



The Castle School

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CURRICULUM GUIDE YEARS 10 & 11 2017-2019

Important Dates

Year 9 Curriculum Guide sent home	Thursday 5 January 2017
Options Assembly	Friday 6 January 2017
Facing the Future - Options Evening (opportunity for families to talk to teachers & students for all subjects)	Monday 9 January 2017 6.00-8.15 pm
Options Talk for Students (a follow up to the Year 9 Options Evening)	Tues 17/Wed 18 January 2016
Individual Options Interviews (parents and students)	Thursday 26 January 2017
Options Returns to Form Tutor by	Tuesday 31 January 2017

CURRICULUM GUIDE

This booklet contains details of all the subjects available in Years 10 and 11, for the current Year 9 students. Some of the subjects are part of the compulsory curriculum, others are option subjects. Please read the details carefully before deciding on your option choices. *This booklet needs to be read in conjunction with the hand-out "Options Guidance 2017-2019 Cohort".*

On the pages that follow immediately, you will find details of the subjects which form the compulsory core of the Year 10 and 11 courses, later pages detail those subjects within the options offer.

GCSE qualifications are graded from 9-1. 9 being the highest.

There is also the option of following vocational qualifications in ICT and Music. These are equivalent to GCSEs, and are graded Distinction+, Distinction, Merit or Pass.

Below shows how the new system aligns with the previous letter grades.

<u>New</u>	<u>Old</u>
9	A*/A (top 20% A*/A marks)
8	A*/A
7	A
6	B (top two thirds of B marks)
5	B/C (top third of C marks/bottom third of B marks)
4	C (bottom two thirds of C marks)
3	D
2	E
1	G/F (bottom of 1 aligned with the bottom of G)

COMPULSORY SUBJECTS

English Language and Literature

The English Department is committed to helping each student reach his or her academic potential. Within this commitment there are broader aims:

- to develop a capacity and an enthusiasm for spoken and written English through debate, discussion, role play and drama;
- to foster a lifelong interest in, and passion for, literature by introducing students to a wide range of diverse novels, poems and plays;
- to encourage students to reflect on and explore the meanings and social contexts of literature texts;
- to nurture creativity in students' writing;
- to study and analyse writers' choice of presentation and language print media.

All Year 10 and Year 11 students will study for 2 GCSEs - English Language and English Literature.

AQA English Language and English Literature Syllabus

English Language exams at the end of Year 11 - 100%

All texts in the examination will be unseen. This means that the exam board will choose extracts from various sources (fiction for Language Paper 1 and Non-fiction for Language paper 2). These extracts will **not** have been seen by the students. They will be expected to apply the skills acquired in lessons to respond to the questions around these extracts.

Paper 1 exam: Explorations in Creative Reading and Writing

What's assessed?

Paper 1 exam: 1 hour 45 minutes 50% of GCSE

Section A: Reading (40 marks) 25% - one literature fiction text

Questions:

- 1 short form question (4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (20 marks)

Section B: Creative Writing (40 marks) 25%– descriptive or narrative writing
1 extended writing question (24 marks for content, 16 marks for accuracy)

Paper 2 exam: Writer's Viewpoints and Perspectives

1 hour 45 minutes 50% of GCSE

What's assessed?

Section A: Reading (40 marks) 25% - two linked texts - one non-fiction and one literary non-fiction

- 1 short form question (4 marks)
- 2 longer form questions (1x8 and 1x12 marks)
- 1 extended question (1x16 marks)

Section B: Writing for purpose (40 marks) 25% - writing to present a viewpoint

- 1 extended writing question (24 marks for content, 16 marks for accuracy)

Spoken Language:

This will be assessed and marked by teachers throughout the course – it will be reported separately but does not count towards the % GCSE marks.

English Literature – 100% exam at the end of Year 11

All assessments are closed book: any stimulus materials required will be provided as part of the assessment. Closed book means that students will have studied a range of books and poems but will not have access to these in the exams. They will have to recall quotes for each of the main characters in the text, as well as being able to discuss the impact of context. Students will also have to remember, and apply, techniques (subject terminology).

Paper 1 exam: Shakespeare and the 19th century novel

1 hour 45 minutes - 40% of GCSE

What's assessed?

Section A: Shakespeare plays

Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Students will study Romeo and Juliet.

Section B: The 19th century novel

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Students will study either The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol.

Paper 2 exam: Modern texts and poetry

2 hours 15 minutes - 60% of GCSE

What's assessed?

Section A: Modern texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text. Students will study Lord of the Flies.

Section B: Poetry

Students will answer one comparative question on one named poem printed on the paper and the other poem from their chosen anthology cluster. Students will study the conflict section of the anthology.

Section C: Unseen poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

GCSE Science – Compulsory Subject

Students at The Castle School will follow the **Edexcel** Specifications in Science. All assessment will be via terminal examinations in Year 11. A final grade of 1-9 will be achieved.

Your child will already be covering confirmed GCSE level content in the form of transition modules published by Edexcel themselves. These have been designed to prepare students for the new GCSE courses as well as containing assessment materials which will allow us to make the best choice as to which route your child takes in Science.

There will be two pathways offered in Science by the school:

- 1. GCSE Combined Science (double award).** This course will see students achieving two identical GCSE grades (1-9) by studying, and taking six examinations over the three Sciences (2 x Biology, 2 x Chemistry, 2 x Physics), each 1 hour and 10 minutes long. This route will be taken by the majority of students.
- 2. Separate Sciences: GCSE Biology, GCSE Chemistry and GCSE Physics.** These courses will require the coverage of significant additional content in the same curriculum time and each examination will be 35 minutes longer to reflect this. Three qualifications will be gained, one in each of Biology, Chemistry and Physics with two examinations for each. The separate route is suitable for the most able students, or those who are committed to a future in Science at A-level or beyond. Suitability for this course will be decided based on performance in school exams and lessons, it is highly likely to be limited to those in the top set only.

Further information about the course will be given at the Key Stage 4 launch evening in September 2017 along with an opportunity to purchase revision materials.

Exam Board: Edexcel

Physical Education and Games - Compulsory Subject

Students in Years 10 and 11 will receive two, one hour lessons of PE a week. Students will follow a specific ability based learning programme. They will have the opportunity to choose a wide variety of activities during both years. These activities include: Rugby, Football, Hockey, Basketball, Extreme Golf, Spinning, Health Related Fitness, Badminton, Volleyball, Table Tennis, Trampolining, Cricket, Softball, Tennis, Cycling, Boxercise, Tae kwondo and Athletics.

Students will be given the opportunity to participate in frequent physical activity, conducive to a healthy lifestyle. House matches regularly take place at lunchtime as well as inter-school games at a local, county, regional and national level.

Full details of the GCSE PE Course can be found in the options information later in the booklet.

Core Religious Studies - Compulsory Subject

Core Religious Studies (One hour a week)

All students will be studying Religious Studies for an hour a week in Years 9 and 10. **At the end of Year 10 there will be an entry into the Short Course GCSE exam.**

You will be studying the beliefs and practices of two religions, Christianity and Judaism. You will also be covering two ethics topics where you will get to demonstrate the understanding of how these two religions put their faith into practice.

During the ethics topics you will be given the opportunity to discuss and share your ideas, reflecting on your interpretation of current issues and affairs in contemporary Britain.

This is a fantastic way to start your GCSEs. Sitting your first GCSE in Year 10 gives you the opportunity to put all your skills into practice ready for Year 11.

The course is well recognised by all institutions and will contribute towards your college entry.

This course aims to encourage students to:

- develop their knowledge and understanding of religions and non-religious beliefs
- develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

What's assessed

Section A: The study of religions: beliefs and teachings of two religions:

- Christianity
- Judaism

Section B: Thematic studies: religious, philosophical and ethical studies:

- Theme A: Relationships and families.
- Theme B: Religion, peace and conflict.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar and specialist terminology)
- 100% of GCSE Short course

Exam Board: AQA

Personal, Social and Health Education (PSHE)/Record of Achievement - Compulsory Subject

The Year 10 and 11 PSHE course is centred on the following topics: Are you Ready, Body Image, STIs and Contraception, Stress, Enterprise, Careers, Goal Mapping, Colleges and Consequences, as well as British values. We look at knowledge, skills and attitudes in these areas. A significant amount of the PSHE Curriculum is delivered via the Enrichment Day programmes. The details of each Enrichment day are available to parents prior to delivery, on the school website. We would welcome any comments on content and delivery in order to continue to improve the experience for current and future students.

Students also work on and complete their Record of Achievement, CV and Personal Statements. When they leave, these records become the property of each student and can be used for job and further education interviews.

Enterprise Education is an element of the Year 10 curriculum and is part of the PSHE programme as is House Charities' work. Each form in Year 10 has its own 'enterprise scheme' to work on.

OPTIONS 2017 -2019

GCSE Art and Design

Fine Art

This is a broad Art course leading to the AQA Fine Art GCSE. Fine Art builds on the work students have done in Art in the lower school, extending skills and the students' independence. Students can work in any media, from drawing and painting, to 3D Art, graphic design, print-making, photography and computer based art.

A summary of the course

At the start of each project, work is guided closely, the students develop new skills and are taught to explore media and to build on their individual strengths as artists. As the projects progress students develop their own ideas to make a personal response to the project theme. There are two projects – one in Year 10 and one in Year 11, which together are worth 60% of the GCSE. In the spring term of Year 11, students receive the exam question paper and prepare work based on the question they choose leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of artists and designers.
- Observing and recording using drawing, mixed media and photography as key research tools.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Presenting a personal response to a project theme showing independent working skills and ideas, practical art skills, and making connections with key artists studied.

Educational Visits

Students visit the London Tate Galleries at the start of the course on a trip (end of Year 9) that introduces at first hand some of the artists we will study. Fine artists have a further study trip in Year 10 to enhance their coursework units – past trips have included The Eden Project and Exeter Museum and Cathedral, for drawing, photography and first hand investigation.

Progression

Many of our students have gone on to study A Level Art, Textiles or Graphic Design at Richard Huish, BTEC Art and Design, Graphic Design or Photography at Bridgwater & Taunton College.

Photography

This is primarily a digital photography course leading to the AQA Art Photography GCSE. Photography will suit students who have an interest in and a commitment to working creatively, and who are looking for a course that mixes a practical approach with opportunities to explore ideas. Students learn to use digital SLR cameras, and to enhance and manipulate their images on the computer. Projects balance developing skills and techniques with thinking about the messages that photographs can communicate. Students work in a wide range of styles, from documentary and reportage to sports, studio photography, portraiture and fashion, animation, photo-collage and experimental photo installation art. Students should have their own digital camera for homework and a USB storage device.

A summary of the course

Year 10 starts with an introduction to the basics of photography. There are two major projects in Year 10 and another two in Year 11. Students are given increasing freedom in their work and they build on their skills to develop their work in directions that interest and motivate them. The Photography coursework is worth 60% of the GCSE. In the spring term of Year 11 students receive the AQA exam question paper and prepare work based on the exam question they choose leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of Photographers.
- Observing and recording through practical photography.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Presenting a personal response to a project theme show, independent working skills and ideas, and making connections with key photographers studied.

Educational Visits & Opportunities

We often work outside of the classroom, on the school site and in the local area. Interested photographers have the opportunity to photograph school sporting and fashion events, the school play and the variety show. Photographers have also contributed to school publications. Recent trips have included a trip to the Eden Project.

Progression

Our students have gone on to study A Level Photography at Richard Huish, or the BTEC Diploma courses at Bridgwater & Taunton College.

Textile Design

This course leads to the AQA Textile Design GCSE. Textile Design is a practical course with a focus on **decorative techniques, textile art and garment/product construction**. This course enables students to work from themes such as "Fruit; growth, decay, structure", art movements, artists' work and techniques to inspire their own personal creations in textiles. If you have an interest in art or fashion and enjoy experimenting with new media and would like to explore, develop and refine your skills in textile based techniques; and if you want to design and make really exciting **artistic textiles creations**, then this is the course for you.

A summary of the course

In Year 10 there will be two projects focusing on building skills in decorative and constructive elements of textiles; in Year 11 there will be one project combining and refining these skills in a mock exam coursework piece. Together they are worth 60% of the final GCSE mark. In the spring term of Year 11, students receive an exam question paper and prepare work based on the exam question they choose, leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of key designers and artists.
- Observing and recording using drawing, photography and textile techniques to record images and ideas.
- Exploring and refining through experimentation with different decorative techniques.
- Presenting a personal response to a project theme showing making/decorative skills and making connections with artists, designers and the theme you have studied.

The work will include studying decorative techniques such as machine embroidery, applique, dyeing fabrics and many more. It will also include skills in construction, for example using a pattern to create a garment, learning how to put in zips, darts, seams, pleats and gathers.

Educational Visits

The Textile department values the importance of educational visits to enrich and enhance student learning. There will be a field study trip to local and national collections for Year 10 Textile Design students.

Progression

This can lead to an A level or BTEC at college, then to further this, students could progress onto a Foundation Diploma, and further into a degree in a wide range of Textiles subjects including Fashion and Textiles, Costume Design, Textiles Interior Design and many more. Alternatively, students may enter training and/or careers in fashion and textile art-related vocations.

OCR GCSE in Computer Science

To fully access this course you will ideally need to have level 5 Maths in Year 6 SATs.

GCSE Computer Science will consist of three elements:

Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

1 hour and 30 minutes

Written paper

(no calculators allowed)

40% of total GCSE

Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

1 hour and 30 minutes

Written paper

(no calculators allowed)

40% of total GCSE

Programming project

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

40 marks

Totalling 20 hours

20% of total GCSE taken in Year 11

Aims of the course:

Students should be able to...

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply high level mathematical skills relevant to computer science

GCSE Dance

Dance can make an important contribution to the education of many young people. Students studying GCSE Dance will learn through a mixture of practical and theoretical tasks to improve their knowledge and understanding of the performance, appreciation and compositional studies of dance. The syllabus is suitable for both genders and provides an opportunity for students to develop their awareness of dance in its entirety, including the aesthetic and choreographic studies of the subject.

The aim of the syllabus is to develop each candidate's knowledge, understanding and skills of dance through performance, composition and appreciation of the candidate's own works and those of others; both peers and professionals. Each element of the coursework for GCSE Dance will examine one of three key strands; performance, appreciation and choreography.

The course will suit students who have a keen interest and ability in all aspects of dance including the performance and appreciation of other dance styles particularly Contemporary. Students should have a natural aptitude for dance and would preferably take part in extra-curricular dance programmes or attend external dance lessons. It is essential that students are able to work with others, are good communicators, are enthusiastic, have creative flair and are dedicated to regular participation, which will play an essential role in their success.

The Course Details:

60% coursework - as follows:

30% - two taught performance pieces, one solo, one in a duet/trio
30% - a group composition based upon a chosen exam stimulus

40% - a final written exam paper

The key topics for study are:

Performance

Technical Skills & Expressive Skills

The Body and how it moves

Accuracy of Action, Space, Dynamics, Relationships

Understanding how to achieve high quality performance

Choreography

Choice of Action, Space, Dynamics, Relationships

Creating dances using a stimulus

Planning a choreography

Creating motifs that link to a stimulus

Critical Appreciation of An Anthology of Professional Dance Works

1. Set design, costume, accompaniment, props and lighting.
2. Style, stimulus, dancers, action content, interpretation and choreographic process.

Why choose GCSE Dance?

- The study of dance as an art form contributes to students' aesthetic and social development.
- As a physical activity it promotes fitness, health and well-being.
- Dance supports learning across a range of subjects.
- As performers, students develop confidence and self-esteem.
- Life and employment: Students develop sensitivity to others, team working skills, leadership skills as well as inter-personal and communication skills.
- Develops an understanding of physical effort and determination to succeed and improve.
- Students employ skills of problem solving and creativity.
- Literacy – reading meaning in signs, spatial design, gestures and body language.

Methods of Assessment

Coursework marked by teacher or examiner and moderated externally (60% practical, 40% written). Written Paper set and marked externally.

Exam Board – AQA

GCSE DESIGN & TECHNOLOGY (AQA)

There will be two GCSE DT options/subjects to choose from:-

(1) **Design & Technology: Paper and Boards (Graphic Products)**

or

(2) **Design & Technology: Timber, Metal-Based Materials and Polymers (Resistant Materials)**

Why choose either of these DT courses:-

It gives students the opportunity to demonstrate creativity and innovation. It gives students the opportunity to specialise/focus on specific materials (1) and (2) above or adopt a broader approach encapsulating a range of different materials.

This course will build on the successful existing GCSE DT qualifications of Graphic Products and Resistant Materials. There will be a wealth of useful resources, including text books, revision guides, AQA Exam Board support and help to achieve success with the course.

Both of these courses are designed to engage young people in this subject and provide effective assessments across the ability range.

The Specification for Design and Technology combines theoretical content with practical application. There will be a greater emphasis on design and the use of mathematical skills is a key requirement and is tested in the examination (15% of the written paper). An understanding of underlying scientific principles is expected and an interactive approach to designing is encouraged. The acquisition of practical skills is also expected.

Overview of Specification content:-

- a Core technical principles
- b Specialist technical principles
- c Designing and making principles.

a **Core Technical Principles content:**

- New and emerging technologies
- How energy is generated and stored
- Modern and Smart materials
- Understanding a systems approach when designing
- Mechanical devices
- Materials and working properties

b **Specialist Technical Principles content:-**

This is where students specialise in their specific chosen DT material subject option ie either:

- (1) **Papers and Boards (Graphic Products)** which is suitable for students who enjoy graphic design and model making.

or

- (2) **Timber, Metal-Based Materials and Polymers (Resistant Materials)** which is suitable for students who enjoy designing, making and working with these materials

For each of these subjects students will study:-

- Selection of materials and components
- Forces and stresses on materials
- Ecological and social footprint
- Scales of production
- Sources and origins
- Physical and working properties
- Stock forms, types and sizes
- Specialist techniques (including quality control)
- Surface treatments and finishes

c **Designing and Making Principles content:-**

- Primary and secondary data
- Needs and wants
- Investigation
- Environmental, social and economical challenge
- Idea development
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Tools and equipment
- Techniques and processes.

Specification at a Glance

Component 1 Title: Written Paper	50%	Untiered	<ul style="list-style-type: none">- Single paper of 2 hours duration- 100 marks- Questions vary from MCQs to extended response
Component 2 Title: Non-Examined Assessment (Project Task)	50%	Untiered	<ul style="list-style-type: none">- 100 marks- Single design and make task- Select from a range of given contexts- Consists of prototype and portfolio (max 20 A3 pages)- Must be the student's own work, taking 30 - 35 hours to complete (approx. June Year 10 to May Year 11)

DT Option Choices

(1) **Design and Technology: Paper and Boards (Graphic Products)**

This has been designed to encourage students to be able to design and make products with creativity and originality, using a range of graphic and modelling materials such as Paper and Boards. Students will be enthused and challenged by the range of practical activities available. They will be encouraged to use, understand and apply colour, design in 3D and to understand graphic materials and their manipulation. They will design and make product(s) using graphic media and new technologies to prepare them for the world of work.

A Future Career

Studying this subject can lead to an exciting and well-paid career in the graphics and modelling industries. These fast-moving industries are expanding all the time and are some of the largest employers in the UK. Designers and makers are much sought after and there are ample job opportunities for every graduate leaving university. Having an associated Graphic Products qualification can lead to careers in fields such as graphic design, model making, packaging design, printing, architecture, set design, product design and industrial design.

The Specification is designed to foster awareness amongst candidates of the need to consider sustainability and the environmental impact of their designing. Students will have the opportunity to design and make products using a range of graphic materials.

In Year 10 (September Year 10 to June Year 10 - 2½ terms) students will work on the skills and knowledge needed for the written paper examination worth 50% of the GCSE.

Throughout this period of time, they will be given experience of real life Graphic Product designs and situations, working on various practical and graphic design tasks both in school and at home.

The period from June Year 10 to April Year 11 (2 terms) will be spent entirely on one non-examined Assessment Task (NEA) worth 50% of the GCSE. This design and making activity is selected from a range of Exam Board set contexts. Students should submit a 3-dimensional outcome and a concise design folder consisting of approximately 20 pages of A3 paper or equivalent A4 paper. It is expected that students should spend approximately 30 - 35 hours on this activity. All students should provide photographic evidence of the finished outcome and photographic evidence at various stages of making their 3D model. Students will each purchase a DT starter kit at the start of Year 10 which includes an A3 carry folder, A3 flip-folio, a GCSE revision guide and workbook and an A4 rough/theory/design exercise book.

The students will be given guidance through every part of the Assessment Task, being issued with termly plans that break down each lesson, outlining each topic for each lesson with a relevant homework follow-up task being set each week. Examples of coursework and support booklets to help students with their Assessment Task will also be available, with regular hand-in dates that they need to meet for assessment. From approximately April

Year 11 students will be preparing for their final 2 hour written examination set and marked by the Exam Board (worth 50% of the GCSE). In Years 10 and 11 students will sit two mock exams to give them practice before the final examination.

We recommend this course for the well-motivated student who has good technical/artistic flair and practical skills for producing models of their various design outcomes. They should also be able to organise their time well and meet regular deadlines.

GCSE Exam Board: AQA

Grading: Students will be awarded a GCSE grade from 1 - 9, with 9 being the highest.

Charging Policy

Items produced as part of the Practical Courses within the Design and Technology Faculty are almost without exception, retained by students. To enable this to happen, parents are asked to contribute towards the cost of materials.

(2) Design and Technology: Timber, Metal-Based Materials and Polymers (Resistant Materials)

This has been designed to encourage students to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities available.

A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used in addition. The use of new technologies is encouraged in this subject.

A Future Career

Studying this subject can lead to an exciting and well-paid career in the Engineering and Construction industries. These fast-moving industries are expanding all the time and are some of the largest employers in the UK. Designers and makers are much sought after and there are ample job opportunities for every graduate leaving university. Having an associated Resistant Materials qualification can lead to careers in fields such as furniture design, model making, engineering, construction, product design and industrial design.

The Specification is designed to foster awareness amongst students, of the need to consider sustainability and the environmental impact of their designing. Students will have the opportunity to design and make a product using a range of materials.

In Year 10 (September Year 10 to June Year 10 - 2½ terms) students will work on the skills and knowledge needed for the written paper examination worth 50% of the GCSE. During this time, students will learn about many aspects of the manufactured world - undertaking some focused practical tasks where possible. Homework will range from

analysing products in their own homes to researching innovative designers to designing for a given purpose.

From June Year 10 to April Year 11 (two full terms) students will work on one non-examined Assessment Task worth 50% of the GCSE. This 'Design and Make' activity is set from a range of Exam Board set contexts. Students will submit a manufactured prototype and a concise design folio consisting of approximately 20 pages of A3 paper - taking a total of 30 - 35 hours. All students should take photographic evidence of the various stages of their project and include this in their folio.

Students will each purchase a DT starter kit at the start of Year 10 which includes an A3 carry folder, A3 flip-folio, a GCSE revision guide and workbook and an A4 rough/theory/design exercise book. They will be given guidance through every part of the project and regular hand-in dates that they need to meet.

From approximately April Year 11, students will be preparing for their final 2 hour GCSE exam which is set and marked by the Exam Board (worth 50% of the GCSE). In Years 10 and 11 students will sit two mock exams to give them practice before the final examination.

We recommend this course for well-motivated students who have some technical/artistic ability and practical skills. They should also be able to organise their time well and meet regular deadlines.

GCSE Exam Board: AQA

Grading: Students will be awarded a GCSE grade from 1 - 9, with 9 being the highest.

Charging Policy

Items produced as part of the Practical Courses within the Design and Technology Faculty are almost without exception, retained by students. To enable this to happen, parents are asked to contribute towards the cost of materials.

GCSE Drama

The course will be assessed in three components (30% + 30% + 40%) and the teacher will be the examiner for the first component only. Component 2 will be assessed by a visiting examiner and Component 3 will be an exam.

The units will be staggered throughout the final year of the course.

Component 1 - Devising Performance. 30%

Students will be given a selection of stimuli that will inspire a short group devised performance. Students will research one stimulus and develop and evaluate their work. Students will be assessed on both their final performance and a supporting portfolio that can either be written or delivered as a presentation.

Component 2 - Presenting Performance. 30%

Students will study a play in full and then work on extracts from it. Students will perform in two extracts from the play to a visiting examiner. The performance they do can be a monologue, duologue or a group piece. Students are assessed on their ability to realise a role on stage.

Component 3 - Exam. 40%

The exam paper is split into two sections. In Section A students will study the play *Missing Dan Nolan* in a practical manner in lessons. In the exam they will be expected to reflect on their practical work and answer questions about their exploration. For Section B students will respond to a set question about a live production they have seen.

Exam Board: OCR

GCSE Food Preparation and Nutrition

Food preparation and nutrition is a creative and interesting subject, which where possible is taught through practical application.

The course will be made up from 50% exam and 50% non-exam assessment.

Non-exam assessment will be split into two tasks, both undertaken in Year 11. Briefs for these tasks will be set by the exam board in Year 11. One will be a food investigation task, such as; which fat is best for pastry? The other a menu task; such as plan and make a 3-course international meal within 3 hours.

Topics covered

Nutrition; a healthy diet, nutrition, energy balance, hydration and health implications.
Food provenance; where food comes from, the environment, technological developments in food, British and International cuisine.

Food choice; sensory qualities of food, seasonality, cost, religion, occasion, time of day, medical, ethical, portion size and preferences.

Scientific principles underlying the preparation and cooking of food; why food is cooked, cooking methods, functional and chemical properties of food, preparing food safely and bacterias.

Preparation and cooking techniques; preparing fruit and vegetables, making sauces, making doughs, cooking methods, marinating and tenderising, weighing and measuring, using raising agents, setting mixtures and many more.

Exam Board: EQUADAS

GCSE Geography



An innovative, relevant and interesting Geography GCSE course combining traditional aspects of Geography with modern-day issues to reflect the ever-changing world of Geography. It offers a balance of theoretical and practical work, encouraging an active involvement in the subject. It's an ideal foundation for students who want to pursue Geography at A Level or as a career, and it gives an understanding of global geographical issues and how to apply this to a range of contexts.

Our Natural World: Students will study physical Geography topics for this component which will also include their physical Geography fieldwork. The four key topics are:

1. **Global Hazards:** students will study extreme weather events such as tropical storms, flooding and drought, as well as tectonic hazards such as volcanoes and earthquakes.
2. **Changing Climate:** students will study the pattern of climate change over time and the evidence for it along with the causes and impacts of climate change.
3. **Distinctive Landscapes:** students will study processes and landforms in coastal and river landscapes as well as looking at the distribution of glaciated landscapes in the UK.
4. **Sustaining Ecosystems:** students will study the characteristics and value of tropical rainforests and polar environments as well as the impacts of human activity in these regions.

People and Society: Students will study human Geography topics for this component which will also include their human Geography fieldwork. The four key topics are:

1. **Urban Futures:** students will study urbanisation and the growth of megacities as well as the challenges and opportunities that exist for cities today.
2. **Dynamic Development:** students will investigate why some countries are richer than others and whether low-income developing countries (LIDCs) are likely to stay poor through studying development, Millennium Development Goals, trade and aid.
3. **UK in the 21st Century:** students will investigate how the UK is changing in the 21st Century by looking at human and physical characteristics, population trends and major economic changes. Students will also investigate whether the UK is losing its global significance specifically looking at the UK's political role in conflict and the UK's media exports and their global influence and the contribution of ethnic groups to the cultural life of the UK.
4. **Resource Reliance:** students will investigate how our increasing demand for resources has affected our planet, specifically looking at food security.

Geographical Exploration: this exam will be fully synoptic in nature and will draw on students' knowledge of both the 'Our Natural World' and 'People and Society' components. Students will be required to apply their knowledge to specific unseen resources often in the context of one country. This will provide students with the opportunity to demonstrate they can 'think like a Geographer'.

Geographical Skills & Fieldwork: Geographical skills and fieldwork are fundamental to the study of Geography. Geographical skills will be integrated into all aspects of the subject. Fieldwork will be undertaken on at least two occasions in contrasting locations e.g. coastal

and urban. Students will complete an investigation on a question they have been set for each location. They will be required to analyse the data collected and write up their findings. They will be assessed on the fieldwork in both the 'Our Natural World' and 'People and Society' examinations.

Assessment Summary

Our Natural World (35%)	People and Society (35%)	Geographical Exploration (30%)
<p>Topics:</p> <ul style="list-style-type: none"> ✓ Global Hazards ✓ Changing Climate ✓ Distinctive Landscapes ✓ Sustaining Ecosystems ✓ Physical Geography Fieldwork ✓ Geographical Skills <p>Exam lasts 1 hour 15 minutes (70 marks)</p> <p>Worth 35% of overall GCSE Grade</p>	<p>Topics:</p> <ul style="list-style-type: none"> ✓ Urban Futures ✓ Dynamic Development ✓ UK in the 21st Century ✓ Resource Reliance ✓ Human Geography Fieldwork ✓ Geographical Skills <p>Exam lasts 1 hour 15 minutes (70 marks)</p> <p>Worth 35% of overall GCSE Grade</p>	<p>This exam is a synoptic paper where students will answer questions and complete a decision making exercise based on unseen information. It will be based on topics studied for 'Our Natural World' and 'People and Society'.</p> <p>Geographical Skills will also be assessed.</p> <p>Exam lasts 1 hour 30 minutes (60 marks)</p> <p>Worth 30% of the overall GCSE Grade</p>

Exam Board: OCR Specification B (Geography for Enquiring Minds)

OCR GCSE History (School's History Project)

This is an interesting and varied course that covers a wide range of periods in History touching on aspects of ancient Greece and Rome right through to the 20th and 21st Centuries.

This GCSE is divided into three papers. However, we will be studying 5 different topics.

Areas of study



1. British Depth Study: The Elizabethans

This course will give us a really good insight into Elizabethan Britain. The course allows us to look at political, religious, economic, social and cultural issues to gain a real flavour of the time. We will focus on the daily lives of the people and popular culture including theatres and the persecution of witches and the significance England had on the wider world.

This will count for 20% of your final mark.



2. Thematic Study: The People's Health, c.1250 to present

This course traces the development of public health from Medieval Britain, Early Modern Britain, Industrial Britain and Britain since c1900 to the present day. We look at key areas such as housing, food, clear water and waste as well as the role of the government. We look at what has progressed and what has held back the developments of public health and the repercussions that these had on the people of the time.

This will count for 20% of your final mark.

3. A period study: The Making of America, 1789 -1900



We look at Indian life and early settlers, the White settlement of the Great Plains and the inevitable conflict between the two races and ways of life, the Civil War and reconstruction of America, as well as the development of American cultures including the impact of reservations, growth of cities and mass migration.

This will count for 20% of your final mark.

4. History around us



This study is of a site in its historical context. Our site will be Chepstow Castle. We will be looking at the strengths and weaknesses of the physical remains, the ways historical sources add to our evidence and how the site fits into its wider historical context.

This will count for 20% of your final mark.



5. World Depth Study: Living under Nazi Rule

This course offers us the understanding of the Nazi dictatorship. We will be looking at the impact felt across Germany and Europe. We will gain an insight into people's experiences of living under Nazi Rule, from a range of perspectives.

This will count for 20% of your final mark.

How will I be assessed?

Content Overview	Assessment Overview	
Thematic Study The People's Health, c.1250 to present	40 marks for each study unit.	20% Of total GCSE
	Total marks for paper 80 marks. Paper length: 1hour 45 minutes	20% Of total GCSE
British Depth Study The Elizabethans, 1580-1603	Total marks for paper 40 marks +10 marks SPaG Paper length: 1 hour	20% Of total GCSE
History Around Us (Chepstow Castle)	40 marks for each study unit. Total marks for paper 80 marks. Paper length: 1hour 45 minutes	20% Of total GCSE
Period Study The Making of America, 1789 -1900	40 marks for each study unit. Total marks for paper 80 marks. Paper length: 1hour 45 minutes	20% Of total GCSE
World Depth Study Living under Nazi Rule, 1933-1945		20% Of total GCSE

- The structure of the main two papers will be exactly the same ie the same layout and question styles for each, which will enable students to familiarise themselves with how to tackle certain question types. None of these should be a surprise as your teacher will be able to show you some examples to help you practise and, therefore, do well.
- Remember that the examiners want you to do well and will be looking for comments to reward rather than looking to spot mistakes or gaps in your knowledge.
- Many of the question styles will be like those you have already seen in Key Stage 3. There will be questions which ask you what you know and have learnt, and other questions which are more about your own opinions, allowing you to give your own explanations and reasons for something that happened in the past.

Reasons to study History

Students of History find a wide range of careers open to them. Key positions in the media – newspapers, journals and magazines, television, film and radio – have been colonised by historians. There are several History graduates in the entertainment area of the media. Jonathan Ross; Simon Thomas, a presenter of Blue Peter since 1999, is a Birmingham graduate. Likewise, Timmy Mallett!! (Warwick Uni) began his career as a children’s presenter but has since diversified into acting and producing. Behind the scenes of television and radio are senior managers many of which are History graduates - such as James Moir (Nottingham Uni), Controller, BBC Radio 2; Alan Watson (Cambridge Uni), chair of the Corporate TV Networks; Rachel Attwell (Warwick), Deputy Head BBC TV News; John McCormick (Glasgow), Controller BBC Scotland; and Lesley Anne Dawson (Keele), Head of the Press Office at ITN. These are important people in TV!

Historians are packed ‘behind the scenes’ of TV - researchers, producers and editors, whose names whizz by in the programme credits, cannot for want of space be given even that brief passing mention here. The daily appearance of news and current affairs presenters on ‘the box’ has made several History graduates household names.

The press also boasts a fair number of historians working as education correspondents, home affairs editors, journal editors and freelance journalists. Two of these are particularly well-known and will serve as examples of what can be achieved: Peter Wilby (Sussex), the editor of the New Statesman, and David Montgomery (History and Politics, Queen’s Belfast), Director of News UK and former chief executive of Mirror Group Newspapers. Journalists require many of the skills of the historian.

In addition to news journalism, many historians have entered politics at local and national levels. Five of the recent Labour cabinets running the country have been Historians: Gordon Brown (Edinburgh), former Prime Minister; Alan Milburn (Lancaster), former Health Secretary; Dr John Reid (Stirling), former Northern Ireland Secretary; Paul Murphy (Oxford), former Welsh Secretary; John Prescott (Hull), former Deputy Prime Minister and former Environment, Transport and the Regions Secretary; and Nick Brown (History and Politics, Manchester), former Agriculture Secretary. Another 8 had History as part of their degree! The diplomatic branch of the civil service, in particular, has provided an outlet for the talents of History graduates.

Many History graduates have attained distinction in the ‘private’ pursuit of the arts, notably as writers. Good writing is a quality that is highly prized by historians.

There are a significant number of lawyers whose first degree is in History. The ability to present cases and use evidence is obviously very suited to historians!

So what, may we conclude, is the use of History in the world of work? A History degree undoubtedly provides an opening to a wide range of careers. Some will come as no surprise: teaching, academia, clerical and administrative, PR, retail and catering, politics, and library, museum and information services. Others, notably business, may raise an eyebrow. Perhaps most surprising though is the extent to which historians have risen to the very top of a diverse range of professions and to key positions in civil society and in the attainment of which their education must have played no mean part. A truly remarkable number of History graduates have gone on to become the movers-and-shakers of modern-day Britain. Many top jobs are

within the grasp of historians. With a History degree you can aspire to be prime minister, press baron and media mogul, overlord of the BBC, Archbishop of Canterbury, top diplomat, Oxbridge vice-chancellor, England footballer and football manager or chairman of the richest football club in the world, celebrated pop musician, best-selling novelist, trade union boss, business millionaire and perhaps even, one day, monarch of the realm.

After successfully completing the course, you could go on to study Advanced level History, Law, Media Studies, Politics, Economics and Sociology, Business Studies, Leisure and Tourism, vocational courses, to mention a few.

Next steps.....

You can find out more about this course by going online and looking at:
www.ocr.org.uk

Please note the above information is correct as at December 2015 but there may be some slight changes once the exam board receives confirmation from Ofqual.

ICT qualifications. We are looking to offer either the AQA Technical Award in IT or the British Computer Society Level 2 European Driving Licence Certificate in IT Application Skills (ECDL). Neither qualification has yet been approved by the DfE but we anticipate this happening shortly. When we know more we will come back to those of you who have expressed an interest in ICT qualifications to give you more detail. Both of these awards can be taken with GCSE Computer Science.

Either (Qualification 1)

AQA Technical Award in IT

Our new Level 1/2 Technical Award in IT is designed around the three occupational areas in which research has shown the greatest skills gaps:

creative (interactive entertainment products and websites)

data management (spreadsheets and databases)

technical (networking/building/configuring a PC).

Learners will gain a range of practical skills in IT. They will choose to develop skills in two of the three occupational areas. They'll then explore one of these occupational areas and focus on the system life cycle to design, create, test and evaluate a solution to an IT problem.

Learners will underpin this with fundamental knowledge and understanding of IT including:

- IT systems
- hardware
- software
- networks
- securing IT systems
- data and information
- emerging technologies.

Assessment Criteria as follows:

Unit 1 Practical Skills in IT

What's assessed:

A range of core IT skills.

How it's assessed

- Internally assessed
- 36 GLH (guided learning hours) approx
- 60 marks
- 30% of Technical Award

Tasks

Tasks will cover ten practical skills from two skills groups. The learner will carry out these tasks and provide a portfolio of evidence.

Learners produce:

- a variety of small IT systems that demonstrate their skills within two skills groups
- a portfolio of evidence that demonstrates their skills containing a page of screenshots and/or photos for each of the ten skills addressed.

Unit 2 Creating IT Systems

What's assessed:

Learners' ability to:

- design a solution to an IT related problem
- design solutions that meet user needs
- explain their choices when creating a suitable design
- use suitable design tools effectively
- create suitable Human-Computer Interaction (HCI) interfaces
- create effective test plans
- justify the use of suitable test data
- generate and use correct expected outcomes
- build and configure an appropriate IT system to achieve user requirements
- carry out effective testing to establish whether user requirements have been achieved
- evaluate their created system against user requirements.

How it's assessed

- Internally assessed
- 36 GLH approx
- 60 marks
- 30% of Technical Award

Tasks

An AQA-set task will be provided each year. The learner will address one occupational strand from the task. The learner will carry out this task and provide a portfolio of evidence.

Examples of the forms of evidence for this unit are:

- products
- presentations
- leaflets
- photographs
- witness statements
- observations
- video
- screenshots
- blogs/vlogs.

Learners produce a written portfolio containing evidence of:

- full design plan for the IT system
- choice and justification of hardware and software used for the IT system
- creation of the IT system
- full test plan
- test evidence showing that the test plan has been carried out
- evaluation of the IT system.

Unit 3 Fundamentals of IT

What's assessed:

The core knowledge and understanding required by learners working in the occupational areas covered by this specification:

- IT systems
- hardware
- software
- networks
- securing IT systems
- data and information
- emerging technologies.

How it's assessed

- Externally assessed
- Written exam: 1 hour 30 minutes
- 48 GLH approx
- 80 marks
- 40% of Technical Award

Questions

A range of question types will be used to allow learners to express their knowledge and understanding as effectively as possible. Some questions will be based on case study prompt material and will test the learner's application of knowledge, whilst others will test recall and understanding.

The number and type of questions set will vary from series to series. As a guide:

- a number of multiple choice questions, each having up to 2 marks
- short answer questions, each having up to 6 marks
- one or two extended response questions each having up to 9 marks.

Or (Qualification 2)

The BCS Level 2 ECDL Certificate in IT Application Skills – **AWAITING APPROVAL BY THE DfE.**

1. What is this course?

ECDL is a fun, fast paced course that gives you IT skills for life beyond school. Based completely online, it is recognised as proof of digital literacy by businesses, colleges and universities across the world.

2. What will I learn?

The course has four core units: Word Processing software, Spreadsheet software, Presentation software and Improving productivity using IT. The last unit develops problem-solving abilities so you can apply your new IT skills to a wide range of projects.

3. How will the course help me at school?

The digital skills you learn will help you in any subject where you use a computer. Create accurate graphs for Maths, give slick presentations in Geography, analyse data in Business Studies or just make your homework look its best.

4. How will the course help me in the future?

The vocational skills you learn from ECDL will be an invaluable tool for your future. Want to start your own business? You'll need to manage accounts using spreadsheets. Want to look great in job interviews? Presentation skills will come in handy. From budgeting to management solutions, and communicating at work, this course sets you up to enter the workplace with confidence. This qualification is just the start.

5. How difficult is the course?

While you'll start with simple tasks, e.g. formatting text and creating new documents, you'll soon progress to more challenging things like spreadsheet formulas, mail merges and pie charts. By the end of the course, you'll know everything you need to feel confident using these computer packages.

ECDL will help you with whatever subject you are studying, and when you hit the workplace or university.

6. What qualification do I get?

You will be awarded the 'BCS Level 2 ECDL Certificate in IT Application Skills', which is welcomed by employers worldwide as proof of digital literacy. It also looks excellent on university or college applications.

7. How will I be assessed?

Everything is done on screen – there are no papers to hand in. There are four online assessments, one per unit. These are between 45 minutes and an hour long. You must pass each unit to gain the qualification.

GCSE French, German, Spanish or Mandarin Chinese

Why are languages important?

English is not enough; in fact most people in the world do not speak English! We are lucky to speak English, but in a smart and competitive world, exclusive reliance on English leaves the UK lagging behind other countries in some sectors.

As opportunities to travel and work abroad have grown, the world is becoming a smaller place – you will find learning another language more and more useful, whatever you decide to do.

Languages are also important to help us to understand and empathise with the culture and lives of those from other countries. There are many French-, Spanish- and German-speaking countries all around the world. Mandarin Chinese is the mother tongue of over 873 million people, making it the most widely spoken first language in the world.

What will I do for GCSE in French, German, Spanish or Mandarin Chinese?

We will be working on these broad themes:

- Media & Culture
- Personal information
- Sport & Leisure (out and about)
- Travel and Tourism
- Business, work and employment

You will spend time on activities which enable you to listen, speak, read and write in the foreign language, with a partner, in small groups with teachers or with outside help.

How will I be assessed?

You will be assessed in the four main language skills:

LISTENING READING SPEAKING WRITING.

All exams will take place at the end of Year 11

WRITING - 25% of final grade

This exam will include translation into the MFL and short essays in that language. You will **not** be able to use a dictionary so there will be lots of practice of exam-writing techniques in your lessons.

SPEAKING - 25% of final grade

For this exam, you will be able to prepare a presentation on one topic. You will then take part in a role-play and also answer some general conversation questions.

You will not have to perform in front of a class - just you, your teacher-examiner and a microphone so that your exam can be recorded and sent to the exam board for marking.

LISTENING - 25% of final grade

This will incorporate a variety of comprehension exercises, including gap-fills, multiple-choice questions and answering in both English and the Target Language.

READING - 25% of final grade

There will be a range of different questions about different texts; multiple-choice exercises, gap-fills and longer answers in both English and the MFL. There will also be a question for translating into English on this paper.

Exam Board: Edexcel

Some key facts to consider!

- Over 60% of British trade is with non-English speaking countries.
- You are more likely to be able to sell or work with foreign companies in their language.
- Other European countries are aiming for skills in 3 languages.
- On average, people who use languages in their jobs earn 8% more than their colleagues.
- 94% of the world's population do not speak English as their mother tongue.

Careers

A qualification in a language can be useful in a wide range of jobs:

- Media
- Journalism
- Sales
- Sports
- Charity work
- Tourism
- Hotels and catering
- Banking
- Telecommunications
- Trade and commerce
- Teaching
- Engineering
- Transport and distribution and many more.

Remember that although a foreign language may not be essential for the career you choose, it is an important skill and well-recognised by employers and universities.

Linguists are excellent communicators and employers will see you as an asset!

LANGUAGES ARE IN GREAT DEMAND – MAKE SURE YOU HAVE THEM!

You may take GCSE French, German, Spanish or Mandarin Chinese – or both the languages you have studied in Year 9. Speak to your languages teacher who will be able to advise you on the most appropriate course for you. **Please only choose from the languages you are studying in Year 9.**

GCSE Music

The GCSE Music examination (Edexcel) consists of 3 sections: Performing (30%), Composing (30%) and Listening paper (40%).

*For students considering taking GCSE Music the minimum instrumental or vocal standard required at the start of the course is GRADE 3.

Performing:

1. Solo Performance: the candidate is assessed by the teacher and moderated by an external examiner on singing or playing an instrument (own choice of piece).
2. Ensemble performance (2 or more): the candidate is assessed by the teacher and moderated by an external examiner on one piece (own choice of piece).

Composing:

This forms the coursework part of the examination. The candidate is required to submit 2 original compositions (minimum total playing time 3 minutes) which will be assessed by the teacher and moderated by the examiner.

Listening:

This is a listening examination based mostly on the following set works and Areas of Study:

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

The examination is divided into two sections:

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

Edexcel BTEC First Award in Music

From runners to roadies, singers to stage crew and producers to promotion there are 100s of different job roles in the music industry.

Would you like to gain the knowledge and skills to give yourself the best start?

Level 2 Music BTEC will inspire you to consider a career in the music industry, giving you the opportunity to gain a broad knowledge and understanding through relevant practical and work-related activity mixed with team-working, problem solving and written project based assignments.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The BTEC Level 2 in music intends to inspire and enthuse learners to consider a career in the music industry. It gives learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, for example the live sound industry, solo or group professional performance, or music promotion and publishing.

What will you study?

You will study two core units and two specialist units across the 2 years of the course.

Core units:

Unit 1: The Music Industry:

This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist.

Unit 2: Managing a Music Product:

This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. It requires you to organise and develop a music product, potentially in a team, and consider the success of the outcome.

Optional Specialised Units:

You will choose one of the options below in Year 10, and a further different option in Year 11.

Unit 3: Introducing Live Sound – which enables you to set up, understand and operate the concert PA systems required for most of today's music performances.

Unit 4: Introducing Music Composition – which encourages you to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance – which enables you to develop your skills as performers for progression to the next stage of your education or training, as well as developing their technique and reflective practice.

Unit 6: Introducing Music Recording – which encourages you to become familiar with recording technology and techniques that will reinforce their musical practice as well as

developing important skills for progression into the professional world.

Unit 7: Introducing Music Sequencing – which enables learners to use the iMacs and iPads for music making, giving them a valuable vocational skill as well as a fundamental aspect of music making in the workplace.

How will you be assessed?

Unit 1 is assessed in a 1 hour exam. Unit 2 and the two optional units are assessed through a range of coursework tasks which could include presentations, recording, creating music, performances and evaluations. It is important that you are well organised and committed to meeting deadlines.

Extra-Curricular Activity

All students of Music are expected to become involved in clubs and activities outside school to enrich their experience and enjoyment. There will be a full programme of workshops and events for the coming year. We encourage you to take advantage of these opportunities and to take part in the many productions planned throughout the year, so that you become skilled and confident performers, producers, engineers and technicians.

GCSE PE

The new GCSE specification will be fully linear and follow the new 9-1 grading structure. There will be no tiering and the course will consist of 120 guided learning hours. The course will be split into 60% exam assessment and 40% non-examined assessment.

40% Non-Examined Assessment

30%	10%
Practical performance in 3 activities as a player/performer Each marked out of 30	Analysis and evaluation of a performance to bring about personal improvement in physical activity and sport.
One team activity	Written Personal Exercise Programme
One individual activity	Assessed on analysis and evaluation skills
Final activity is a free choice	

Team Activities	Individual Activities
Association Football	Amateur Boxing
Badminton	Athletics – Field events
Basketball	Athletics – Track events
Hurling and Camogie	Canoeing
Cricket	Track Cycling
Dance	Road Cycling
Gaelic Football	Diving
Handball	Golf
Hockey	Gymnastics
Lacrosse	Equestrian
Netball	Kayaking
Rowing	Rock climbing
Rugby League	Sculling
Rugby Union	Skiing
Squash	Snowboarding
Table Tennis	Swimming
Tennis	Trampolining
Volleyball	Boccia
Blind Cricket	Polybat
Goal ball	
Powerchair football	
Table Cricket	
Wheelchair Basketball	
Wheelchair Rugby	

60% Examined Assessment

The written exams will be weighted as below.

There will be 2 papers on the new specification worth 160 marks total

The format of paper stays the same:

Multiple choice, short answer and extended answer questions.

Objectives	Description	Weightings
AO1	Recall info – label heart, list muscles etc.	25%
AO2	Application of knowledge	20%
AO3	Analysis and evaluate – extended writing questions	15%

Component	Content	Assessment
Exam 1 – Fitness and body systems	Anatomy Movement analysis Physical training Use of data	1 hr 45 mins 90 marks 36% overall
Exam 2 – Health and performance	Health, fitness and wellbeing Sport psychology Socio cultural influences Use of data	1 hr 15 mins 70 marks 24% overall

Exam board - Edexcel

GCSE Philosophy, Ethics and Religion

If you are looking for an option that requires you to face some of the most important issues in Britain today then look no further than GCSE Philosophy, Ethics and Religion. It is a subject where you shape the lessons with ideas, discussions and your knowledge of current affairs. The topics you study aren't static, they accommodate our country's issues, you get to scrutinise how you view "truth" and analyse how people handle controversial topics.

How lessons will look?

- We will look at important current case studies, we will pick apart how we understand them, how theists understand them and how secular organisations understand them.
- We'll look at facts, we'll look at fiction and bias. There will be lessons where we will use time to work out how to make unbreakable arguments and then we will test them.
- We will analyse the influences of theist, atheist and agnostics by using primary sources.

What skills will you develop?

- We are going to teach you how to argue your point and persuade others.
- We are going to give you the diplomacy to take into account other people's beliefs and the confidence to question all of it.
- Constructive arguments, honesty and respect will all be exercised in lessons.

We will be covering things which you could go home and discuss with family and friends. With increasing maturity you will start to discuss issues which will challenge your interpretation of the world we live in.

Ethics topics which we will cover

These topics will give students the chance to discuss in lessons some controversial issues that are current in the world and media.

- Religion, Conflict, War and peace - covering different types of war, Just war theory, pacifism, current conflicts, reasons for going to war, charities and organisations who work during and after war.
- Relationships - covering different types of relationships, contraception, sexuality, gender, family, marriage, co-habitation, adultery, divorce.
- Crime and Punishment- covering judgment, criminal activity, the law and justice, sentencing, prison, capital punishment, redemption, societies' attitudes.
- Life - covering when life begins, the questions around termination and the laws, euthanasia and the law, how the world began.

How will this be assessed?	
Religion Beliefs and Practices	Ethics and Philosophy
<p>What's assessed? Beliefs, teachings and practices of two religions: Christianity Hinduism/ Buddhism</p> <p>How is it assessed? Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE</p>	<p>What's assessed: Religious, philosophical and ethical studies themes: Theme A: Relationships and families. Theme B: Religion and life. Theme C: The existence of God and revelation. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment.</p> <p>How it's assessed Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE</p>

All of these topics will look at different perspectives, including two religions, atheist and humanist perspectives.

I challenge you to find a subject which is more relevant. Where else will you question whose responsibility it is to provide humanitarian aid in Aleppo, whether a family should still be a nuclear construction, if gender reassignment is liberalism gone mad, if Trump is right to ban abortions, if China over uses the death penalty or why there are proportionately more ethnic minorities in British prisons?

Out of the classroom experiences

There is the potential to go anywhere in the world with Philosophy, Ethics and Religion. We will be looking at booking a trip to Italy to visit Rome and the Vatican, where the focus will be to unpick the nature of creation and the very background of the Christian faith. Additionally, we will also be going to London for a multi faith day to imbed our understanding of a range of religious views.

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