



# Blessed George Napier Catholic School



## A Guide to the Key Stage 4 Curriculum 2023/2024



# YOUR CHOICES FOR YOUR FUTURE

Dear Parent/Guardian,

This booklet is intended to assist parents/carers and pupils in choosing their option subjects for Years 10 and 11.

All pupils will follow a core GCSE curriculum of:

RE  
English Language  
English Literature  
Maths  
Science  
Core PE

PSHE and Citizenship continues to be taught throughout Years 10 & 11 during tutor time and a programme of sessions timetabled at regular intervals throughout the school year.

The choices made now may have far-reaching implications for the future. All pupils will continue into education or training after the age of 16, either in our Sixth Form or at another centre. Therefore, it is vital that decisions made now do not limit the options available to students in the future.

In addition to the traditional GCSE subjects BGN offers a carefully chosen selection of vocational qualifications which emphasise the application of skills and knowledge in a more work related setting. These could be considered alongside the more traditional subjects, for some students.

Examination Boards have set high standards and to achieve the best results possible and to be able to cope with a realistic workload, a concentration on a limited number of subjects is desirable and sensible. We would point out that once students have begun their courses, they will be unable to drop a subject at any time.

Brief outlines of all available subjects are included in this booklet and narrated PowerPoints for each subject area can be found on the VLE, BGN Spaces, Year 9 Options. **Whilst every effort is made to accommodate pupils in the choice of their subjects, the numbers of pupils in some subjects may be limited by issues such as staffing, resources and Health & Safety. Therefore students will be asked for a first and second choice.**

We hope that you will find the information contained in this booklet useful in making option decisions. There will be two opportunities for students and parents to speak to subject teachers, firstly at the Yr 9 Options' Evening on 26<sup>th</sup> January and at the Year 9 Parents' Evening on Thursday 17<sup>th</sup> February. Further details about this will be sent out shortly.

Yours sincerely

Miss M Joyce  
Deputy Headteacher



# PATHWAYS

## GCSE PATHWAY

A GCSE Pathway pupil will be targeting students whose Minimum Expected Grades are between 9 to 4/5 grade equivalents and will almost certainly aspire to A Levels in the sixth form or some other Level 3 qualifications or apprenticeship.

A GCSE Pathway pupil will follow a core GCSE curriculum in:

RE  
English Language and English Literature  
Maths  
Combined Science or Triple Science  
Core PE

- Those students for whom Triple Science is more appropriate will be invited to take that pathway. All other students will do Combined Science.
- For those students where university may be a pathway in the future, we strongly recommend they opt for at least one language and/or a humanities or computer science.

Please note that once courses have begun in September, students will be unable to drop any.

## COMBINED GCSE AND VOCATIONAL PATHWAY

A GCSE/BTEC Pathway pupil will aspire to grades of 4 / 5, but may more typically have target grades of below 4. A GCSE and Vocational Pathway student will aspire to further Level 2 qualifications, including apprenticeships after school and may consider Level 3 qualifications in our Sixth Form or at College.

A GCSE and Vocational Pathway pupil will follow a core GCSE curriculum in:

RE                      Combined Science                      English                      Core PE                      Maths

In addition students can choose from the Vocational courses outlined below and also GCSE subjects. Please note that once courses have begun, in September, students will be unable to drop any.

Vocational subjects:

BTEC Construction  
BTEC Children's Play, Learning and Development  
Cambridge National in Creative I-Media

# ENGLISH LANGUAGE GCSE



## Examining Body - AQA

Students follow the AQA GCSE English Language syllabus. There is no coursework or controlled assessment. Assessment is through two terminal examinations. GCSEs are graded 1-9, with 9 being the highest grade. GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries.

### ENGLISH LANGUAGE AQA 8700

This course is assessed by two exams and involves both fiction and non-fiction texts.

#### Paper 1: 50% of assessment – 1hour 45minutes

Exploration in creative reading and writing

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

##### **Section A: Reading**

- One literature fiction text with questions (40 marks)
- One short form question (1 x 4 marks)
- Two longer form questions (2 x 8 marks)
- One extended question (1 x 20 marks)

##### **Section B: Writing**

- Descriptive or narrative writing
- One extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Paper 2: 50% of assessment – 1hour 45minutes

Writers' Viewpoints and Perspectives

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

##### **Section A: Writing**

- Two linked texts: one non-fiction text and one literary non-fiction
- One short form question (1 x 4 marks)
- Two longer form questions (2 x 8 marks)
- One extended question (1 x 20 marks)

##### **Section B: Writing**

- writing to present a viewpoint
- One extended writing question (24 marks for content, 16 marks for technical accuracy)

In addition to the above there will also be a non-examination assessed spoken language component requiring students to deliver a presentation using Standard English and respond to a series of questions from the audience.

# ENGLISH LITERATURE GCSE



## Examining Body - AQA

### ENGLISH LITERATURE AQA 8702

Students follow the AQA GCSE English Literature syllabus. This course is assessed by two closed book exams. Our planned KS4 Literature curriculum has been designed to inspire, challenge and motivate every student, no matter what their level of ability.

The Literature exams cover a wide variety of texts ranging from Shakespeare, 19<sup>th</sup> Century literature and modern drama. Pupils also have to produce a response to the studied AQA poetry Anthology, fifteen poems, and also respond to questions about two unseen poems on the exam paper.

#### Paper 1: (40% of the assessment) 1hr 45minutes

- Shakespeare [Macbeth]
- 19<sup>th</sup> Century Literary text [The Sign of Four]

#### Paper 2: (60% of GCSE) 2hrs 15minutes

Pupil will respond to

- A modern text [Blood Brothers]
- Love and relationships AQA Poetry Anthology
- Two previously unseen poems

All exam texts and necessary skills will be studied in class. Pupils are expected to learn quotations from the set texts.

# MATHEMATICS



## Examining Body - AQA

**Syllabus:** AQA Mathematics Linear - 8300

**Method of Assessment:** 100% written examination.

Three papers will be taken, each of 1hr 30 minutes, at the end of Year 11 – one non-calculator and two calculator paper on the following topics:

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

At Key Stage 4 there are two tiers of entry: Higher and Foundation. Students are entered for the examination which most suits their ability and attainment. The grades obtainable at each tier are as follows:

<b>Higher</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>
<b>Foundation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Please note that the grading system A\* - G has now been replaced by numbers

Students are expected to own a calculator and geometry set and bring them to all lessons.

The students are supported at home with access to the “Mathspad” & “Maths Watch” web sites.

Revision workbooks and guides are available through the school on-line shop, accessed via the BGN Website. The Maths are on the VLE is stocked with practice papers, revision materials and useful weblinks.

# SCIENCE



## Examining Body - EDEXCEL

Students will either study Edexcel Combined Science or Edexcel Separate Science at GCSE. This will be dependent on attainment at the end of year 9. Separate science students will study all of the combined science content, with additional material related to Biology, Chemistry and Physics. All of the assessment for science will take place at the end of year 11 (2025). All students will sit mock exams in May of year 10 (2024).

There is now no coursework or controlled assessment in GCSE science, instead skills and knowledge related to practical work will be assessed in the exam. These questions will make up 15% of the exam.

Students began their studies of GCSE content at the beginning of year 9, with final year 10/11 GCSE groups decided in the summer based upon year 9 attainment. Revision guides are available from the BGN online shop.

**Combined Science Assessment:** leading to two science GCSEs

6 external exams at the end of the course (Summer 2025), each will be 1hr 10mins. There will be 2 each of Biology, Chemistry and Physics.

There will be 17 Core practicals in combined science that students must undertake during lessons, participation in these will be monitored by teachers, and catch up arranged as appropriate. Students will also sit internal end of topic tests throughout the course.

**Separate Science Assessment:** leading to three science GCSEs

6 external exams at the end of the course (Summer 2025), each will be 1hr 45mins. There will be 2 each of Biology, Chemistry and Physics.

There will be 18 Core practicals in separate science that students must undertake (6 for each of Biology, Chemistry and Physics), participation in these will be monitored by teachers. Students will also sit internal end of topic tests throughout the course.

# PHYSICAL EDUCATION (Core)



When students reach year 10 we continue to develop their lifelong love of physical education by using sport to develop life skills and promote participation. Students take ownership of their curriculum and plan out their year of sports based on the activities that they believe are best suited to them. Life skills are then taught through these sports in each lesson to help prepare them for the wider world as they become young adults.



## KS4 Life Skills

<b><u>Resilience</u></b> Being able to work through challenges	<b><u>Responsibility</u></b> Controlling emotions and behaviours	<b><u>Self-motivation</u></b> Having the desire and drive to achieve
<b><u>Self-management</u></b> Being organised and independent	<b><u>Integrity</u></b> Being honest and fair	<b><u>Communication</u></b> <b><u>Speaking Effectively</u></b>
<b><u>Communication</u></b> <b><u>Actively Listening</u></b>	<b><u>Collaboration</u></b> Working with others to accomplish a task	<b><u>Empathy</u></b> Understanding others' perspectives
<b><u>Motivating &amp; influencing others</u></b> Encouraging others to achieve	<b><u>Innovation</u></b> Being able to imagine and generate new ideas	<b><u>Evaluation</u></b> Being able to reflect, analyse, evaluate and decide



# BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment



## Examining Body - EDEXCEL (Pearson)

**Qualification:** BTEC

**Syllabus:** Edexcel

**Assessment:** Coursework and Exam

The rationale for the BTEC First Award in Construction and the Built Environment is to:

- inspire and enthuse learners to consider a career in the construction sector
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry.
- support progression to a more specialised level 3 vocational or academic construction course or an apprenticeship.
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

This qualification has been developed to provide an engaging and stimulating introduction to the construction industry.

It comprises three components:

### **Component 1: Construction Technology**

Assessment type: External (Exam)

This component will develop knowledge and understanding of processes, terminology and technology used in the construction of the built environment.

### **Component 2: Construction in Practice**

Assessment type: Internal, externally moderated

This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials in order to safely produce quality outcomes.

### **Component 3: Construction and Design**

Assessment type: Internal, externally moderated – synoptic

Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints.

At all times learners will be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

# POLISH



## Examining Body - AQA

Poland has been developing rapidly since 1989. It will become more and more attractive for those who would like to live in their homeland. Also, Polish is the second most spoken language in the UK. The command of their mother tongue makes Polish children bilingual here in the UK, where speaking a foreign language is an asset. For many children in England, the possibility of sitting Polish at GCSE or A-level gives them a very strong motivation to learn the language of their parents. By acquiring the worldview inextricably linked with the Polish language, those children – fascinated by their ancestors' culture – can become natural candidates to be researchers specialising in Poland and Central Europe at British universities. This qualification will recognise that the students are fluent in both Polish and English and are able to easily translate between the two languages. This could provide the foundation for careers in interpreting, language teaching, travel and tourism and in some areas of the business sector.

We currently follow AQA syllabus.

This specification follows a LINEAR structure, meaning that students will sit all their exams at the end of the course. There is a Foundation Tier (for grades 1-5) and a Higher Tier (for grades 4-9).

### Core content:

#### Theme 1: Identity and culture

#### Theme 2: Local, national, international and global areas of interest

#### Theme 3: Current and future study and employment



#### **Paper 1:** Listening - 25% of GCSE

##### **Understanding and responding to different types of spoken language.**

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)  
40 marks (Foundation Tier), 50 marks (Higher Tier)

#### **Paper 2:** Speaking - 25% of GCSE

##### **Communicating and interacting effectively in speech for a variety of purposes including a role play, photo card and general conversation.**

7–9 minutes (Foundation Tier) + preparation time  
10–12 minutes (Higher Tier) + preparation time  
60 marks (for each of Foundation Tier and Higher Tier)

#### **Paper 3:** Reading - 25% of GCSE

##### **Understanding and responding to different types of written language, to be answered in the target language, English or non-verbally**

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)  
60 marks (for each of Foundation Tier and Higher Tier)

#### **Paper 4:** Writing - 25% of GCSE

##### **Communicating effectively in writing for a variety of purposes.**

1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)  
50 marks at Foundation Tier and 60 marks at Higher Tier

# BTEC TEC AWARD IN CHILD DEVELOPMENT



## Examining Body - EDEXCEL

This course is designed for pupils who wish to have a career in a childcare setting. The course studies children from birth to 5 years old. We look at how children develop, and the role adults have, to ensure children reach expected milestones. We also see how important play is for a child's development and the ongoing support required by adults for a child to thrive.

The course is divided into three components:

1. Children's growth and development
2. Learning through play
3. Supporting children to play, learn and develop

How will pupils be assessed?

Unit	Percentage of course	Assessment	How is the assessment marked?
1. Children's Growth and Development	30%	Internal assessment completed under exam conditions in the classroom.	1. Class teacher 2. Moderated internally by Head of BTEC. 3. External Edexcel Moderator
2. Learning Through Play	30%	Internal assessment completed under exam conditions in the classroom.	1. Class teacher 2. Moderated internally by Head of BTEC. 3. External Edexcel Moderator
3. Supporting Children to Play, Learn and Develop	40%	2 hour written examination.	Edexcel Examination Markers

Pupils will find it useful to do their work experience in a nursery. The knowledge pupils gain in that week will help them with their assessments and written examination.

Pupils will undertake a range of tasks including case studies, projects and timed assignments. This qualification is equivalent to 1 GCSE.

# CAMBRIDGE NATIONAL IN CREATIVE IMEDIA



## Examining Body - OCR

This qualification will assess the application of creative media skills through their practical use. The course will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The qualification will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

### **WHY CHOOSE CREATIVE IMEDIA?**

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This course will provide you with the skills for further study in subjects such as media, journalism, design or business. It also prepares you for a range of creative and technical job roles within the media industry.

### **Assessment:**

#### **There are two mandatory units:**

Creative iMedia in the media industry  
(Exam - 40%)

Visual identity and digital graphics (Coursework - 25%)

#### **And one optional unit:**

Interactive digital media  
(Coursework - 35%)

- The course is assessed at the end of the qualification and is equivalent to GCSE grading.
- Grades are based on assessment across all three units.
- Students will be awarded a grade from Pass at Level 1 through to Distinction\* at level 2.

### **Tiers of Entry:**

Single Tier

# ART



## Examining Body - EDEXCEL

**Qualification:** GCSE

**Syllabus:** Edexcel GCSE (Art and Design – Fine Art)

Art is used to communicate aesthetic, intellectual and conceptual ideas and meaning, as well as serving as a practical or commercial function. Work is the outcome of personal experiences, thoughts, observations of people, places and things. Students will demonstrate an understanding and application of the formal elements and creative skills and will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions.



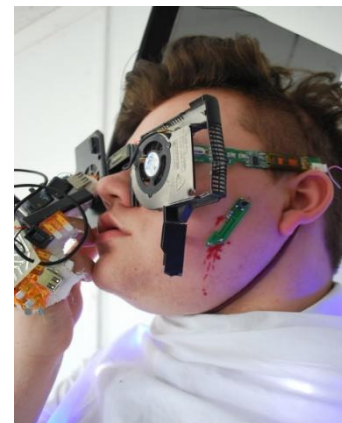
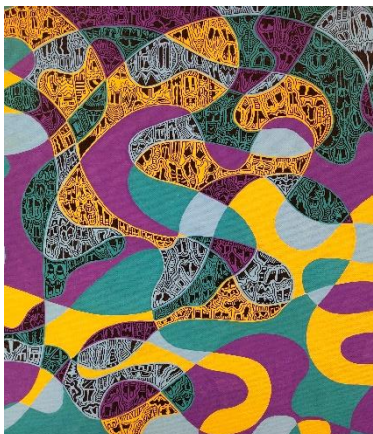
Students will submit work in the form of several of the following areas of study - Drawing, Installation, Lens-/light-based media, Mixed media, Printing, Painting and Sculpture.

### **Method of Assessment:**

**Personal Portfolio (60%)** students work towards creating a portfolio of work throughout the 1<sup>st</sup> 18 months of the course.

**Externally Set Assignment (ESA) (40%)** students are provided with a question paper with a starting point (February YR11), from which they research and investigate over approximately 30 hours, including sitting the final 10 hour practical exam.

Through both their Portfolio and the ESA component, students must develop ideas through investigations, refine their work by exploring ideas, selecting and experimenting with appropriate media, record ideas, observations and insights relevant to intentions and present a personal and meaningful response that demonstrates an understanding of visual language.



# BUSINESS STUDIES



## Examining Body - AQA

**Syllabus:** AQA

This course will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide students with a firm foundation for further study.

### **Paper 1: Influences of operations and HRM on business activity**

#### **Units**

- Business in the real world
- Influences on business
- Business operations
- Human resource

#### **How is it assessed?**

- Written exam: 1 hour 45 minutes
- 90 Marks
- 50% of GCSE

### **Paper 2: Influences of marketing and finance on business activity**

#### **Units**

- Business in the real world
- Influences on business
- Marketing
- Finance

#### **How is it assessed?**

- Written exam: 1 hour 45 minutes
- 90 Marks
- 50% of GCSE

Questions will be a combination of multiple choice questions, short answer questions and case study/data response stimuli with questions.

**Tiers of Entry:** Single Tier

# COMPUTER SCIENCE



## Examining Body - OCR

This planned course gives students a real, in-depth understanding of how computer technology works. The content has been designed to allow for a solid basis of understanding but to engage learners and get them thinking about the real world application.

Through this qualification students can:

- Develop their understanding of current and emerging technologies and how they work
- Analyse problems in computational terms.
- Become independent and discerning users, including designing, writing and debugging programs.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

### WHY CHOOSE COMPUTER SCIENCE?

- It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life
- Students who want to go on to higher study and employment in the field of computer science will find it provides a useful stepping stone.

### Assessment:

**Computer systems – Written paper 50% of total GCSE( 9-1 )**

**Computational thinking, algorithms and programming – Written paper 50 % of total GCSE**

**Tiers of Entry:** Single Tier

# DESIGN & TECHNOLOGY TEXTILES



## Examining Body - AQA

<b>Syllabus:</b>	AQA
<b>Method of Assessment:</b>	50% Written Exam 50% Coursework Project (Non-exam assessment)

The new Design and Technology specification has been designed to be tailored to students' personal interests and their individual learning requirements. Students will specialise in either Textiles or Resistant Materials.

Imaginative practical work is at its heart. Students have the opportunity to explore, design, create and evaluate prototypes in their preferred material areas, to solve real world problems.

Students initially study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They then have the opportunity to study specialist technical principles and materials in greater depth in their chosen specialism

Students will also further develop and refine their knowledge and practical skills by exploring at least one of the following specific material areas in greater depth:

- **Papers and boards**
- **Natural and manufactured timbers**
- **Metals and alloys.**
- **Polymers**
- **Textiles**
- **Smart Materials**

### **Non-exam assessment (NEA) (50% of total marks)**

Students will work to complete a substantial design and make task using their chosen specialist material area. (Students can also take an encompassing approach and use multiple materials) They will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate their abilities to satisfy the following assessment criteria :

- **Investigating and evaluating**
- **Making**
- **Designing**
- **Analysing and**

### **Written Exam (50% of total marks)**

The written exam paper is split into three sections, which mirror the three content areas of the specification.

**Section A:** Core technical principles (*Multiple choice and short answer questions which assess broad technical knowledge and understanding.*)

**Section B:** Specialist technical principles (*Several short answer questions and one extended response to assess a more 'in depth' knowledge of technical principles.*)

**Section C:** Designing and making principles (*Short and extended response questions, includes a design question.*)



# DESIGN & TECHNOLOGY RESISTENT MATERIALS



## Examining Body - AQA

<b>Syllabus:</b>	AQA
<b>Method of Assessment:</b>	50% Written Exam 50% Coursework Project (Non-exam assessment)

The new Design and Technology specification has been designed to be tailored to students' personal interests and their individual learning requirements. Students will specialise in either Textiles or Resistant Materials.

Imaginative practical work is at its heart. Students have the opportunity to explore, design, create and evaluate prototypes in their preferred material areas, to solve real world problems.

Students initially study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They then have the opportunity to study specialist technical principles and materials in greater depth in their chosen specialism

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Students will work to complete a substantial design and make task using their chosen specialist material area. (Students can also take an encompassing approach and use multiple materials) They will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate their abilities to satisfy the following assessment criteria :

- **Investigating  
evaluating**
- **Making**
- **Designing**
- **Analysing and  
evaluating**

### **Written Exam (50% of total marks)**

The written exam paper is split into three sections, which mirror the three content areas of the specification.

**Section A:** Core technical principles (*Multiple choice and short answer questions which assess broad technical knowledge and understanding.*)

**Section B:** Specialist technical principles (*Several short answer questions and one extended response to assess a more 'in depth' knowledge of technical principles.*)

**Section C:** Designing and making principles (*Short and extended response questions, includes a design question.*)

# DRAMA



## Examining Body - EDEXCEL

**Syllabus:** Edexcel

The Drama GCSE is essentially a course which requires practical exploration. However there is a written examination which takes place at the end of Year 11.

The course offers students the opportunity to respond creatively to a range of stimuli, play texts and live performances. Students will learn drama skills such as still image, thought tracking and cross cutting and learn to use the language of drama with confidence. They will be required to analyse live performance and create their own performance work.

**Component 1 (40%)** – To use ideas and issues to respond to a stimulus material. Students will create a devised performance.

1,500 - 2,000 words of written coursework.

**Component 2 (20%)** – To explore a play text. The purpose is to enable students to develop knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. Students will perform to a given audience at the end of this unit.

**Component 3 (40%)** - Drama written examination. This is an externally assessed written examination. Students respond to a set text given by the exam board and a live theatre production. This is taken at the end of Year 11.



# GEOGRAPHY



## Examining Body - AQA

**Syllabus:** AQA GCSE Geography

This course is based on a balanced framework of human and physical Geography. It allows students to explore the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students who complete this course will have the skills to progress to A-Level Geography & beyond.

**Method of Assessment:** There are three examinations, all at the end of Year 11 and there is no coursework or Controlled Assessment.

Paper 1: Physical Geography - 35% GCSE, 90min, 88 marks (inc. 3 SPAG).

Topics: Natural hazards (tectonics, tropical storms, extreme weather in UK, climate change), Physical landscapes in the UK (coasts, rivers), Ecosystems (tropical rainforests, hot deserts).

Paper 2: Human Geography – 35% GCSE, 90min, 88 marks (inc. 3 SPAG).

Topics: Urban issues and challenges (growth of urbanisation, urban planning, sustainable living), the changing economic world (the development gap, cultural and social change, employment patterns), resource management (distribution and management of food, water and energy, the demand and management of water).

Paper 3: Geographical Issue & Fieldwork – 30% GCSE, 1 hour, 76 marks (inc. 6 SPAG).

Topics: fieldwork based on above topics and an exam to test knowledge of how to carry out fieldwork and analyse data.

Fieldwork – in recent years we have completed a two night residential in Swanage towards the end of Year 10. The purpose of this trip is to complete fieldwork for Paper 3 and aid the teaching of coastal environment in Paper 1.

# HISTORY



## Examining Body - EDEXCEL

### **Paper 1: Thematic study and historic environment**

The content is divided into two: a thematic study and a linked study of a historic environment.

- Thematic study: Medicine in Britain, c1250-present (36 marks)
- Historic environment: The British sector of the Western Front, 1914-1918 injuries, treatment and the trenches (16 marks)

Assessed by 1 hour 15 minute written examination – 30% weighting

### **Paper 2: Period study and British depth study**

Candidates study two separate topics:

- The reigns of King Richard I and King John, 1189-1216 (32 marks).
- The American West, c1835-c1895 (32 marks).

Assessed by 1hour 45 mins. examination – 40% weighting.

### **Paper 3: Modern depth study**

Candidates study a substantial and coherent short time span through the use of written sources:

- Weimer and Nazi Germany, 1918-1939 (52 marks).

Assessed by 1hour 20 mins. examination – 30% weighting.

Textbooks are provided but there is an option to buy Revision Guides for all four topics

# MODERN FOREIGN LANGUAGES



## Examining Body - AQA

### FRENCH AND SPANISH

As people travel more for both work and leisure, modern languages occupy an ever-increasing role in today's society. Students have the opportunity to study either French or Spanish and indeed we welcome those who wish to continue studying both languages.

We currently follow the AQA syllabus in both languages.

This specification follows a **LINEAR** structure, meaning that students will sit all their exams at the end of the course. There is a Foundation Tier (for grades 1-5) and a Higher Tier (for grades 4-9).

#### **Core content:**

**Theme 1: Identity and culture**

**Theme 2: local, national, international and global issues of interest**

**Theme 3: Current and future study and employment**

Paper 1: Listening - 25% of GCSE

(A range of question types based on pre-recorded spoken material in the target language, to be answered in the target language, English or non-verbally)

Foundation Tier – 35 mins (40 marks)

Higher Tier – 45 mins (50 marks)

Paper 2: Speaking – 25% of GCSE

(Communicating and interacting effectively in speech for a variety of purposes, including a role-play, photo card and general conversation).

Foundation Tier – 7-9 mins + preparation time (60 marks)

Higher Tier – 10-12 mins + preparation time (60 marks)

Paper 3 Reading – 25% of GCSE

(Understanding and responding to different types of written language, to be answered in the target language, English or non-verbally)

Foundation Tier – 45 mins (60 marks)

Higher Tier – 1 hour (60 marks)

Paper 4 Writing – 25% of GCSE

(communicating effectively in writing for a variety of purposes)

Foundation Tier – 1 hour (50 marks)

Higher Tier – 1 hour 15 mins (60 marks)

# MUSIC



## Examining Body - WJEC Eduqas

### Method of Assessment:

- Component 1: Performing                      30%                      *Teacher assessed*
- A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment: One piece must be an ensemble (group piece) lasting at least one minute
  - One piece linked to an Area of Study (see below)
  - Grade 3 music is the standard level and can score full marks if played perfectly
  - You can use any instrument or voice or choose a technology option.

- Component 2: Composing                      30%                      *Teacher assessed*
- Two pieces:
- One in response to a brief set by WJEC – there are 4 to choose from each year.
  - One free composition – ANY style you want to write in.

- Component 3: Appraising                      40%                      *Externally assessed examination*
- Listening examination: 8 questions, 2 on each area of study:
- AoS 1 Musical Forms and Devices (including a set work: Badinerie by J.S. Bach)
  - AoS 2 Music for Ensemble
  - AoS 3 Film Music
  - AoS 4 Popular Music (including a set work: Africa by Toto)

The GCSE course is an extension of the curriculum studied at Key Stage 3. Music is the universal language that unlocks our emotions and is a central part of world culture. By studying Music, students will learn the key concepts and ideas that allow composers to manipulate our emotions and give meaning to abstract concepts of melody and rhythm. Students will become performing musicians, understanding their instrument or voice at a deeper level. They will also learn to compose, putting their ideas and themes into original pieces. Music is more than just studying dots on a page: we take an in-depth look at historical and cultural context, developing strong analytical skills that can be applied to a wide range of disciplines.

### Careers Links:

Music qualifications can lead to careers in the music industry, music publishing and PR, artist management, sound engineering, foley editing, music therapy, education, and arts management.

Further information on this specification is available from the qualification website:

<https://www.eduqas.co.uk/qualifications/music-gcse/>

# PHYSICAL EDUCATION



## Examining Body - Edexcel

All students have the opportunity to pursue examination PE in key stage 4; this is additional to Core PE. Timetabled lessons are split between the theoretical and practical element to meet the course requirements. Learning does not stop outside of the classroom door. Students are expected at extra-curricular clubs to excel in a range of sports that will be assessed as part of their GCSE. Work is set to be completed at home to prepare for the lesson or to consolidate learning to ensure understanding can be challenged within the lesson time.

Assessment at a glance:

PAPER 1: Fitness and Body Systems. Written exam (1 hour 45 minutes) worth 36% of GCSE.

- Applied anatomy and physiology
- Movement analysis
- Physical training

PAPER 2: Health and Performance. Written exam (1 hour 15 minutes) worth 24% of GCSE.

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

### NON EXAM ASSESSMENT

Practical performance in physical activity and sport. Internal assessment (external moderation) worth 40% of GCSE.

- Students are assessed as a player/performer in three different activities (team, individual and a third from either team or Individual) (30% of grade)
- Plus written analysis and evaluation of performance (10% of grade)

# PHOTOGRAPHY



## Examining Body - EDEXCEL

**Qualification:** GCSE

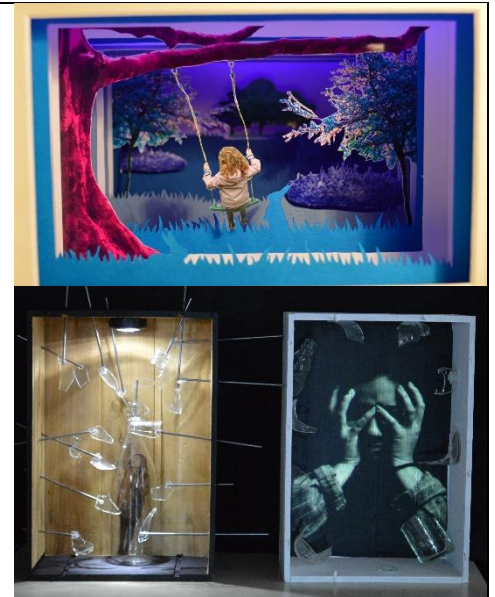
**Syllabus:** Edexcel GCSE (Art and Design - Photography)

Photography may be defined as the creative journey through the process of lens - and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. Students should attempt to use photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. They will need photo manipulation and graphic design skills, and good communication skills in order to complete their portfolio.

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. The use of formal elements are used to communicate a variety of approaches. The camera and its functions, including depth of field, shutter speed, focal points and viewpoints will be learnt. The application of observational skills to record from sources and communicate ideas will be used. Drawing methods such as pen or pencil on paper enhance students' development and understanding of photographic ideas, for example to plan shots, analyse and deconstruct their own imagery, or record ways in which practitioners have used formal elements and visual language.

**Method of Assessment: Personal Portfolio** (60%) students work towards creating a portfolio of work throughout the 1<sup>st</sup> 18 months of the course. **Externally Set Assignment (ESA)** (40%) students are provided with a question paper with a starting point (February YR11), from which they research and investigate over approximately 30 hours, including sitting the final 10 hour practical exam.

Through both their Portfolio and the ESA component, students must develop ideas through investigations, refine their work by exploring ideas, selecting and experimenting with appropriate media, record ideas, observations and insights relevant to intentions and present a personal and meaningful response that demonstrates an understanding of visual language.





# STATISTICS



## Examining Body - AQA

The course examines planning and data collection; processing, representing and analysing data; reasoning, interpreting and discussing results; probability.

The course is assessed by 2 examinations, each 1hr 45mins long.

This course complements the Data Handling element of the GCSE mathematics course at both higher and foundation levels.

The course, over two years, is examined at Higher and Foundation levels. Students are entered for the examination which most suits their ability and attainment. The grades obtainable at each tier are as follows:

- **Higher**            9        8        7        6        5
- **Foundation**    5        4        3        2        1