts. Evaluate the impact of spoken language choices in their own and others' use.
- AO3 Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross references as appropriate. Develop and sustain interpretations of writers' ideas and perspectives. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence.
- AO4 Write to communicate clearly, effectively and imaginatively. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

There is one tier of entry which covers bands 1-9 and there are two exams resulting in 100% of the GCSE.

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.



The course includes a study of a number of texts including plays, prose and poetry. This includes a nineteenth century novel, a Shakespeare play, a contemporary play and prose text and a collection of poetry including approaches to unseen poems. The two examinations are worth 100%

The assessment objectives are to:

- Understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation.
- Evaluate ways in which texts may be interpreted differently according to the perspective of the reader.
- Understand how texts from the Literary Heritage have been influential and significant over time.
- Explore how texts from different cultures and traditions may reflect or influence values and assumptions.

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: Journalism, working within the media, author, literary critic, working in theatre, teaching and many more.

Mrs Midghall



MAIN FEATURES OF COURSE CONTENT

Geography is a subject that draws on many areas of the GCSE curriculum; it is deeply rooted in Science and Mathematics and applies them to the human situation. The subject is very practical and draws on a variety of teaching styles to help pupils understand the impact of the human-environment interaction. Geography is highly regarded by employers as the subject requires pupils to develop strong transferable, interpretation and empathy skills to successfully understand our planet. At degree level, geographers are the second most employable graduates after Law. The course builds on many of the elements of Key Stage 3 and develops them further, whilst introducing new areas of study. The course at St Richard's is well placed as a platform to A/S and A Levels in geography from the local providers.

There are three broad areas that the subject covers in formal assessments: Physical Geography, Human Geography, Local Fieldwork Investigation.

Fieldwork is undertaken wherever possible. It is mostly local, taking place during a lesson, to look at aspects such as coast formation and management. During Year 10, a full day field trip for the controlled assessment is undertaken. Apart from extending and widening their knowledge and understanding of Geography it will provide an excellent basis for future studies. Controlled assessment topics are selected by the college from a menu provided by AQA. We do offer residential fieldwork, with a weekend visit to Swanage in Dorset. Additionally, there is an international fieldtrip to Iceland that runs biannually and provides an opportunity for pupils to experience the unique geography of the area.

SCHEME OF ASSESSMENT

There are 3 components detailed below. Pupils will be entered for EITHER foundation or Higher tier papers.

Unit 1 Physical Geography External Examination (1hr 30 minutes) 37.5% of the full GCSE. We study three questions and each question is worth 25 marks:

Section A

The Restless Earth

Section B

Ice on the Land

The Coastal Zone



Unit 2 Human Geography External Examination (1hr 30 minutes) (worth 37.5% of the full GCSE)

Section A

Population Change

Section B

The Development Gap

Tourism

Unit 3 Local Fieldwork Investigation (worth 25% of the full GCSE)

Controlled assessment

The college will select a task from a choice of 11 provided by AQA and pupils work under the direct supervision of a teacher at all times with the exception of research involving primary and /or secondary data collection.

Progression

Geographers are always highly employable because of the relevance of the knowledge and important transferable skills. Career opportunities could include: employment in travel and tourism, urban planning, environmental management, reserve warden, weather presenter, alternative technologies, overseas development projects and map maker. A qualification in geography can display to employers you have a multitude of transferable skills.

Mrs Hoyle

SUBJECT TITLE: HISTORY
GCSE BOARD: EDEXCEL B- School's History Project

INTRODUCTION TO HISTORY GCSE COURSE

The History GCSE course is a popular choice at St Richard's. It combines a variety of historical topics (as outlined below) whilst enabling pupils to develop both new and existing skills. As a written subject, pupils learn how to develop their writing through extended answers and also to use specialist vocabulary. The controlled assessment requires pupils to approach research in an analytical way through sources; expecting them also to learn how to organise information. ICT is used to enhance both skills and knowledge. Many pupils prefer to use ICT to present some pieces of work and most pupils use the revision facilities available on the Internet.

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 COURSE CONTENT

The course consists of:

Exam: A Development Study	Medicine Through Time	25%
Exam: A Depth Study	Germany 1919-45	25%
Exam: A Source Enquiry	Surgery	25%
Controlled Assessment	Representations of History: Vietnam	25%

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 and one controlled assessment. The duration of each exam is one hour and fifteen minutes. Pupils answer five questions and can achieve a maximum of 54 marks on each paper. The controlled assessment is completed in Year 10 whilst the examined topics are sat in the summer of year 11 following a series of revision sessions. There is also the opportunity to re-sit aspects of the Controlled Assessment in Year 11.

GCSE EXAMINATION AND TARGET GRADES

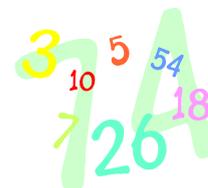
This is a one tier entry subject. We would expect all pupils who take History to enter for the final examination. Grades span from A*-G. Target grades will be made at the beginning of Year 10 and will be adapted as progress is made throughout the course.

PROGRESSION

The nature of History makes it a subject valued by further educational 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 Campbell





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 Requirements 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.
- 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 both mathematical and non-mathematical contexts.
- A formulae sheet is given at the front of each examination paper.
- One assessment series available per year
- 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).

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



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

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 two or more unseen tasks.

This unit is assessed under supervised conditions as a formal 90 minute 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, 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.

We also study 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 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 (DOUBLE OPTION)
GCSE BOARD: WJEC

Pupils will take a GCSE in either French or German, based on choices made at the end of year 8. Pupils who have been studying both French and German in Year 9 will continue to do so, taking their German GCSE at the end of Year 10 and their GCSE in French at the end of Year 11.

The curriculum content consists of language tasks covering the four skills of listening, speaking, reading and writing and are in line with the National Curriculum Areas of Experience and Topics.

The Areas of Experience are:

- (A) Everyday Activities
- (B) Personal and Social Life
- (C) The World Around Us
- (D) The World of Work
- (E) The International World

ASSESSMENT FRAMEWORK

➤ Unit 1: Listening (20%)

This is an external written paper, which takes place during the summer examination series in Year 11. There are two tiers of entry, lasting approximately 35 minutes (Foundation) or 45 minutes (Higher)

40 marks

This paper involves listening to a range of recorded texts with written responses in English.

➤ Unit 2: Speaking (30%)

Speaking is assessed via Controlled Assessment (untiered)

40 marks

Pupils are required to prepare two tasks over the two year course, one of each of the following:

1. Structured conversation
2. Presentation and discussion

➤ Unit 3: Reading (20%)

This is an external reading comprehension which takes place during the summer examination series in Year 11. There are 2 tiers of entry, lasting 35 minutes (Foundation Tier) or 45 minutes (Higher Tier)

40 marks

This paper involves reading a number of different types of text and responding to questions, mainly in English.

➤ Unit 4: Writing (30%)

Writing is assessed via Controlled Assessment (untiered)

40 marks

Pupils are required to produce two written tasks from different contexts over the two years. Pupils must write between 200 and 300 words in the target language in response to a question set by the examination board.

Controlled Assessments are marked out of 20, with marks being awarded for content, accuracy and the range of structures used. When combined, Controlled Assessments are worth 60% of the final mark.

SKILLS PRACTISED

Listening Skills, Reading Skills, Writing Skills, Communication Skills, Team Work, Presentation Skills, Public Speaking Skills, Interview and ICT Skills.

16+ FUTURE WORK-RELATED LEARNING OUTCOMES

A2/AS 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 language from their applicants.

Mrs Howis

SUBJECT TITLE: MODERN LANGUAGES (SINGLE OPTION ONLY)
GCSE BOARD: AQA (IGCSE)

The pupils studying a single modern foreign language follow the AQA IGCSE course, with a FGCSE award being available for those pupils who enjoy the language but will not be able to achieve a full IGCSE grade.

The areas of experience are:

- Socialising. This includes meeting people, expressing personal interests and relationships such as family and friends.
- Travelling abroad. This component covers going on a trip, holiday preferences and being both a guest and a host.
- Being part of a community. Pupils will learn how to express themselves about home and local issues, school life and helping others.
- Making choices. This unit deals with language based around lifestyle choices, future plans and ambitions.

ASSESSMENT FRAMEWORK FOR THE IGCSE

There are four assessment components in the course. Each component is weighted as 25% of the total mark. Three of the components are divided into foundation or higher papers, tailoring the assessment to the ability level of the individual pupil.

- Paper 1. Listening (25%). The foundation paper lasts for thirty minutes, with five minutes of preparation time. The higher paper lasts for forty minutes, also with five minutes of preparation time.
- Paper 2. Reading (25%). The foundation paper takes forty minutes, while the higher paper lasts for forty five minutes.
- Paper 3. Speaking (25%). This paper is not tiered, with the same speaking task being undertaken by all pupils. The assessment lasts for a maximum of 9 minutes, plus 2 minutes of preparation time.
- Paper 4. Writing (25%). The foundation paper takes thirty minutes while the higher paper has a sixty minute time limit.

Assessment framework for the FGCSE (graded beneath a pass at GCSE level and suitable for pupils who enjoy the language but will not achieve a GCSE in the subject).

- Two externally-set assignments in listening and reading (50%).
- Two internally-set assignments in speaking and writing (50%).

Both types of assignment are internally marked by the college and externally moderated by the examination board.

SKILLS PRACTISED

Listening skills, reading skills, writing and communication skills, collaborative learning, presentation and interview skills.

FURTHER EDUCATION AND WORK-RELATED OUTCOMES

AS/A2 level French and German.

Leisure and tourism qualifications and industry.

ICT industry.

Translation, import/export industries and working in the EU.

Language skills are useful in a range of industries and most good universities expect or even require a modern foreign language GCSE from 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 learn how to 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, 20th 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 A1 and A2 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.

You will need to buy an A4 folder and dividers, and a flash memory stick. There will be an opportunity to buy revision guides at reduced cost.

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; 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 (SLA)

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 using a pupil log-book.

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 20 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 Community Sports Leadership Award (CSLA) and Higher Sports Leadership Award (HSLA) 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 either Food or 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, Food or Textiles at GCSE level.

MAIN FEATURES OF COURSE CONTENT

Some areas of learning will relate specifically to the area chosen.

Other aspects of learning are common to all 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 terminal 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.

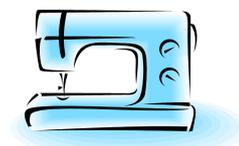
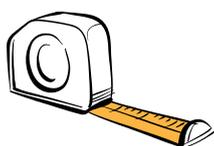
PROGRESSION

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:

- Food Technology:- catering industry, food industry, product development, sensory science, teaching and food microbiologist
- 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 Williams



SUBJECT TITLE: RELIGIOUS STUDIES
GCSE BOARD: EDEXCEL



MAIN FEATURES OF COURSE CONTENT

Section (1) Religion and Society

This section of the syllabus provides an opportunity for the study of several key ethical issues that Christians face while living in the U.K. Themes/issues to be addressed include: 'Rights and Responsibilities', 'Environment and Medical Issues', 'Peace and Conflict' and 'Crime and Punishment'. In this course, pupils compare how Christians make moral decisions compared to followers of one other religion.

Section (2) Religion and life based on a study of Christianity

This section of the syllabus is intended to provide an opportunity for the study of the ways in which aspects of personal and social life may be related to Biblical moral teaching and Christian Ethics. Pupils will explore the variety of opinion and practice within Christianity, whilst having particular regard for the Catholic Tradition. Themes/issues to be addressed include: 'Believing in God', 'Matters of Life and Death', 'Marriage and the Family' and 'Religion and Community Cohesion'.

SCHEME OF ASSESSMENT

The course is assessed through two terminal papers. Both papers are taken at the end of Year 11. Each paper carries a weighting of 50% of 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 an 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 A* - G

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, housing adviser, journalist, librarian, Minister of Religion, social worker, teacher and community worker.

Mr Byrne

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 and Additional Science GCSEs. Content is delivered using the Gateway Science Scheme. Each discipline is taught separately and covers one unit per subject in Year 9, two units in Year 10 and three in Year 11 for triple. The number of units taught in Year 11 is reduced for double. 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. ICT is used when it will help pupils learn science more effectively.

SKILLS

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

ASSESSMENT

GCSE Assessments

The controlled assessments for all three subjects are completed in Year 10 and 11 and include an experiment and data analysis. A practice controlled assessment will be completed at the end of Year 9.

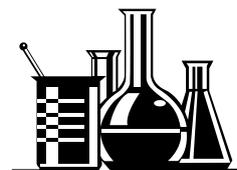
Examinations

There are two tiers of entry:

Foundation covers grades from G to C

Higher covers grades from C to A*

The tier of entry is continually under review and may change as a result of a pupil's performance during Year 9. The final decision for tier of entry is made at the beginning of Year 10. 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 will be assessed.

RESOURCES

Revision material is available on the BBC website (<http://www.bbc.co.uk/education>). The college also sells revision guides at £3.00 each. There is one for each subject.

PROGRESSION

Core 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. What is important to realise is that without at least one science GCSE you probably reduce your possible career choices in half, and if you want a career in a science related industry (like medicine) it will be impossible without at least two science GCSEs.

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.

MAIN FEATURES OF COURSE CONTENT

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

i Practical

Pupils will be practically assessed as a performer in six activities.

Marks gained from four of the six activities will make up the practical component of the course. These six activities will be taken from the following:

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

Pupils can also be assessed on other activities which may not be offered at the college and can also be assessed as a leader/coach/official and choreographer.

Practical marks from three activities will make up their practical coursework marks, along with marks from a controlled assessment piece linked to one of their practical activities.

Practical Assessment 60%

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. This is assessed through a controlled assessment.

Part of the practical component is a controlled assessment written by the pupil on one practical activity.

ii Theory

Pupils investigate the subject under two distinct headings:

a Health Related Fitness covering topics such as:

- Health and Fitness
- Diet
- Exercise
- Hygiene and Safety
- Fitness for Physical Activity
- Factors affecting Performance

b Sport and Society covering topics such as:

- Local and national sporting issues
- Factors affecting participation

Theoretical Assessment 40%

This takes the form of one written examination at the end of the two year course.

There is one tier of entry, covering grades A* - G.

PROGRESSION

This GCSE can be followed by 'A' level Sports Studies, CSLA or HSLA courses at sixth form. Careers include sports physiotherapist, PE teacher, sports journalist, professional sports person, sports development officer, health and fitness, armed forces and police.

SUBJECT TITLE: STATISTICS
EXAM BOARD: EDEXCEL

SUMMARY OF SPECIFICATION CONTENT

The specification builds on the content, knowledge and skills developed in Handling Data at KS3. The course is geared to the collection and interpretation of data.

MAIN FEATURES OF THE COURSE

Focus is on standard statistical techniques, diagrams and probability. The course gives the opportunity to analyse written and statistical data.

The course is designed to improve general thinking skills through problem-solving, communication and deductive reasoning skills.

Pupils will be encouraged to apply statistical analysis to a number of work-based scenarios.

ASSESSMENT

Teacher assessed coursework task (25% of the total marks)

1. Planning.
2. Collecting, processing and representing data.
3. Interpreting and analysing data.

One written paper lasting 2 hours (75% of the total marks).

ON COMPLETION

On the successful completion of the Statistics GCSE the pupils will have a good foundation to tackle the Statistics element of A level mathematics. Many statistical techniques are used in Business Studies and Economics at A level.

PROGRESSION

Statistics is used throughout the business world. It is a useful qualification for those intending to work in such areas as public relations, journalism, advertising, banking and the finance sector.

Mr Gallivan

Grading used for Controlled Assessments and Homework

Art

There are four assessment objectives:

1. Development of ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
2. Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
3. Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
4. Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Each area is marked out of 20. Homework may be marked from one or more of these areas. Portfolio projects are marked under all four areas.

Marks are awarded as follows:

- 0 Work not worthy of credit
1-4 Minimal ability
5-8 Some ability
9-12 A generally consistent ability
13-16 A consistent ability
17-20 A highly developed ability

The lower mark just reaches the assessment band.

The next mark is adequate for the assessment band.

The next mark is clear evidence of achieving the assessment band.

The next mark is convincing evidence of achieving the assessment band.

The portfolio is worth 60% of the final grade.

Business Studies

Classwork and homework is graded A-E for content based on exam style questions. Controlled assessment is given a mark out of 40.

Classics

In Classical Civilisation all work is assessed using the GCSE assessment objectives and given an overall grade for the piece of work. Pupils will regularly answer practice and exam style questions and will often be given the grade equivalent at GCSE. Mock exams and end of unit exams will be marked according to examination grade boundaries using mark schemes supplied by the exam board.

Controlled assessment will encompass 8 hours of class time to research the topic as an independent study with 3-4 hours given to write up findings in examination conditions.

Controlled Assessment = 25% of final grade.

Computing

The exam is a written paper taken in Year 11 which is worth 40% of the final mark and tests their knowledge of computer systems, hardware, binary logic and maths, software, databases, networking and programming.

There are two teacher assessed Controlled Assessment tasks which combined are worth 60% of the final mark.

The first piece of Controlled Assessment is a Practical Investigation task set by OCR which includes research, problem analysis, technical writing skills, recommendations and an evaluation.

The second piece of Controlled Assessment is a Practical Programming task where pupils show their understanding of programming techniques.

The grades awarded for the qualification are A*-G.

Drama

Practical work is marked out of 45 and development and group work out of 15 according to examination board descriptors and will result in an A*-G grade.

Written work is marked out of 10 according to GCSE criteria and results in an A*-G grade.

English Language

Grading for homework will be in line with school grading system. It will reflect the level achieved plus an effort grade.

There will be no controlled assessments. The assessment is broken into two papers. Paper one and two both written exams - 1 hour 45 minutes each worth 50% of grade.

There is also a non-examination spoken language assessment with 0% weighting.

English Literature

Exam paper one: Shakespeare and the 19th century novel worth 40% GCSE. Paper two: Modern texts and poetry worth 60% of the GCSE.

History/Geography

In both History and Geography, all work is assessed using GCSE specification criteria. Notes and general class work are marked using the www/ebi departmental policy to improve work and, where appropriate, will be graded and given a mark according to the level of effort that has been displayed. Homework is also given a grade based on GCSE gradings (A-G). All end of unit assessments are based around GCSE questions and marking follows specific exam criteria. All mock examinations and GCSE style questions are marked to the exam board criteria, with specific feedback given on how to progress.

In History, all pupils undertake controlled assessments in class. Marking here is through the final pieces of work, although preparation work will also be reviewed and targeted. Pupils are allowed to prepare for the assessment outside of the classroom, but the final work must be completed under controlled conditions. The Geography Controlled Assessment is completed using fieldwork collected on an outside visit to a local location and written up in the classroom under controlled conditions. For both subjects, the Controlled Assessment is worth 25% of the final GCSE grade.

ICT GCSE

Controlled Assessment – 60%

- Classwork and homework is graded A-E for content and 1-5 for effort.
- There are four Controlled Assessment tasks which cover a range of ICT skills and are based around the theme of setting up a Music Festival
- All Controlled assessment tasks are undertaken in class.

Exam – 40%

- There is a written exam at the end of Year 11 (1 ½ hour paper)
- The exam tests pupils' ICT theory knowledge and there are a range of multiple choice and long-answer questions

Mathematics

No controlled assessment. 100% examination. Work is assessed by percentage for unit tests during the course. The final grade is given by two terminal examinations.

Media Studies

Each of the major written coursework assignments, the product of work in class under controlled conditions, is graded from A* to G, according to the AQA syllabus criteria.

The assignments are worth 60% of the GCSE grade, the remainder coming from the end of course examination.

Modern Languages (GCSE, IGCSE and FGCSE)

Work is marked: T / T+ / T-* or with an examination grade for attainment
1-5 for effort (although an effort mark is not always awarded)

After the mock examinations the attainment grades will, as far as possible, reflect GCSE grades.

Controlled Assessments are marked out of 20. Two speaking assessments are submitted and two writing assessments. These will be done over Years 10 and 11. The Controlled Assessments are worth 50% of the final mark.

*

T = target: work is at the expected standard
T- = below target: work is not at the expected standard
T+ = above target: work is above the expected standard

Music

- 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 practical exam)
- Listening test (written paper with CD) - 20% (1 hour 30 minutes)

All written, composition and performance work is graded A-E for attainment and 1-5 for effort.

Product Design/Design & Technology

There are three areas of assessment:

- Recalling, selecting and communicating knowledge and understanding (25% of the marks)
- Applying knowledge, understanding and skills in a variety of contexts whilst designing and making products (55% of the marks).
- Analysis and evaluation of products (20% of the marks).

Controlled Assessment is marked in accordance with AQA board's mark scheme. The controlled assessment is **60%** of the total mark, and the terminal examination is worth **40%** of the total mark.

Other work given in class or for homework may not be required as part of the Controlled Assessment but may be set in preparation for the external exam.

RE

There are two exams, each worth 50% of the final grade. Both are taken at the end of Year 11.

- A*/A Uses a variety of sources. Well-chosen and presented. Relevant to task. Accurately applied and correct in nearly all details.
- B Uses a variety of sources. Well-chosen and presented. Relevant to task. Accurately applied and correct in many details.
- C Can select from some sources appropriately.
- D Can select some relevant information. There are some correct points and evidence of own wording.
- E Isolated examples of relevant knowledge. Basic explanation of a religious idea, using own wording.

A numerical grade to be used to reflect effort:

1 - maximum, 2 - good, 3 - satisfactory, 4 - poor, 5 - minimum

Science

Work is graded in the following ways:

Skill areas assessed: Biology, Chemistry, Physics, Quality of written communication, Data analysis, Evaluating

Additionally, the formal Controlled Assessments conducted as Investigations have eight elements: Research, Planning, Risk assessment, Collecting data, Analysing and Interpreting, Evaluating and Justifying a conclusion. These are marked and moderated according to the mark scheme used by the exam board. Each unit studied has a post-unit test, the result is issued as a GCSE grade.

Controlled Assessments = 25% of final grade

Sports Studies

Coursework is practical. Marks are awarded for each activity on the following skills:

- (i) Acquisition of skills.
- (ii) Performance in a game.
- (iii) Knowledge and understanding of rules.
- (iv) Evaluation of performance.
- (v) A controlled assessment piece of work on one of the practical activities.

Written work is completed in exercise books and is graded A - E for attainment, 1-5 for effort

Theory - written examination - 50%

Statistics

Teacher assessed Controlled Assessment task (25% of total marks) on Planning; Collecting, processing and representing data; and Interpreting and analysing data.

Remaining 75% will be Higher tier entry - one 2 hour paper. All pupils will be entered for Higher tier GCSE.

Homework will be one 40 minute session per week which is marked by percentage. The course will be taught in units and each unit will have an end of unit examination. There will be an end of unit assessment sheet to communicate progress to parents/carers.