



# Blessed George Napier Catholic School



## A Guide to the Key Stage 4 Curriculum 2022/2023



# 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.**

We hope that you will find the information contained in this booklet useful in making option decisions. There will also be the opportunity for students and parents to speak to subject teachers at the virtual Year 9 Parents Evening on Thursday 17<sup>th</sup> February. Further details about this will be sent out shortly.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M Joyce', written in a cursive style.

Miss M Joyce  
Deputy Headteacher



# PATHWAYS

## GCSE PATHWAY

A GCSE Pathway pupil will be targeting 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

# RELIGIOUS STUDIES



## Examining Body - AQA

The AQA GCSE Full course is made up of THREE units. Students will be entered for the AQA GCSE Full course.

**THE GCSE FULL COURSE** offered by AQA has 3 units.

50% Catholic Christianity, focusing on:

1. Creation
2. Incarnation
3. Triune God
4. Redemption
5. The Church and the Kingdom of God
6. Eschatology

25% Judaism

1. Beliefs
2. Practices

25% Themes

1. Religion, Relationships and Families
2. Religion, Human Rights and Social Justice

The GCSE syllabus is examined by 3 exams for the full course. There is no coursework.

The GCSE Full course is demanding. The topics challenge students and teacher to keep abreast of the Church's teaching on social, sacramental and moral issues. Pupils are expected to have a thorough knowledge of all units covered and to bring their knowledge of scripture to bear when making judgments on topical issues of morality.

### **SPIRITUALITY**

Whichever course a student studies, we follow the Church's year, incorporating into our syllabus the teaching and celebration of the great feasts. Often pupils choose to experience a week's retreat in May/June of Year 10. Pupils will receive a letter about this in September of Year 10 and the 50 places are allotted on a first come first served basis.

# 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 45mins

Exploration in creative reading and writing

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

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

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

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

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

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

Writers' Viewpoints and Perspectives

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

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

- Two linked texts: one non-fiction text and one literary non-fiction
  - 1 short form question (1 x 4 marks)
  - 2 longer form questions (1 x 8, 1 x 12 marks)
  - 1 extended question (1 x 16 marks)

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

- writing to present a viewpoint
- 1 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 "My Maths" & "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 (2024). All students will sit mock exams in May of year 10 (2023).

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 2024), 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 2024), 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)



All students will receive 1 hour of Physical Education per week. They will follow a Key Stage 4 programme of study. This course aims to develop further pupils' skills and tactical awareness already learned in Key Stage 3 and encourages a healthy and active lifestyle through the participation in a variety of individual and game activities. Core PE also focusses on developing life skills, all of which can be applied to the future career path or further education that they choose. There will be numerous opportunities for students to continue to follow our leadership pathway.

# BTEC CONSTRUCTION AND THE BUILT ENVIRONMENT (LEVEL 2 AWARD)



## Examining Body - EDEXCEL

**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 two **core units**:

**Unit 1: Construction Technology** – this unit covers the different forms of construction that can be used for low-rise offices, retail units and homes. Learners will develop an understanding of the structural performance required for low-rise construction, and explore how substructures and superstructures are constructed. *(This unit will be externally assessed).*

**Unit 2: Construction and Design** – in this unit, learners will develop a broad understanding of the construction industry, the sort of projects it undertakes and the contribution it makes to wider society. Learners will also look at how client needs can shape the design of a building, and develop their own design ideas for a given brief.

one **mandatory unit**:

**Unit 3: Scientific and Mathematical Applications for Construction** – in this unit, learners will apply scientific and mathematical knowledge, understanding and skills to practical construction contexts. Learners will develop an understanding of the scientific principles affecting the performance of construction materials and develop skills to perform mathematical calculations in construction contexts.

And one **specialist unit**:

**Unit 5: Exploring Carpentry and Joinery Principles and Techniques** - where learners will develop their knowledge of carpentry and joinery and work independently to produce their own timber frame.

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

**Syllabus:** The course is designed for students who have studied Polish or have had basic knowledge about the Polish language and Polish culture but would like to start learning it in a more structured way to develop understanding of the spoken and written forms of Polish, including acquaintance with grammar and social and cultural aspects. The aim of this course is to familiarise learners with the more sophisticated vocabulary as well as complicated grammatical structures and enable them to participate in conversation in Polish and produce written work of a high standard. During the sessions students will be familiarised with a broad range of terminology in Polish and the English equivalent and this knowledge will also aid their achievements in other subjects.

This qualification will recognise that the student is fluent in both Polish and English and is 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.

**Core content includes:**

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

**Method of Assessment:**

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

**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 FIRST AWARD IN CHILDREN'S PLAY, LEARNING AND DEVELOPMENT



**Examining Body - EDEXCEL**

The course is divided into three core parts:

- Unit One - Patterns of Child Development
- Unit Two - Promoting Children's Development through play.
- Unit Three – The Principles of Early Years Practice.

A relevant work placement will be an essential part of the course.

Students will undertake a range of tasks including case studies, projects, work-based assignments, timed assignments and a one hour, externally marked examination. Students will also assemble a portfolio of completed work.

Students will be graded a Pass, Merit or Distinction. This qualification is equivalent to 1 GCSE. Further and more detailed information is available at <http://www.edexcel.com>.

# 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 & DESIGN



## Examining Body - EDEXCEL

**Qualification:** GCSE

**Syllabus:** Edexcel GCSE (Fine Art)

Fine 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.



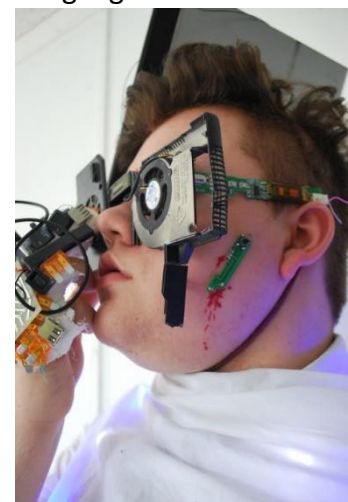
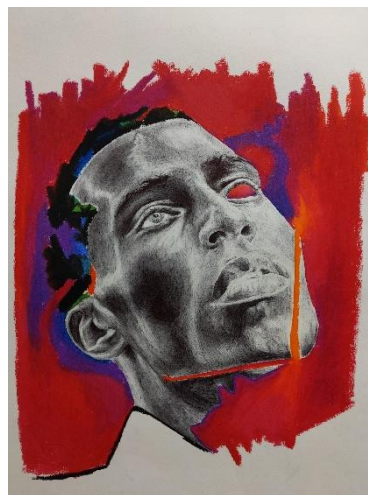
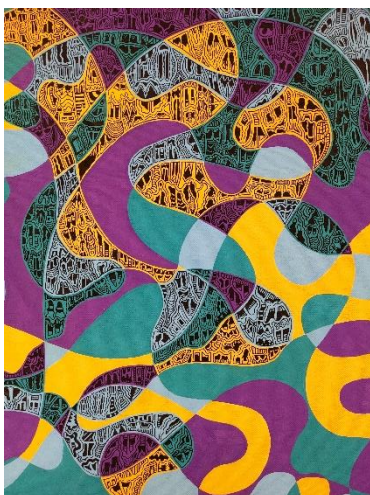
Students will submit work in the form of several of the following areas of study - Drawing, Installation, Lens-/light-based media, Mixed media, Printing, Painting and Sculpture.

### **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 2022), 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**

**Programming project – Non exam ( 20 hours ) Formal requirement**

**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**
- **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.*)

# 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)

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**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. However, this will be kept under review.

# 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 - Eduqas

**Syllabus:** Eduqas GCSE

**Method of Assessment:**

- |   |                          |
|---|--------------------------|
| • Solo Performance                      | 15% of the qualification |
| • Ensemble performance                  | 15% of the qualification |
| • Composition to a brief set by student | 15% of the qualification |
| • Composition to a brief set by OCR     | 15% of the qualification |
| • Listening Exam                        | 40% of the qualification |

The GCSE music course is designed to be an extension of the curriculum studied at Key Stage 3 and builds on the skills developed in that time. The main difference is that students are encouraged from year 10 to work individually at developing the skills of composition and performance. It can be followed by any student in year 10 who:

- Can play an instrument or sing well. For the final assessment, students prepare two performances, one solo and one in a group context.
- Enjoys composing/writing music. By the end of the course students will have composed two pieces, one to the candidate's own brief and one to a brief supplied by Eduqas. This can range from a chord sequence to a picture, a series of notes to a written stimulus.
- Enjoys listening to a variety of styles of music. The listening examination asks questions on a diverse selection of music, ranging from simple instrument recognition to recognition of different styles of classical and world music. As well as this, there are questions on two set works studied in the course. These currently are *Africa* by Toto and 'Badnerie' by J.S. Bach.

# PHYSICAL EDUCATION



## Examining Body - Edexcel

### GCSE PE September 2016 Onwards

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
- Use of data

#### 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
- Use of data

#### NON EXAM ASSESSMENT

Practical performance in physical activity and sport.

Internal assessment (external moderation) worth 40% of GCSE.

- Students are assessed as 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 2022), 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