



Bishop Challoner
Catholic Secondary School

GCSE CURRICULUM

KS4 PATHWAYS

2019 - 2021

We are inspired by our Patron, Bishop Richard Challoner, and his call for us to
“do ordinary things extraordinarily well”



Supporting the Teaching and Learning of Physics



We're working towards Artsmark
Awarded by Arts Council England

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Bishop Challoner

Catholic Secondary School

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Head and Deputy's Foreword

We are delighted to be able to provide you with the curriculum offer for 2019-21. In light of the changes to GCSEs and in the interest of continuing to provide a broad, balanced and more inclusive range of examination-based subjects, this year's booklet reflects the changing needs of our students and society, and therefore it includes new subjects and new specifications.

Where staffing, rooming and resourcing allow, we are planning to make these changes. Of course, if courses cannot run, we will inform you and discuss alternatives at our earliest convenience. We are happy that this curriculum offer is robust and will enable students to realise their potential.

I am grateful for the work undertaken by Mr Dollimore, Curriculum Deputy, and the Heads of Department and their teams who continue to plan and deliver courses that allow our young people to be successful and to be able to move forwards to either, employment, further education or training.

On Monday 14 January 2019 at 5:45pm, you are invited to attend a presentation led by Mr Dollimore in the Romero Suite. This will start at 6.00pm and will provide an overview of the KS4 Pathways Programme.

It is vital that students choose subjects based upon 3 factors: enjoyment, success and interest. Some will have an idea of subjects they wish to follow in Sixth form, others may have ideas about possible careers they wish to pursue. For them, subject choice and pathways may be easier to define at this stage.

We have organised our curriculum offer into 5 sections.

The Extended Core is followed by all students and includes Religious Studies, Mathematics, English Language, and English Literature. Students will follow either the Combined Science (equivalent of 2 GCSEs) or Triple Science (equivalent of 3 GCSEs) route. Students also follow a Humanities based subject and may choose either History or Geography. The majority of students will also follow a Modern Foreign Language where they may choose from either French or Spanish.

The Option subjects provide students with a 'free choice'. Students should select ONE subject from the list of GCSE subjects: Art, Catering, Computing, Drama, Music, PE and Resistant Materials. They should also indicate a RESERVE subject in the event that we cannot run a subject or a subject is over-subscribed.

The total number of GCSEs students will therefore take will be either 9 or 10 qualifications, depending on their Science Pathway.

The only exceptions to this will be a cohort of students for whom the pursuit of a Modern Foreign Language is deemed inappropriate. Despite the importance of the Ebacc measure, we recognise that the MFL strand may not be accessible for all and hence in consultation with parents and students, and by invitation only, alternative pathways are being made available as outlined below.

For these students, instead of pursuing either French or Spanish, we will be exploring the viability of them following either their OPTION and RESERVE choice (depending on combinations, numbers opting, staffing and planned training for delivery) or a BTEC qualification.

If your son/daughter is likely to benefit from this pathway, we will contact you and arrange for you to find out more about the BTEC pathway and how this may be an appropriate route for post-16 study and progression.

There is a section in the booklet about these new qualifications. They can be taken at either Level 1 (equivalent to up to a GCSE grade D or notional 3) or Level 2 (equivalent to a GCSE grade C-A* or notional 4-8) depending on student ability. The grading for these subjects is different to the 1-9 GCSE scales but it is important to be aware that the status of BTECs is such that employers, businesses and universities recognise their GCSE equivalency. Indeed, a number of universities are remarking in their information and guidance that students who have followed BTEC courses at school and have then carried on at Sixth Form arrive at University 'more rounded' and 'prepared' for the demands of 'independent study', having learnt and applied the 'vital skills of team-working, problem-solving and applied learning'.

Finally, we encourage you to read the booklet with your child/children, attend the evening on 14 January and to seek advice and guidance from our staff if you need any further information. We would also strongly advise you speak to subject leaders at the Year 9 Parents' Evening on 30 January 2019.

The Final Pathways form MUST be submitted to the school office by Friday 8 February 2019

Our young people have exciting futures ahead of them and we look forward to developing our partnership with you to ensure their potential can be realised.

Our good wishes to you all,

Yours sincerely,



J P Wright
Headteacher



R Dollimore
Deputy Headteacher

Choosing a KS4 Pathway

Once you have completed and handed in the form your choices may be discussed with you to ensure that you have chosen the right pathway for you. If there is a problem with your preferences, you will be contacted and alternatives discussed with you. Please be aware that the Head teacher will make any final decisions if subjects are oversubscribed or undersubscribed.

A copy of the form is available for your planning on the next page. You will be given a form on the evening. If you are unable to attend, a copy is available on the website or from school.

Do not make up your mind too quickly. Seek advice to choose a broad, balanced curriculum. Your decisions should reflect your strengths and be appropriate for the next steps in your development e.g. an appropriate range of subjects for entry to post 16 education and/or employment. It is worth looking beyond GCSE at this time and speaking with your teachers and Year 11 subject leaders who will be able to tell you more about the content of the courses and how studying in years 10 and 11 is different.

If in doubt, and when you have asked at home, seek out the views of one or more of the following: your tutor, your Year Heads, Careers Advisor or a senior member of staff.

Someone will be able to help you with your query but only if you let him or her know you need help.

We wish you every success for your future and ask that you give of your best at all times as hard work and consistent application and dedication will bring its rewards.



Final Pathway Form

Your name: _____

Your Form and Form Tutor: _____

Please complete and return to Mr Dollimore no later than 8 February 2019

Part 1: Humanities

Tick one subject below: Either History or Geography

History	Geography

Part 2: Modern Languages

Tick one subject below: Either French or Spanish.

French	Spanish

Part 3: BTEC

Tick one subject below: **Not all students are eligible – school will advise**

Health & Social Care	Engineering	Digital Information Technology	Travel & Tourism	Sport Activity & Fitness

Part 4: Pathway Preferences

Now write either 1 or 2 next to your preferences. You will follow **only** 1 of these choices

Pathway Preference	1 = 1 st Preference 2 = Reserve Choice
Art	
Computing	
Music	
Drama	
PE	
Catering	
Design Technology	

Signature of parent/carer.....

Date.....

Section 1

Core Subjects

The following pages contain details of the core subjects. All students follow RE, Maths, English, Science and either History or Geography. The vast majority will follow either French or Spanish.

All students will follow a core PE programme and a PSHE programme, incorporating careers, citizenship and health education.

Details of our provision for students with specific learning needs are also to be found at the back of this booklet.

For the GCSE English Language Examination

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+ Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 	<p>What's assessed</p> <p>(AO7–AO9)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE)
<p>Questions</p> <p>Reading (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>Questions</p> <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> 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) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	

For English Literature students should develop the following skills:

Reading comprehension and reading critically:

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

Written Response

- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- accurate standard English: accurate spelling, punctuation and grammar.

For the GCSE English Literature Examination

All assessments are closed book: texts may **not** be taken in to the exam. Any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none">• <u>Shakespeare</u>• <u>The 19th-century novel</u>	<p>What's assessed</p> <ul style="list-style-type: none">• <u>Modern texts</u>• <u>Poetry</u>• <u>Unseen poetry</u>
<p>How it's assessed</p> <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 64 marks• 40% of GCSE	<p>How it's assessed</p> <ul style="list-style-type: none">• written exam: 2 hour 15 minutes• 96 marks• 60% of GCSE
<p>Questions</p> <p>Section A Shakespeare: 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.</p> <p>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.</p>	<p>Questions</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

We encourage students to purchase the set literature texts *Dr Jekyll and Mr Hyde* (Robert Louis Stevenson), *Inspector Calls* (J B Priestley), *Romeo, and Juliet* (William Shakespeare). We also advise that students in year 10 purchase the AQA GCSE English Language book 1 (Helen Backhouse, Beverley Emm) published by the Oxford University Press ISBN 978-0-19-834074-4.

MATHEMATICS

Mr D Gillon



Exam Board: AQA
Specification Number: 8300

This is a recently revised syllabus, reflecting the changes within the national curriculum review. It puts even greater emphasis on problem-solving skills as well as the acquisition and learning of knowledge and mathematical understanding and has an assessment structure, which reflects this. It should be noted that whilst it is still offered at 'Foundation' and 'Higher' tiers, these are NOT of the same levels of challenge as under the previous GCSE, with much content having been moved from Higher to Foundation and additional content added to the higher tier. It should therefore, be expected that significantly fewer pupils would be entered for Higher than with the traditional GCSE in mathematics. (See also the note below regarding formulae).

The full specification can be found here: <http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015-V1-0.PDF> Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Mathematics specifications and all exam boards. The exams will assess the following AOs:

AO1: Use and apply standard techniques

Students should be able to:

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions.

AO2: Reason, interpret and communicate mathematically

Students should be able to:

- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information.

AO3: Solve problems within mathematics and in other contexts

Students should be able to:

- translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made.

Assessment will be by examination only (there is no controlled assessment element) and will be offered at two tiers (Foundation and Higher). The grades for this subject have changed from the more familiar letter grades to numbers running from 9 down to 1 with 4 being roughly equivalent to an 'old' grade C. Foundation will span the grades 5 – 1 and Higher 9 – 4. Each tier will be assessed by three examination papers, each of 1h 30 min duration and each accounting for 1/3 of the assessment: two will allow use of calculators and one will not. We will determine the most appropriate tier of entry for each student.

In addition, the amount of information given to candidates in the exam in the form of a formula sheet has been deliberately reduced, hence there will be a requirement to **learn and recall** many more formulae rather than just use ones that can be looked up. *This will mean a far greater emphasis on pupils to undertake regular, focused and planned revision of Mathematics in their own time, both to improve their skills and to learn the required content.*

Full details of the content, assessment objectives and the balance of those objectives within the overall assessment can be found in the specification document at the link near the beginning of this document.

SCIENCE

Miss R Taylor



Exam Board: AQA

Specification Number: Combined Science 8464; Biology 8461; Chemistry 8462; Physics 8463

Students will follow either the Combined Science or Triple Science Pathway.

Combined Science (2 GCSE Qualifications)

Grades available range from 9-1. Higher and foundation papers.

Subject content

Biology	Chemistry	Physics
<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology	<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources	<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure• Forces• Waves• Magnetism and electromagnetism

Assessments

There are **six papers**: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is **1 hour and 15 minutes**.

Triple Science (3 GCSE Qualifications)

Triple Science incorporates extra, more challenging content than the combined award. Grades available range from 9-1. Higher and foundation papers.

Biology

Subject content

Paper 1

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

Paper 2

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Assessments

There are **two papers** covering all the topics. Each paper is **1 hour and 45 minutes**.

Chemistry

Subject content

Paper 1

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

Paper 2

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Assessments

There are **two papers** covering all the topics. Each paper is **1 hour and 45 minutes**.

Physics

Subject content

Paper 1

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Paper 2

- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

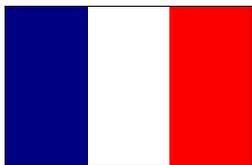
Assessments

There are **two papers** covering all the topics. Each paper is **1 hour and 45 minutes**.

Section 2

EBACC Element

All students choose either Geography or History.
The vast majority of our students will follow a language.



MODERN LANGUAGES

FRENCH AND SPANISH GCSE

Mr R Crook



Exam Board: AQA
Specification Number: 8658 (French)
8698 (Spanish)

Aims of the Course

It is becoming much more of an everyday thing for people to travel and work abroad, and at home we see a wide range of languages and cultures around us.

In GCSE French and Spanish, students are encouraged to communicate effectively and accurately in the target language as well as to identify language opportunities. We also aim to increase our students' awareness of language within its cultural context.

Course Description

The course is divided into three distinct themes, each one dealing with a wide range of language in practical situations:

- Identity and culture
- Local, national, international, and global areas of interest
- Current and future study and employment

The core skills of listening, speaking, reading, and writing are intertwined and practised regularly. There is a real need to commit a lot of language to memory and there is a real emphasis on this in lessons and homework tasks.

Paper 1 Listening

What is assessed?

Understanding and responding to different types of spoken language

How it is assessed

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

- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE (Each exam includes 5 minutes to read the question paper before the listening stimulus is played.)
- Section A – questions in English, to be answered in English or non-verbally by way of writing the correct letter
- Section B – questions in French/Spanish, to be answered in French/Spanish or non-verbally by way of writing the correct letter

Paper 2 Speaking

What is assessed?

Communicating and interacting effectively in speech for a variety of purposes

How it is assessed

Non-exam assessment carried out under examination conditions by the class teacher

- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE
- The speaking assessment is composed of the main parts. Part 1 is a role-play. Part 2 is a discussion of a photo. Part 3 is a general conversation about a range of topics.

- The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the role-play and different stimulus materials for the photo card.
- The timings are different too:
- Role play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 Reading

What is assessed?

Understanding and responding to different types of written language

How it is assessed

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE
- **Section A** – questions in English, to be answered in English or non-verbally
- **Section B** – questions in French/Spanish, to be answered in French/Spanish or non-verbally
- **Section C** – translation from French/Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4 Writing

What is assessed?

Communicating effectively in writing for a variety of purposes

How it is assessed

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE Questions

Foundation Tier

- **Question 1** – message (student produces four sentences in response to a photo) – 8 marks
- **Question 2** – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- **Question 3** – translation from English into French/Spanish (minimum 35 words) – 10 marks
- **Question 4** – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- **Question 1** – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- **Question 2** – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- **Question 3** – translation from English into French/Spanish (minimum 50 words) – 12 marks

There is an emphasis on our students mastering the course content in order to become proficient linguists. So that our students can achieve this, they are also taught how to become effective language learners. Students will also be given an opportunity to develop their creative skills through role-play. All of our pupils are encouraged to respect different cultures by learning more about them.

Our students will be expected to develop an independent learning approach in order to learn a language. A very wide range of vocabulary and structures must be committed to memory.

Why Choose a Language?

- In order to attain the English Baccalaureate standard, students need to achieve a grade '5' or higher in a Modern Foreign Language.
- Languages complement a wide range of subjects. At University, the study of a foreign language can be paired with engineering, the sciences, film and media, drama, law, politics, marketing – the possibilities are endless!
- There are many other careers where a language can be successfully combined with another skill, apart from careers such as interpreting, teaching and translating.
- In an ever increasingly multi-cultural society, the number of people in the job market who speak more than one language is continuing to rise. By committing to learning a modern foreign language at school, our students are ensuring that they are able to compete on an equal footing.
- Human resources managers of 2,700 companies across 10 industries were questioned about their perception of language skills. More than half (54 per cent) said they were more likely to employ a person who speaks more than one language and, more significantly, pay them more. The languages most needed were French, Spanish, German and Italian. (*The Independent*)
- Hotels and restaurants take about 4 per cent of language graduates, but business services take about 27 per cent.
- The universities admission service lists more than 7,000 language degree courses on its website.
- Employers say qualities they value in language learners include problem-solving, team working and presentation skills.
- Look no further than the local job market to see the demand for languages in today's workplace.
- Travel abroad can be much more interesting when you can speak the language of the country you are visiting.

What Language options are available for me in Basingstoke after Bishop Challoner?

Queen Mary's College

Asset languages: German, Spanish and Japanese

Fast track Russian A level

French, German, and Spanish A level

BCOT

English for Speakers of Other Languages (ESOL)

Farnborough Sixth Form

English for Speakers of Other Languages (ESOL)

French, Spanish, German, and Italian A level

Farnborough College of Technology

English for Speakers of Other Languages (ESOL)

Peter Symonds College

Fast track Italian and Latin A level

French, Spanish, German, and Italian A level

GEOGRAPHY

Ms A Revitt



Exam Board: AQA Geography 8035
Qualification Accreditation Number: 601/8410/3

Following this GCSE course will deepen understanding of geographical processes, based on a balanced framework of physical and human Geography students will investigate the link between the two themes and examine the battles between the man-made and natural worlds. By following this course, students will gain experience and skills, which will allow them to progress onto A-level and beyond

The content of the specification is organised into three broad themes:

Unit 1: Living with the physical environment

Unit 2: Challenges in the human environment

Unit 3: Geographical applications

Below is a very brief snapshot of the areas that we will look at within the three themes; to cover these ideas we will study a number of examples and case studies at a variety of scales from local to global. Different geographical skills are embedded within each unit, which will be taught throughout the two-year programme of study.

Unit 1 Living in the physical environment

Section A: The challenge of natural hazards; Tectonic Hazards, Weather Hazards and Climate Change

Section B: The Living World; Ecosystems, Tropical Rainforest and Hot Desert

Section C: Physical Landscapes in the UK; The physical diversity of the UK, Coastal landscapes and River landscapes

Unit 2 Challenges in the human environment

Section A: Urban Challenges; The global pattern of urban change, urban growth in Nigeria, Urban challenges in the UK, Sustainable development of urban areas.

Section B: The Changing Economic World; economic development and quality of life, reducing the global development gap, economic development in Nigeria, economic change in the UK.

Section C: The Challenge of Resource Management; Global resource management, Resources in the UK, Food, Water, Energy.

Unit 3 Geographical Applications

Section A: Issue Evaluation; Critical thinking and problem solving

Section B: Fieldwork; Undertaking two geographical enquiries in contrasting environments

Summary of Assessment:

Component 1: The Challenge of Natural Hazards

Written examination: 1 hour 30 minutes 35% of qualification. Component 1 will assess content from all three compulsory themes of the specification.

Component 2: Challenges in the Human Environment

Written examination: 1 hour 30 minutes 35% of qualification. Component 2 will assess content from all three compulsory themes of the specification.

Component 3: Geographical Applications

Written examination: 1 hour 15 minutes 30% of qualification. In order to prepare for this component, pre-release material is made available 12 weeks before the examination

This paper will include a problem-solving element based on any of the compulsory sections of the subject content. The second area will focus on the fieldwork that was undertaken by the students where they will look at how they carried out their investigations (Two day trips are required for the fieldwork element).

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

HISTORY

Mrs S O'Neill



Exam Board: AQA
Specification: 8145

GCSE History is a challenging and enjoyable course that draws on the historical skills gained at Key Stage 3. The final examinations require good subject knowledge and an ability to interpret and analyse a variety of historical sources. There are two exams, both of which are taken at the end of Year 11. Their first exam will be a modern world and international relations focus, with their second paper looking at a thematic and British study. Students are marked on their spelling, punctuation and grammar in their exams.

COURSE OUTLINE

Paper 1 – Understanding the Modern World (1hr 45mins, 50% of GCSE)

Section A: America 1920-1973: Opportunity and Inequality

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others lived in the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of the time and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact of the developments had on them.

Section B: Conflict and Tension, 1918-1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and countries between the First and Second World War. The topic focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues that caused it.

Paper 2 – Shaping the Nation (1hr 45mins, 50% of overall GCSE)

Section A: Thematic Study - Health and the British People, c.1000 to the Present Day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a longer period. It considers the causes, scale, nature and consequences of medical developments and how they impacted on British society. Students will understand many interesting historical concepts and skills. For instance, how medical developments were affected by different factors such as religion and developments in science and technology; how war, for example, gives us the opportunity to make significant developments in medicine and health.

Section B: British Depth Studies – Norman England, c.1066 to c.1100

This topic allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, such as the economic, religious, political, social and cultural perspectives of this period. This British Depth Study will also include a study of a historic environment from the Norman Conquest that students will use as a case study for part of their paper 2 exam.

THERE IS NO CONTROLLED ASSESSMENT/COURSEWORK IN THIS NEW GCSE HISTORY

Section 3

Applied Learning Pathway

For a small number of our students this pathway is more appropriate, inclusive and engaging and will replace the language element.

School will advise if this Pathway is considered the one for your child/children.

What is a BTEC?

BTECs are all about applying knowledge and practical skills in real-life scenarios to create career success and develop the employability skills modern businesses need. For BTEC students, it is all about learning by doing and putting what they learn into practice straight away. With their focus on practical, skills-based learning, BTEC courses are designed around themed units. Rather than testing everything together at the end, BTECs are assessed throughout the course using assignments set in real-life scenarios, where students develop and apply the practical knowledge and skills employers and higher education are looking for.

Structure of the BTEC TECH Award

Each BTEC TECH Award is divided into 3 components and within each, they are further split into Learning Aims. The Learning Aims allow learners to build their knowledge and understanding across each component. Components 1 and 2 are internally assessed at the end of each learning Aim. Learners are required to complete a range of tasks such as reports, presentations, practical assessments and reflective journals.

Component 3 is the exam-based unit. It is a synoptic assessment that will draw from topics or themes from other units and provide learners with an opportunity for reflection and summary. Learners will usually be given a scenario, which they will need to respond to.

Who will be invited to consider this pathway and why?

Non-Modern Foreign Language students will be invited to apply to follow a BTEC course. We recognise that the Languages element of the EBACC may not be for everybody and therefore replacing the Language in the timetabled schedule there will be opportunity for those students we consider eligible to choose **ONE** of the BTECs we are introducing for the first time this year.

The vast majority of our students will continue to pursue the Languages element of the EBACC and will be expected to do so. Following consultation with the MFL Department, we will advise after the Pathways Evening on 14 January 2019 if the BTEC pathway is appropriate for a student.

We will provide additional insight and/or hold an information evening to help students choose the most appropriate subject to follow.

BTEC TECH Award – Health and Social Care

Exam Board: Pearson/Edexcel

Overview

This qualification will help you acquire knowledge, understanding and technical skills through work-related contexts as part of your Key Stage 4 learning.

The qualification is equivalent to and compliments GCSEs to help develop work-related skills in the Health and Social Care sector. It will help broaden your experience and understanding of where your studies can take you in the future.

Course Structure

The course is split into three components.

Component 1: Human Lifespan development (Internally assessed) Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Component 2: Health and Social care services and values (Internally assessed) Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Component 3: Health and Wellbeing (Externally assessed in February and May of Year 11) Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

How will I be assessed?

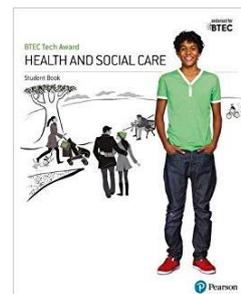
You will be assessed through tasks set by your teacher that could take the form of presentations, practical assessments and reflective journals, and one exam with a set-task.

Where will this qualification take me?

After completing your BTEC Tech Award, you will be in a great position to continue study. You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC Level 3 National in Health and Social Care.

Resources

BTEC Tech Award Health and Social Care Student Book. ISBN: 9781292200927



BTEC TECH Award - Engineering

Exam Board: Pearson/Edexcel

Overview

This qualification will help you acquire knowledge, understanding and technical skills through work-related contexts as part of their Key Stage 4 learning.

The qualification is equivalent to and compliments GCSEs to help develop work-related skills in the Engineering sector. It will help broaden your experience and understanding of where your studies can take you in the future.

Course Structure

The course is split into three components.

Component 1: Exploring Engineering Sectors and Design Applications (Internally assessed) Learners will explore the links between the various engineering sectors and the role of design in the production of engineered products.

Component 2: Investigating an Engineering Project (Internally assessed) Learners will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. They will plan, reproduce, inspect and test a single component.

Component 3: Responding to an Engineering Brief (Externally assessed in February and May of Year 11) Learners will investigate and create solutions to problems in response to given engineering briefs.

How will I be assessed?

You will be assessed through tasks set by your teacher that could take the form of presentations, practical assessments and reflective journals, and one exam with a set-task.

Where will this qualification take me?

After completing your BTEC Tech Award, you will be in a great position to continue study. You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC Level 3 National in Engineering

Resources

BTEC Engineering Student Book ISBN: **9781292218922**



BTEC TECH Award – Digital Information Technology

Exam Board: Pearson/Edexcel

Overview

This qualification will help you acquire knowledge, understanding and technical skills through work-related contexts as part of their Key Stage 4 learning.

The qualification is equivalent to and compliments GCSEs to help develop work-related skills in the information technology sector. It will help broaden your experience and understanding of where your studies can take you in the future.

Course Structure

The course is split into three components.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques (Internally assessed) Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Component 2: Collecting, Presenting and Interpreting Data (Internally assessed) Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Component 3: Effective Digital Working Practices (Externally assessed in February and May of Year 11) Learners will explore how organisations use digital systems and the wider implications associated with their use.

How will I be assessed?

You will be assessed through tasks set by your teacher that could take the form of presentations, practical assessments and reflective journals, and one exam with a set-task.

Where will this qualification take me?

After completing your BTEC Tech Award, you will be in a great position to continue study. You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC Level 3 National in Information Technology

Resources

BTEC Digital Information Technology Student Book ISBN: 9781292208374



BTEC TECH Award – Travel and Tourism

Exam Board: Pearson/Edexcel

Overview

This qualification will help you acquire knowledge, understanding and technical skills through work-related contexts as part of their Key Stage 4 learning.

The qualification is equivalent to and compliments GCSEs to help develop work-related skills in the Travel and Tourism sector. It will help broaden your experience and understanding of where your studies can take you in the future.

Course Structure

The course is split into three components.

Component 1: Travel and Tourism Organisations and Destinations (Internally assessed) Learners will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors.

Component 2: Influences on Global Travel and Tourism (Internally assessed) Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Component 3: Customer Needs in Travel and Tourism (Externally assessed in February and May of Year 11) Learners will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences.

How will I be assessed?

You will be assessed through tasks set by your teacher that could take the form of presentations, practical assessments and reflective journals, and one exam with a set-task.

Where will this qualification take me?

After completing your BTEC Tech Award, you will be in a great position to continue study. You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC Level 3 National in Travel and Tourism

Resources

BTEC Travel and Tourism Student Book ISBN: 978-1292258690

BTEC TECH Award – Sport Activity and Fitness

Exam Board: Pearson/Edexcel

Overview

This qualification will help you acquire knowledge, understanding and technical skills through work-related contexts as part of your Key Stage 4 learning.

The qualification compliments GCSEs to help develop work-related skills in the sport sector. It will help broaden your experience and understanding of where your studies can take you in the future.

Course Structure

The course is split into three components.

Component 1: Understand the Body and the Supporting Technology for Sport and Activity

(Internally assessed) Learners will explore body systems, common sports injuries and technological advances that impact on sport and activity

Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity

(Internally assessed) Learners will explore how training, nutrition and psychological factors contribute to engagement in sport and activity.

Component 3: Applying the Principles of Sport and Activity

(Externally assessed in February and May of Year 11). Learners will study the attributes of a successful sports leader and the physical and psychological benefits for the people taking part in their sessions. Learners will then plan and lead an engaging activity session.

How will I be assessed?

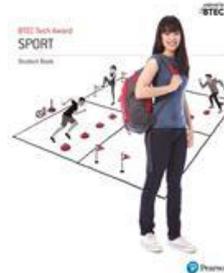
You will be assessed through tasks set by your teacher that could take the form of presentations, practical assessments and reflective journals, and one exam with a set-task.

Where will this qualification take me?

After completing a BTEC Tech Award, you will be in a great position to continue in the sports sector. This qualification will prepare you for both practical and academic routes. You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC National in Sport, or Sport and Exercise Science.

Resources

BTEC Sport Student Book ISBN: 9781446943625



Section 4

Option Preferences

The following pages list non-core subjects from which students should indicate a preference on the Pathway's Form.

1 = first choice

2 = Reserve choice

These subjects make up the final part of the 'pathway' process as shown on the Pathway Form.

Students will follow 1 subject preference from this section alongside their core subjects of Religious Education, English Language, English Literature, Mathematics, Science, Geography or History, French or Spanish or BTEC (as advised by the school)

ART

Mr M Gallimore



Exam Board: AQA (Fine Art)
Specification Number: 8202

Fine Art means pupils will use a range of 2-D & 3-D media including drawing, sculpture, photography, printmaking and mixed media.

Course Details – 60% Coursework, 40% Exam

Coursework: Pupils are expected to undertake one extended project and one subsidiary project. A project comprises of research work (either a sketchbook or worksheet, or both), which leads through a series of media investigations to a final piece. All coursework must be completed and handed in during the first week in May of Year 11. All homework is directly linked to the progression of current project work and will be monitored each lesson and must be seen to be progressing.

Exam

Pupils are given eight weeks to complete research in order to prepare themselves for a ten-hour exam (split over two days). Pupils choose a starting theme from the exam paper, which is usually handed out at the beginning of January (of year 11).

Assessment

Pupils will be assessed on their ability to:

- Explore ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
- Develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses (quality use of different techniques and materials)
- Record observations, experiences and ideas in a form that is appropriate to their intentions (drawing and written annotation).
- Make a personal response, realising intentions and making informed connections with the work of others (final piece).

Skill Development

During Year 10, pupils will be led through a directed course of lessons focusing on developing skills acquired through Key Stage Three and introducing new techniques. Art history will be integrated and with specific skill based workshops covering a range of media including painting, drawing, collage, printing, ceramics, sculpture, textiles, photography and digital/IT work.

Out of School Opportunities

In Year 11, we offer a trip to St Ives, Cornwall. Pupils will visit the Tate Gallery, Barbara Hepworth Sculpture Garden, follow a local artist trail and take time out for drawing activities on the beach. The Art department holds regular clubs – one night after school and every lunchtime during the week – to allow pupils further opportunities to work on coursework.

Cost Involved

We supply good quality sketchbooks and folders at cost that we encourage pupils to purchase. It is helpful to pupils to have some material at home, which we can also help with supplying. This can include pencil sets, watercolours, brushes, pens, as well as more specialist materials. Residential trips (Cornwall) cannot be subsidised.

FOOD PREPARATION AND NUTRITION

Mrs R Alm



Exam Board: EDUQAS

Specification Number: 4730

This exciting brand new course from Eduqas offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

Areas of Content

1. Food commodities e.g. Cereals, fruit and vegetables, sugars, dairy, fats, meat/fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, and experiments to understand changes occurring during cooking and current recommended guidelines for a healthy diet
2. Principles of nutrition - the role of the main nutrients in the diet, their sources, function and deficiency diseases
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Assessment

Component 1: Principles of Food Preparation and Nutrition.

Written examination: 1 hour 45 minutes. 50% of qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: Questions based on stimulus material.

Section B: Structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action Non-examination assessments (NEA): internally assessed, externally moderated.

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of qualification

Non-examination Assessment 1 (NEA 1): The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500 words will be produced

Non-examination Assessment 2 (NEA 2): The Food Preparation Assessment

Prepare, cook and present a menu that assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 pages or 30 sides. These assessments will be based on a choice of tasks released by EDUQAS annually.

Dishes cooked will include a wide range of dishes main meal dishes, vegetable dishes, pastries, cakes, sauces, dishes for special diets, starters, desserts etc. It is expected that students will cook every week in order to develop their practical skills and to produce a wide range of high quality dishes.

DRAMA

Mr D Newman-Farr



Exam Board: OCR
Specification Number: J316

Drama outline

We study the OCR specification, which allows the students to explore a wide range of theatre mostly through practical exploration.

The course is broken down:

- a) 60% Practical Assessment
- b) 40% Theory Assessment

The course is structured into three components:

1. **Devising Drama** – Practical Assessment 30%
2. **Presenting and performing texts** - Practical Assessment 30%
3. **Performance and Response** – Written exam 40%

Practical Assessment

The Practical Assessment makes up 60% of the overall grade. Students have the opportunity to be assessed as a performer or a designer. Designer options include lighting design, sound, set and props.

Component 1: Devising Drama 30%

Throughout this component, the Students will research and explore a stimulus, work collaboratively and create their own devised Drama. This component is a non-exam assessment and is assessed on the students' final performance and their Devising portfolio. Devising Drama will be assessed by the subject teacher.

Component 2: Presenting and performing Texts 30%

The students develop and apply theatrical skills presenting a showcase of two extracts from a performance text. The performance text studied will vary however, the current Y11 are working with a mature comic version of Hansel and Gretel. Component two is a non-exam assessment and is assessed by an external examiner within the school

What to expect in the non-exam assessments (60% of qualification)

Component 1: Devising Drama 60 marks	Component 2: Text Performance 60 marks
Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board.	Students will study a text chosen by the centre.
They can choose to work as a performer or designer in this component.	Students will take a part in two performances of two extracts from the text. They can work as a performer or designer in this component.
Performances will be between 5 and 15 minutes, depending on the size of the group.	Performance lengths will vary according to the size of the group. In this unit students can work individually, or in a group of up to 6. The time range is between 2 and 15 minutes, depending on the size of the group.
All performances will be supported by a portfolio which is evidence of the students' devising process and can be made up of a combination of writing, images, observation notes and artefacts.	Students must present at least one performance as part of a group .
40 marks: For the evidence in the portfolio 20 marks: For the final performance.	Students will be required to produce an accompanying concept document which outlines their intentions for the performance.
	20 marks: Interpretation of the text and creating an intention for performance 40 marks: For the demonstration of the chosen theatrical skill in the final performances.

Theory Assessment

Component 3: Performance and Response

This component is broken down into two sections:

Section: A – The students will explore practically a performance text. The students will be studying a play called Missing Dan Nolan, which is about a boy who went missing on New Year’s Eve and explores the dangers of underage drinking and parental responsibilities. The students will be asked a range of questions within the exam to demonstrate their knowledge and understanding of Drama.

Section B- The students will analyse and evaluate a live theatre performance. Throughout the course, the students will have the opportunity to experience at least two pieces of live theatre. Earlier this year, the current GCSE students were taken to London to see the women in black. Each year the production the students experience will be different to allow them to experience a range of live theatre to write about in the exam.

Component 3 is an exam assessment. The students will sit a 90-minute exam where they will be assessed on the requirements of both part A and Part B.

What to expect in the exam assessment (40% of qualification)

The exam component will be assessed at the end of the qualification and will be **1 hour and 30 minutes** in length. Students will have to complete two compulsory sections.

Section A 50 marks	Section B 30 marks
Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.	This section asks the students to review a performance they have seen on their course. They will be primarily assessed on their ability to analyse and evaluate , but will also be marked on their accurate use of subject specific terminology.

Assessment Objectives

- Creating and developing ideas to communicate meaning for theatrical performance
- Applying theatrical skills to realise artistic intentions in live performance
- Demonstrating knowledge and understanding of how drama and theatre is developed and performed
- Analysing and evaluating their own work and work of others

Important Information

- Students will be required to rehearse with their group outside of lesson time. This might be at break or lunch or possibly after school, in order to create a high quality and well-rehearsed performance.
- Students will be required to learn two script extracts from one published play and perform these scenes with their dialogue learnt off by heart. Scripts will not be allowed in any of the exams.
- We invite a professional theatre company into school once a year to deliver a bespoke workshop for the students to extend their knowledge and skills from industry professionals. This workshop typically costs £10-£20 per student.
- As part of our 40% written exam we are required to analyse and review a live theatre performance. This will involve a theatre visit to watch a suitable evening performance. Show ticket and transport cost typically £20-£40 per student.

Acting
is believing
in Yourself
and in your craft.
Become a
believer.

GCSE Drama is a good basis for taking Drama further, either as an AS level or one of the BTEC diplomas.

Queen Mary's College

A Level in Drama and Theatre

BTEC Level 2 and 3 Diploma in Performing Arts

Farnborough Sixth Form

BTEC Level 1, 2 and 3 Diploma in Performing Arts

Peter Symonds College

A Level in Drama and Theatre

Please see Mr Newman-Farr if you want any further information.

COMPUTER SCIENCE

Mr P Smith



Exam Board: OCR
Specification Number: GCSE Computer Science (9-1) J276

This revised GCSE focusses on Computer Systems, Computational Thinking, Algorithms and Programming. Pupils will learn how computers work, as well as how to use them effectively to solve modern-day problems. This involves learning the theory and practice of programming computer systems, as well as developing “Computational Thinking” skills. The course covers a wide range of computing topics including hardware, software and networks. It considers how computers are used in modern society, and the theory and processes that form the foundations of Computer Science.

GCSE Computer Science will enable candidates to:

- identify and describe different computer system architectures in terms of their physical and logical components.
- understand what each component does, including system and application software.
- understand and describe different network configurations, and their associated strengths and weaknesses.
- understand and describe different network security mechanisms.
- apply computational thinking skills to design and develop computer-based solutions to a variety of problems.
- understand the merits of high-level computer languages and the reasons why low-level languages are also appropriate for certain situations.
- use flowcharts and other structured methods to design effective algorithms and logic.
- design and develop a solution to a problem using a high-level programming language and the tools associated with it.

Assessment

There are two assessed components:

- a. Computer Systems (Exam-based): 50%
- b. Computational Thinking, Algorithms and Programming (Exam-based): 50%

Both exams are linear – 90 minute exam papers, sat at the end of the course.

MUSIC

Mrs S Smith



Exam Board: Edexcel
Specification Number: 2MU01

We will be studying the Edexcel GCSE Music course. It is based around four Areas of Study called:

1. Instrumental Music 1700 - 1820
2. Vocal Music
3. Music for Stage and Screen
4. Fusion

The Areas of Study contain eight pieces that we have to get to know really well – there are two in each Area of Study. The pieces cover a wide range of music from Bach and Beethoven through to a song from *Wicked*, the opening music from *Star Wars* and a song by the band Queen. You will learn a lot about a wide range of music and the techniques that composers use to create successful pieces.

Coursework – this is worth 60% of the total marks

You have to perform **TWO** pieces of music, one as a **solo** and the other as an **ensemble**. These pieces are entirely free choice and can be in any style of music that you want. Both these pieces are worth 15% of your final marks, i.e. 30% in total. We record your performances in school and you can re-do these until you are happy with them. Your pieces are marked by me and then externally moderated. You gain extra marks for performing more difficult pieces at Grade 5 standard but you can still get a good mark in this part of the paper by playing easier pieces well. Your two pieces in total have to be a minimum of four minutes long.

You also have to compose **TWO** pieces of music. One of these is completely free choice and the other is set by Edexcel at the beginning of your last year. We will try to spend a lot of time in class looking at ideas for compositions as this is generally the area which most students find more difficult. Again, both these pieces are worth 15% each making 30% in total. We record these in school but this can be over a substantial length of time. You also need to write your compositions down in some way – it can be traditional music, tab, lyrics/chords, or even a written description, whatever is most appropriate. Your compositions are marked by me and then externally moderated. Your two pieces in total have to be a minimum of three minutes long.

You can do coursework at any point in the course but we particularly focus on coursework in the Spring term of Year 11.

Listening Examination – this is worth 40% of the total marks

You will listen to a CD which contains extracts from the eight “set works” that form the Areas of Study above. There are a variety of questions and include multiple-choice, short answer, free response and extended writing questions. There will also be some questions that ask you to write down notes that are played to you as well as comparing ideas from the set works against a piece in a similar style that you have not heard before.

Important Facts

- You should be able to play a musical instrument or sing. Ideally, you should already have lessons on your instrument. You can aim to start an instrument in Year 10, but you’ll have to work hard.
- The ability to read music well is not essential before you start the course as we will look at this in some detail at various points. GCSE Pod is really useful for learning the basics of this and music theory.
- GCSE Music is a good basis for taking Music further, either as an AS level or one of the BTEC diplomas or Music Technology. We occasionally go on school trips during school time (workshops, cost about £10) and pupils are invited to London shows (evening and optional, cost typically £20-£30).

PHYSICAL EDUCATION

Mr C Sheers



Exam Board: AQA
Specification Number: 4892 (Full Course)

- a) Theoretical Assessment – 70% (including written course work)
- b) Practical Assessment – 30%.

Practical Assessment

We will develop familiar skills from KS3, for example soccer, rugby, basketball, athletics, netball, trampolining and table tennis. In addition, students can be assessed in an activity from outside our school based study e.g. Swimming, horse riding, golf, skiing etc where they are coached by a qualified coach in a recognised club – this may be very useful to many students. We will then select the three best activities to support a student's exam entry. 30% of the exam mark is gained from practical assessments.

For all three Assessments a student must be assessed in three different activities (1 team, 1 individual & 1 from either list) as a performer. The list of activities across all 3 Assessment Objectives is the same and is stipulated by the Department for Education. This can be assessed at any point during the course, and is externally moderated. Audio Visual (AV) evidence will be required for all off-site activities that cannot be assessed live on the day. Please note that moderation must be filmed (in case of an appeal) hence, consent will be sought at the appropriate time.

Theory Assessment

70% of the exam mark – by written exam at the end of the course.

Subjects Covered

Written exam: 1 hour & 15 minutes

35% of the qualification

78 marks

Content: Applied Anatomy & Physiology, Movement Analysis, Physical Training and Use of data.

Written exam: 1 hour & 15 minutes

35% of the qualification

78 marks

Content: Sport psychology, Socio-cultural influences, Health, fitness & well-being and Use of data.

- Pupils suitable must have represented the school in at least three different sports throughout KS3/or perform to high level in more than one activity – either inside or outside of school/or have a range of ability over three or more sports that would qualify to score relatively high when assessed.
- It is advantageous if pupils participate regularly in Sport both in school and outside of school and are performing to a good standard. Pupils suitable for this course must have an active interest in Physical Education and Sport. They must have a positive attitude towards PE that has been sustained and evident throughout KS3.

Areas of study

- Sketching
- Using CAD to present working drawings
- Modelling and making skills
- Properties of materials
- Carpentry skills
- Casting metals
- Cutting shaping plastics
- Using CAM to model and produce products

How is it assessed?

The GCSE is split into two Units:

Unit 1 Exam - Written paper 2 hours 50% of the overall mark

Unit 2 Controlled Assessment - Design & Making Practice approximately 35 hours 50% of the overall mark and submitted in Spring of Year 11.

Examples of coursework



Section 5

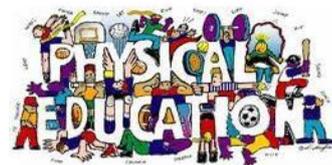
Additional Curriculum Experiences

As part of our wider core offer these non-examined experiences make up the final part of our students' KS4 curriculum time.

CORE PE

(Physical Education in Key Stage 4)

Mr C Sheers



A broader programme of activities is offered to pupils in the upper school. The programme should be viewed as a whole, taking pupils from the start of their 10th year to Easter of their 11th year. Pupils can be expected to travel to off-site venues during lunchtime where necessary (supervised by a member of staff) Hiring this range of facilities makes the course expensive and, to offset the cost, we ask for parental contribution.

The programme, it is hoped, meets the greater expectations and demands of older pupils and better prepares them for the adult world they will soon be entering.

Courses

These are based on modules of six weeks (i.e. roughly half-term blocks).

During this time, pupils follow one particular activity and then move on to another for the next block of six sessions. A school based block of team games forms a compulsory 'core' for all pupils both in the early part of the programme (Year 10) and in the latter part (Year 11). With other activities, pupils indicate their preferences and have an element of choice. We do our very best to accommodate their preferences. Depending on popularity, it is possible for pupils to repeat some activities during Year 11.

Optional Activities

These cover activities for which pupils may opt. Generally, these will be covered in both Year 10 and Year 11 and should be seen as a progression with basic skills taught in KS3 Year 10 in Year 11.

Football, Rugby, Netball, Table tennis, Basketball, Aerobics, 5-a-side soccer, Volleyball, and Trampolining (usually GCSE only) in the Autumn/Spring Term

Cricket, Softball, Rounders, Tennis & Athletics in the Summer Term.

Some activities can only accommodate small numbers and pupils may only have one opportunity to do this – in either Year 10 or Year 11. We also offer some off-site activities that have a recreational/educational element. We offer Ten-Pin Bowling, Ice Skating and also Golf Coaching (Summer Term only – at The Basingstoke Golf Centre)

In Year 11, we offer an opportunity for pupils to do Personal Study during PE activity time (Spring Term)

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP



These areas contribute to Personal Development Learning, with Work Related Learning and Enterprise (see also Careers section); it is an area of constant development and aspects are being considered at Government level regularly.

Students continue to have a PSHE lesson each week, with some extra experiences at other points of the year.

During Key Stage 4, students are encouraged to learn about themselves as young people and as members of their communities. They have opportunities to take part in the life of the school and the local community. Students develop in confidence and independence and take greater responsibilities in preparation for adult life. They are encouraged to learn how to cope with a wider range of relationships and to respect the views, needs and rights of people of all ages.

Relationships and sex education is reinforced with a visit by Explore Marriage in Year 10 and a one-day Relationships conference in Year 11. During the Spring Term Year 10 benefit from relationships workshops from *Ten Ten Cinema in Education* who explore contemporary moral issues through film and debate.

Students also take part in lessons about drug and alcohol use, their effects and the law. They are made aware of where to obtain help and understand some ways of dealing with risky situations.

Students are given the opportunity to take part in discussions on topical issues, problems and events. They have the opportunity to learn about legal, political and economic institutions and to take part in discussions and debate. Radicalisation, human trafficking and mental health are also covered. Students are encouraged to understand that their expressed views or their actions can bring about change.

Students learn how to plan for their future and their careers by setting personal targets and are encouraged to consider the consequences of their decisions. They develop skills to help them actively seek information and advice. We encourage students to discuss personal targets and topics from PSHE/Citizenship with their parents at home.

LEARNING SUPPORT

Mrs J Cottam



The Learning Support Department will continue to assist those students who need additional help with learning, language and communication, physical and sensory difficulties or emotional and mental health factors.

The Department works closely with students, parents, subject teachers, tutors, matron, the examinations secretary, senior staff and outside agencies to provide inclusive and appropriate support for each student. Many students are supported by Learning Support Assistants in the classroom. Others receive help out of class, either individually or in small groups; however, the amount of withdrawal from lessons is kept to a minimum in order to minimise the impact on curriculum delivery.

Members of the Department are involved in student mentoring, study support and academic target setting. Throughout Years 10 and 11, they provide help and advice with day-to-day work, learning and study skills, homework, revision and preparation for internal assessments and external examination.

The Department works closely with the examinations secretary to apply for special arrangements for Year 10 and Year 11 examinations, where they are needed. This might include the provision of extra time, readers, scribes, transcriptions, use of a word processor, or for examinations to be taken away from the main examination room. Learning Support staff help and encourage students to make best use of the access arrangements to which they are entitled and then, where necessary, work with the students so they maximise their potential in all areas of study, formal assessment and external examinations.

Closing Statement

Once all the forms have been collated pupils will be notified individually of their subject combinations. If there appear to be problems with the pathways selected this will be discussed and the various choices will be presented.

The final decision on subject combinations rests with Mr Wright. Consultation with a number of people will have occurred at this point, including: Mr Dollimore, Head of Year, a careers advisor, subject teachers, the student concerned and, of course, parents/carers. Although allocation is not made on a first come first served basis, returns must be submitted by 8 February 2019 to School Office marked for the attention of Mr Dollimore so that staffing, grouping and rooming can be arranged accordingly.

If there are circumstances where a subject cannot be offered then students, parents and carers will be informed as soon as possible and advice will be available prior to students being reassigned according to their preferences.

Please note that there are rare instances when students may wish to consider an alternative subject or pathway once the new courses have begun in September 2019. If this is the case, it is vital that any change is discussed and agreed with the Deputy Head and, prior to being endorsed, a letter of support and acknowledgement from parents sent, marked for my attention. This MUST occur by the end of September 2019 as any later than this has been seen to disadvantage students and their chances of success. It is our hope that if subjects are properly researched and well-informed choices are made, there will be no need to make changes.

To all our students embarking upon their KS4 GCSE pathways, we wish you the very best of luck and look forward to seeing you achieve your personal best in each of the subjects you choose at GCSE level.

Useful Websites:

AQA www.aqa.org.uk

WJEC www.wjec.co.uk

EdExcel www.edexcel.org.uk

OCR www.ocr.org.uk

BTEC <http://qualifications.pearson.com/en/about-us/qualification-brands/btec.html>

DO ORDINARY THINGS EXTRAORDINARILY WELL



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