



Key Stage 4 Curriculum and Exams 2018/20



Dear Student

During the next few weeks you will be choosing the courses that you will be following in Years 10 and 11. For the first time since starting school, you will have a real say in what you learn. Making these choices will not be easy. At Backwell there is a very wide range of courses to choose from, from familiar subjects to new GCSE courses that you have not studied at Key Stage 3. It is important that you, your teachers and your parents/carers, work together to make sure that you choose the most appropriate options for your future.

At Backwell our aims are:

- **for you to study courses that suit your abilities, skills and aspirations;**
- **for you to follow a curriculum that is broad and balanced;**
- **for you to be given the opportunity to focus on your strengths and to explore new areas of interest.**

Over the coming weeks you will get many opportunities for information, advice and guidance about your options. There will be presentations, a parents' information evening, individual interviews with your Head of House and talks about subjects from Subject Leaders. We may recommend some courses for you personally based on your strengths and needs. If so, we will write to you to share our advice.

As you read this booklet you will also notice a major change to the way the majority of subjects are graded. The traditional A*- G grades have been replaced with a new 9 to 1 system in all subjects. The majority of students will take nine subjects (ten if taking Triple Science).

We offer as much choice as we can, but it is not always possible to run a course which very few students choose and some combinations of subjects may prove to be impossible to timetable. If this happens, we will let you know and we will help you explore other possibilities. Remember, if you are unsure about anything – ask!

The deadline date for handing forms back in is Monday 19 February 2018.

Yours sincerely

Jon Nunes
Headteacher

January 2018

Please keep this booklet handy at home.

There is a lot of information about your exams that you will need during Years 10 and 11.

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CHOOSING SUBJECTS AT KEY STAGE 4

The English Baccalaureate

The English Baccalaureate was introduced by the government in 2010 as an indicator that young people have been successful in their studies of a range of GCSE subjects. We are pleased to say that this reflects our own curriculum policy for Key Stage 4, where students have always been encouraged to select a broad and balanced curriculum.

Our options process enables the vast majority of students to successfully gain the English Baccalaureate, where they must achieve a 5 - 9 grade in the following subjects:

- English
- Mathematics
- Two Sciences (Core and Additional or Triple Science)
- Geography or History
- Modern Foreign Language (French, German or Spanish)

However the English Baccalaureate model will not suit all of our students and there are courses available for all ability ranges. Senior staff will guide students (and their parents) in making the right, fully-informed decisions, so that the most suitable courses are chosen.

Pre-16 Qualifications and University Entrance

For pupils aspiring to apply for university, the GCSE subjects they take can affect their course choices. Our curriculum model and GCSE will allow the vast majority of pupils to satisfy every university that they have studied a broad and balanced curriculum during Years 10 and 11.

When making a university application, many institutions ask for a minimum number of GCSE subjects at a “good pass level” including English and maths. Due to the nature of grade reform at the moment there is no standard interpretation of this amongst universities despite the Education Secretary announcing that the standard pass grade at GCSE is a 4. For example, applications to King’s College London require a grade 5 in English and maths, but Leeds, Manchester and Liverpool Universities put a grade 4 as their requirement.

The following information is taken from a leaflet issued by the Russell Group top universities. Although it does not strictly apply to reformed GCSEs, it gives an idea of what universities have looked for in the past regarding GCSE grade requirements

- When applying to a competitive university and especially for a very competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE or other standard level requirements.

- Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five top GCSE grades.
- GCSE English or another standard level equivalent is very often required at a good pass grade. At many universities, this is a universal entry requirement for any course. Mathematics is only slightly less commonly asked for. Occasionally, a university will require a foreign language for entry to any course, for example, University College London.
- For many courses a higher grade in GCSE English is needed with Science and Engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, which may attract applicants who aren't necessarily strong mathematicians, commonly ask for a higher grade pass in mathematics and, in some cases, sciences.
- The GCSE or other standard level entrance requirements for individual degree courses is quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level.
- This summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.
- Applicants to study Medicine are usually required to have very good GCSE results in Maths, Science and English.
- For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.
- A high grade in Maths and sometimes Science is often required for a degree in Psychology.
- To study a science subject at university (including Biology, Chemistry or Physics) applicants who are not offering maths at advanced level will often need to have achieved a good pass grade in Maths at GCSE.

Please contact Mr Houghton if you would like more information or to discuss how these points may affect the future choices of your son/ daughter.

EXAMINATION INFORMATION

New Grading System at GCSE

GCSEs have been reformed meaning that students will be graded from 1 – 9 (9 being the highest grade) rather than A* - G. Whilst direct comparison with the old style grading system is not completely possible a simple view would be as follows:

New	9 8 7	6 5 4	3 2 1	U
Traditional	A* A	B C	D E F G	U

OFQUAL have said that broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. In addition, broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A or A*.

In addition, they have said that the new grade 5 will be positioned in the top third of the marks for a current grade C and bottom third of the marks for a current grade B.

COMPULSORY SUBJECTS

Mathematics

Exam Board: AQA

Code: 8300

Students will be set by ability and will take either Foundation or Higher Level Maths, either route will result in a GCSE Maths qualification.

Level of Entry	Set	Grades achievable (Grade 9 being the highest pass mark and 1 the lowest pass mark)
Higher Level (Grades U, 4, 5, 6, 7, 8, 9)	H1 – H6	9, 8, 7, 6, 5, 4, (U)
Foundation Level (Grades U, 1, 2, 3, 4, 5)	F1 – F6	5, 4, 3, 2, 1, (U)

What will students study?

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

Assessment

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series. All three papers in both tiers assess content from any part of the specification and will consist of a mixture of question styles, from short single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Examination (100% of total; three papers)

Paper 1 (33.3%)

- Written paper: 1 hour 30 minutes (80 marks)
- Non-calculator

Paper 2 (33.3%)

- Written paper : 1 hour 30 minutes (80 marks)
- Calculator allowed

Paper 3 (33.3%)

- Written paper : 1 hour 30 minutes (80 marks)
- Calculator allowed

English

The English Department is committed to teaching a wide and varied course, enabling students to develop as speakers, listeners, readers and writers. They are encouraged to read widely, covering non-fiction texts in addition to poetry, prose and drama from different periods of British history. In their writing, students cover a range of forms from creative and expressive through to transactional and discursive, aimed at a variety of audiences. Students will have termly assessments to monitor progress.

All students in Years 10 and 11 will follow an English course leading to **two** full qualifications: GCSE English Language with the Eduqas exam board and GCSE English Literature with AQA. All assessments are by formal terminal examinations in May/June of Year 11.

English classes are broadly mixed ability although there are, usually, two higher sets and two small foundation sets. Each class will be taught by two teachers: one for English Language and another for English Literature. An equal amount of lesson time is devoted to each subject.

English Language

*Exam Board: Eduqas
Code: C700QSL*

What will students study?

Year 10

- **Reading prose fiction** - Improving comprehension skills of an unseen (i.e. untaught) prose literary extract from the 20th century.
- **Creative writing** - Further developing narrative writing skills.
- **21st Century non-fiction** - Improving comprehension skills for high quality non-fiction and media writing from this century.
- **Transactional and persuasive writing** - Learning and applying the written conventions of different non-fiction formats e.g. letter, article, report, review etc.

Year 11

- **Consolidation of above units** - Reviewing skills taught in Year 10 with further trial exam practices.
- **19th Century literary non-fiction** - Comprehension skills for literary non-fiction from the 19th century; comparing 21st Century texts on a similar theme.
- **Revision**

Assessment

Examination (100% of total; two papers)

Component 1 (40%):

- 20th Century Literature reading
- Creative prose writing

Component 2 (60%):

- 19th and 21st Century non-fiction reading
- Transactional/persuasive writing

Plus:

Component 3: Spoken language

- Assessed internally; graded separately to the GCSE in English Language.

English Literature

Exam board: AQA

Code: 8702

What will students study?

Year 10

- **Modern texts** - Either a modern play, *An Inspector Calls*, or a novel, *Animal Farm*, will be read and explored.
- **Shakespeare** - Students will study a whole Shakespeare play e.g. *Macbeth*.
- **Poetry** - Using the exam board's anthology, students will study a cluster of 15 poems based around a similar theme e.g. 'Love and Relationships'.
- **Unseen poetry** - Alongside the study of named poems, students will also enhance their analytical skills by writing about two unseen (i.e. untaught) poems.

Year 11

- **19th century novel** - Students will study an entire novel from the 1800s. This will be either *A Christmas Carol* or *Jekyll and Hyde* or *The Sign of Four*.
- Revision of previous units

Assessment

Examination (100% of total; two papers)

Paper 1 (40%)

- Shakespeare
- The 19th Century novel

Paper 2 (60%)

- Modern texts
- Poetry
- Unseen poetry

In order for students to be able to make notes in their set texts, they will need to purchase their own copies of the Shakespeare play, 19th century novel and modern novel or drama. This will not apply to students entitled to Pupil Premium.

Both courses are an excellent preparation for continued study of English Literature and English Language at Advanced Level. They are recognised and highly valued by further education institutions and employers alike.

Science

All students have already begun studying GCSE Science in Year 9. Most students will achieve two science GCSEs at the end of Year 11, however students who have shown particular ability for Science will be placed on an accelerated course from the start of Year 10 which will allow them to achieve three separate Science GCSEs. Both pathways see the courses taught in specific subject units; Biology, Chemistry and Physics. We aim to ensure that all students are following the pathway in which they are most likely to attain the best possible package of Science GCSE grades. Regardless of which pathway being followed, all students have the potential for full access to the complete range of Science A Levels, dependent, of course, on their final GCSE grades.

GCSE Combined Science (Double Award)

Board: AQA

Codes: Science Trilogy 8464

All Year 10 students on this course are working towards exams at the end of Year 11. This leads to two GCSEs in science. Biology, Chemistry and Physics are all examined separately as part of this qualification. At the end of Year 11 they will take a series of exam papers; two in Biology, two in Chemistry and two in Physics. The course is 100% assessed by exam at the completion of the course and each paper is worth 16.7% of the final two grades. Students on the Combined Science pathway will study the following topics:

- **Biology:** Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.
- **Chemistry:** Atomic Structure and the Periodic Table, Bonding Structure and the Properties of Matter, Quantitative Chemistry, Energy Changes, Rate of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources.
- **Physics:** Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure.

This GCSE course is appropriate for anyone wishing to progress to A levels in any of the sciences or other Level 3 Science qualification (e.g. Applied Science)

GCSE's in the Separate Sciences (Triple Award)

Biology, Chemistry, Physics

Board: AQA
Codes: Biology 8461
Chemistry 8462, Physics 8463

Students who have shown particular ability across all the Science topics studied in Year 9 will be invited to begin studying towards achieving three GCSEs on an accelerated course that begins in Year 10. This enables students to achieve three separate Science GCSEs at the end of Year 11. **This course is an accelerated option with a significant increase in content and demand, therefore students who are struggling to keep up with the pace will join the Combined Science course with the rest of the Year group.** This will ensure that individual students get the best possible chance for success. The length and complexity of the course necessitates a fast paced learning style and culminates in longer exams than for the Combined Science course.

The Biology GCSE is broken up into seven topics. These will be assessed through two terminal exams at the end of Year 11, worth 100% of the overall grade and each having an equal weighting of 50%.

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, variation and evolution
- Ecology

The Chemistry GCSE is broken up into ten topics. Again, these will be assessed through two terminal exams at the end of Year 11, worth 100% of the overall grade and each having an equal weighting of 50%.

- 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

The Physics GCSE is broken up into eight topics. Again, these will be assessed through two terminal exams at the end of Year 11, worth 100% of the overall grade and each having an equal weighting of 50%.

- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle Model of Matter
- Atomic Structure
- Space Physics

The topic headings are similar to those for the Combined Science route, however the Separate Science pathway has much more higher level content within these units. This GCSE course is appropriate for anyone wishing to progress to A levels in any of the Sciences or other Level 3 Science qualifications (e.g Applied Science).

OPTIONAL COURSES

Art, Craft and Design

Exam Board: AQA

Code: 8201

This course gives students the opportunity to cover a wide range of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. They will be introduced to a range of ideas, media and processes before choosing to select from working with: drawing and painting, photography, ceramics and sculpture, or illustration and graphic communication. Within their coursework portfolio they must include media and processes from at least two of the different areas of study. They will develop knowledge, understanding and skills in these areas using research and responses to a range of contemporary artists, craftspeople and designers. Students will be taught how to use Apple Mac computers with CS6 software alongside digital photography. They will learn how to select and present their work using sketchbooks and mounted outcomes. All students will need to include drawing activities and written annotation on this course.

Who might this course be suited to?

- Students who have enjoyed the creativity of art and wish to develop this interest further.
- Students who like to work independently when developing ideas for their own work.
- Students who are able to come up with ideas and get inspired to make art.
- Students who wish to develop new skills including photography and computers.
- Students who wish to continue with art education after GCSE.

What will students study?

In Year 10 students will use the first three terms to develop new skills before learning how to create a project from a given starting point, developed through preparation and outcomes:

- Illustration and graphic design – developing ideas for poster designs - using a range of drawing media when developing lettering and composition skills.
- Photography and Photoshop - taking photographs on their Bristol art trip to use creatively in their work – including tracing, collage, mixed media, editing photographs and painting onto or working from photographs.
- Mixed media - learning techniques such as stencilling, graffiti, 3D sculptures and acrylic painting to develop ways of communicating ideas and opinions in a piece of Street Art.
- Drawing skills will be included into all work – how drawing can be used for different purposes: observation, imaginative, abstract, diagrams and sketches.
- Written annotation – how to write about their own work and the work of others.
- **Personal mini project** – choosing a starting point from the areas of study covered in first three terms and learning how to create preparation work before planning and completing a final outcome. This project will be completed over the final three terms in the year, using feedback and advice to make improvements before handing in at the start of Year 11. They will learn how to cover the four assessment objectives within a project ready to for completing a more challenging project in Year 11.

In Year 11 students will use the first two terms to respond to a set of starting points that will give them the freedom to explore an area that interests them, such as graphic design, illustration, painting, drawing, sculpture or digital photography. They will have time in term two to create an

outcome in a 10 hour supervised session under exam conditions, giving them experience of how the final externally set assignment will feel.

This main project will include:

- Understanding how to find inspiration and use it effectively within their project.
- Researching and responding to artists that interest them.
- Developing an idea through experimentation with media of their choice.
- Improving their skills such as drawing, photography, painting, 3D or computers.
- Using feedback as a way to make progress with their ideas.
- Planning and creating a final outcome in a 10 hour supervised session.

What skills and attributes would a successful student on this course have?

- Have a passion for making art both inside and outside of school.
- Be able to work independently in class and when setting themselves work out of lessons.
- An interest in looking at the work of other artists and going to galleries and museums.
- Enjoy experimenting, taking risks and making mistakes to develop ideas.
- Motivated and willing to come to afterschool sessions to use our facilities.

How will this course be assessed?

Art teachers, using the standards set by the exam board and then moderated across the other art classes, internally assess both components. These marks are then externally moderated by AQA in June with a sample selected for a moderator to see at school.

Examination (100% of total; two papers)

Component 1 - Portfolio (60%):

- A sustained project that covers the four assessment objectives – this will generally come from the work produced in the first two terms of Year 11.
- A selection of further work that could include a visual diary from a gallery visit, skills based workshops both in and out of school, work placements, independent study or a mini project from a selection of year 10 work.
- Work for the portfolio should be carefully selected and presented, identifying sources and provide evidence of written annotation and drawing activities.

Component 2 – Externally Set Assignment (40%):

- Selection of starting points given in January of Year 11.
- 10 weeks to prepare for a final outcome.
- 10 hours of supervised time under exam conditions.
- Work for the externally set assignment should be carefully selected and presented, identifying sources and provide evidence of written annotation and drawing activities.

Art and Design Textiles

Exam Board: AQA;
Code: 4204

This course gives students the opportunity to learn about a wide range of textiles; fashion and costume, printed and/or dyed fabrics and materials, domestic textiles, constructed and/or stitched and/or embellished textiles outcomes. They will have the opportunity to explore these different processes and outcomes over the two years. They will develop knowledge, understanding and skills in these areas using research and responses to a range of contemporary textiles artists, craftspeople and designers. They will learn how to select and present their work using sketchbooks and mounted textiles outcomes. All students will need to complete sewing, pattern making and drawing activities and written annotation on this course

Who might this course be suited to?

- Students who have enjoyed designing and making techniques in Design Technology Textiles and wish to develop this interest further.
- Students who like to work independently when developing creative ideas.
- Students who are able to come up with ideas and get inspired to manipulate and create using a range of fabric and materials.
- Students who wish to develop new skills in Textiles such as silk-screening, free embroidery and pattern drafting.
- Students who wish to continue with arts and crafts education after GCSE.

What will students study?

In Year 10 students will complete up to three different mini projects during which they will develop a range of textiles skills:

- Printing methods such as stencilling, monoprinting, block printing and silk-screening, digital printing.
- Pattern drafting and garment construction methods – working from a basic block to create a simple pattern, upcycling.
- Fashion Illustration and drawing skills - using a range of drawing media when developing their design ideas.
- Using photography, still life drawings, diagrams and sketches to record their ideas.
- Dyeing and fabric construction methods – batik, silk painting, weaving, knitting, felting
- Stitching techniques and free embroidery.
- Written annotation – how to write about their own work and the work of others.

In Year 11 students will use the first two terms to complete their main coursework project. They will respond to a set of exam style starting points that will give them the freedom to explore an area of interest. They will create a chosen textile outcome in a 10 hour supervised session at the end of term 2 under exam conditions, giving them experience of how the final externally set assignment will feel. This project will include:

- Understanding how to find inspiration and use it effectively within their project.
- Researching and responding to textile artists that interest them.
- Developing an idea through experimentation with textiles processes of their choice.

- Improving their skills such as pattern making, sewing, printing, dyeing or fabric manipulation.
- Using feedback as a way to make progress with their ideas.
- Planning and creating a final outcome in a 10 hour supervised session.

What skills and attributes would a successful student on this course have?

- Have a passion for Textiles both inside and outside of school.
- Be able to work independently in class and when setting themselves work out of lessons.
- An interest in looking at the work of other artists and going to galleries and museums.
- Enjoy experimenting, taking risks and making mistakes to develop ideas.
- Motivated and willing to come to afterschool sessions to use our facilities

How will this course be assessed?

Art teachers, using the standards set by the exam board and then moderated across the other art classes, internally assess both components. These marks are then externally moderated by AQA in June with a sample selected for a moderator to see at school.

Examination (100% of total; two papers)

Component 1 - Portfolio (60%):

- A sustained project that covers the four assessment objectives – this will generally come from the work produced in the first two terms of Year 11.
- A selection of further work that could include a visual diary from a gallery visit, skills based workshops both in and out of school, work placements, independent study or a mini project from a selection of Year 10 work.
- Work for the portfolio should be carefully selected and presented, identifying sources and provide evidence of written annotation and drawing activities.

Component 2 – Externally Set Assignment (40%):

- Selection of starting points given in January of Year 11.
- 10 weeks to prepare for a final outcome.
- 10 hours of supervised time under exam conditions.
- Work for the externally set assignment should be carefully selected and presented, identifying sources and provide evidence of written annotation and drawing activities.

Business Studies

Exam Board: Edexcel
Code: 1BSO

Business Studies takes an academic look at the many and varied skills required to run a business in today's Britain. Students will develop skills relating to conducting research, managing money, advertising and employing staff. Business Studies students will discover how businesses operate and are organised, and learn about their key elements and essential business functions.

Students will develop a deep understanding of the varied structures and aims of businesses operating in Britain today. They will compare small sole traders to large public limited companies. They will consider the differences between organisations operating in the charity sector and those operating in the private sector. During their course they will also consider the role and sources of finance in the everyday and long term operations of a business.

Though students might feel they already have an intuitive grasp of what it takes to run a successful business, Business Studies will allow them to take a much deeper, nuanced look at what is involved. They will have to use their writing and mathematical skills to analyse and explore the issues facing organisations as they are founded, grow and evolve over time.

Who might this course be suited to?

- Students who have strong mathematical skills and a good grasp of written English. They will have to interpret data and graphs, perform calculations *and* write paragraphed essays suggesting courses of action for businesses.
- Students with an interest in how modern Britain operates will find the course engrossing – there will be many opportunities to relate the contents to everyday life and the news.
- The course is particularly relevant for students considering management, marketing, project management, business accounting, management consultancy, human resources, and business journalism as well as those interested in continuing on to further study.

What will students study?

Unit 1 – Investigating Small Business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making a business effective
- Understanding external influences on business

Unit 2 – Building a Business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

What skills and attributes would a successful student on this course have?

- Learners will gain the ability to use evidence and to arrive at reasoned judgments based on information from a variety of sources. Students need to be able read through items and extract salient points to support their arguments.
- Students will learn to organise and communicate their knowledge in a structured and organised manner. An interest in the news and current affairs will be a vital component.
- The course offers plenty of opportunity to apply mathematical skills to real life examples; for example, students might have to analyse or construct company accounts and calculate profits and losses.

How will this course be assessed?

The new GCSE Business Studies course will be examined entirely through written examinations. A minimum of 10% of subject marks will be allocated through quantitative skills (i.e. calculations and interpretation of data).

Assessment will occur via two equally weighted examinations at the end of the second year of study. These are:

- Paper 1: Investigating Small Business (1hr 30 minutes, 90 marks)
- Paper 2: Building a Business (1hr 30 minutes, 90 marks)

Child Development and Care

NCFE Cache Level 2
(600/6644/1)

A high quality, technical and vocational qualification providing students with a hands-on experience of learning childcare. A credible alternative to a GCSE.

Who might this course be suited to?

- Students who are interested in a career in childcare within a variety of settings
- Students who wish to develop their interest in childcare further
- Students who might want to consider further training in early years childcare
- Anyone who has a keen interest in understanding how children develop socially, intellectually and physically would enjoy this course

What will students study?

- Unit 1 covers an introduction to working with children aged 0-5 years
- Unit 2 covers development and well-being of children 0-5 years
- Unit 3 examination paper covering Units 1 and 2

What skills and attributes would a successful student on this course have?

- A keen interest in children and childcare
- Enjoys practical activities, writing and is confident in being around children.
- The course is open to **all** Year 9 students

How will this course be assessed?

This qualification consists of 3 units. Two internally assessed units graded A*-D which are completed over the two year course, and one externally assessed multiple choice exam paper in Year 11.

- Unit 1 – An introduction to working with children aged 0-5. (Internally assessed, 30 hours)
- Unit 2 – Development and well-being 0-5 years (Internally assessed, 90 hours)
- Unit 3 - Childcare and development 0-5 years. One hour examination, multiple choice paper (Externally assessed)

Computer Science

Exam Board: OCR
Code: J276

This exciting GCSE gives you an excellent opportunity to learn about how to make computers work. With a heavy influence on coding, you will learn different programming languages and html to create a range of systems. The course theory element looks at the fundamental building blocks that make computers work. We study binary maths, Boolean logic, networking, databases and computer architecture, as well as the social impact of technology.

Who might this course be suited to?

- Computer Science is based on mathematical principles. It provides a practical application to maths, so it is well suited to students who enjoy their Maths lessons. Generally, it is best suited to students in sets 1-3.

What will students study?

- **Computer Systems**
This unit will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.
- **Computational thinking, algorithms and programming**
This unit will teach you theory about computational logic and producing robust programs, use of translators and facilities of programming language.
- **Programming Project**
The third unit will call on you to design, code and test a solution to three tasks using a suitable programming language. This project is conducted under strict regulations, with not access to the Internet.

What skills and attributes would a successful student on this course have?

- This course is particularly suited to students who enjoy problem solving and do not give up when they getting stuck.

How will this course be assessed?

Unit 1 - Computer Systems (40% of total mark)

- Examination: 1 hour 30 minutes. No calculator allowed. 80 marks.

Unit 2 - Computational thinking, algorithms and programming (40% of total mark)

- Examination: 1 hour 30 minutes. No calculator allowed. 80 marks.

Unit 3 - Programming Project (20% of total mark)

- Project: 20 hours classroom time, controlled and assessed. 40 marks

Dance

Exam Board: AQA
Code: 8236

GCSE Dance acknowledges the role that dance plays in young people's lives. We understand many students will bring some previous experiences of dance, others will have very little. This GCSE aims to value and build on whatever experience students may have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the UK today.

Who might this course be suited to?

- Creative students who enjoy working in a practical environment.
- Students who might want to consider further training in a performance based subject.
- Anyone who enjoys creating, performing or analysing a variety of dance styles.

What will students study?

Choreography:

- Learn how to choreograph group and solo dances using a variety of dance tools.
- Learn how to structure a dance/performance.
- Use a range of dance ideas/concepts to create movement phrases.
- Understand how to communicate a dance idea to an audience.

Performance:

- Experiment practically with a range of dance styles.
- Understand good studio and personal practice.
- Practice the technical nature of dance skills through technique classes.
- Improve your performance and expressive skills (for example: focus, posture, flexibility and co-ordination).
- Learn about nutrition and the benefits of healthy eating.

Appreciation:

- Analyse and interpret professional dance works.
- Use professional works as stimuli for exploring movement.
- Understand the social and historical context of dance styles/professional works.
- Explore and analyse a set work (issued yearly by the Examinations Board).

What skills and attributes would a successful student on this course have?

- A keen interest in dance and willing to perform to an audience.
- Self-motivation and commitment to learning both in and away from the classroom (rehearsals often take place during lunchtime or afterschool).
- Ability to share ideas and responsibility as students will often work within a group.

How will this course be assessed?

Component 1 - Practical Examination (60%)

- Performance: 30% of GCSE (40 marks - 15 marks for set phrases and 25 marks for duet/trio performance)
- Choreography: 30% of GCSE (40 marks)

Component 2 - Dance Appreciation (40%)

- Written exam: 1 hour 30 minutes (80 marks)

Drama

Exam Board: AQA

Code: 8261

Improve your self-confidence whilst exploring the relationship between theatre, culture and politics.

Who might this course be suited to?

As well as developing performance technique through the study of Drama as a distinct art form, Drama at GCSE level equips students with essential skills they need to cope in the world of work. Students develop an awareness of body and voice; extremely useful in a job interview or when presenting ideas or findings to a group of people. Students gain a great deal of self-confidence, and develop the organisational skills essential to working as part of a team. They learn to evaluate their own work and the work of others and make objective critical judgements with regard to the effectiveness of a presentation event. Drama should be thought of as an excellent way of gaining the life skills needed in any chosen career.

What will students study?

In GCSE Drama students explore a range of themes and issues through improvisation and group work, for example Victorian values, imprisonment and mental illness. Students also have the opportunity to study plays written by professional playwrights, for example Shakespeare's 'Hamlet' and Arthur Miller's 'The Crucible'. Students are also encouraged to familiarise themselves with the school's considerable lighting and sound resources. Visits to the theatre to see professional performance events are an important part of the course (this could be locally and/or in London).

What skills and attributes would a successful student on this course have?

The course requires a sense of shared responsibility because you will often be working in a group. You need to be self-motivated and committed to your learning both in and away from the classroom (it is likely you will attend lunchtime or afterschool rehearsals to support a group you are working in). Students are encouraged to take an analytical approach to the drama they see and participate in, articulating verbally and in writing how meaning is conveyed through the combination of drama elements.

How will this course be assessed?

Component 1 (40%):

- Study of one set play
- Analysis and evaluation of the work of live theatre makers
- How it's assessed : Written exam: 1 hour and 45 minutes

Component 2 (40%):

- Rehearsal and performance of a devised drama piece
- Analysis and evaluation of own work
- How it's assessed : Written diary charting the rehearsal process and the final performance

Component 3 (20%):

- Performance of two extracts from one play (students may contribute as performer or designer)
- How it's assessed: Performance of extracts

Food Preparation and Nutrition

*Exam Board: WJEC Edugas
GCSE C560P1 and C560P2*

This **new** GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Who might this course be suited to?

- Students who have enjoyed cooking and nutrition and wish to develop this interest further
- This course is particularly suited to students who might want to consider further training in Food Science and Nutrition courses at Level 3, AS or A Level.
- Anyone who has a keen interest in a career in Food Technology, Dietician or Catering.

What will students study?

- The range of foods eaten in a healthy balanced diet (food commodities)
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

What skills and attributes would a successful student on this course have?

- A keen interest in food, cooking and nutrition.
- Enjoys investigating and developing dishes and writing up their findings in an imaginative way, using photography to illustrate.
- The course is open to **all** Year 9 students.

How will this course be assessed?

Component 1: Principles of Food Preparation and Nutrition (50% of qualification)

Written examination: 1 hour 45 minutes

- 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 (50% of qualification)

Two Controlled Assessments.

- Assessment 1: The Food Investigation Assessment
A scientific food investigation which will assess knowledge, skills and understanding relating to scientific principles underlying the preparation and cooking of food. (8 Hours).
- Assessment 2: The Food Preparation Assessment
Prepare, cook and present a menu which assesses the knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. (12 Hours).

French

Exam Board: AQA
Code: 8658

The importance of learning a modern foreign language

Learning a foreign language to GCSE level gives our students a broader, more balanced curriculum and can contribute towards the English Baccalaureate. Foreign language skills are essential for travel, tourism, business and for many international links in the world of work. The GCSE French course provides a firm foundation for advanced language study in combination with other subjects in the Sixth Form and in Higher Education. Foreign language learning gives valuable insights into the culture, society and attitudes of our European partners and the communication skills which are developed are important in their own right and will benefit all students of French.

With the exception of students who complete the Unit Award Scheme in Year 9, all students are expected to follow a GCSE language course. Students currently studying one language will continue with the same language. Students currently studying two languages can either continue with both, or choose one.

What will students study?

Over the two year course, students will study topics under three main themes:

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

Year 10 topics include:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/communities
- Home, town, neighbourhood and region

Year 11 topics include:

- Social issues
- Global issues
- Travel and tourism
- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

How will this course be assessed?

Examination: 100% of total, four exams

There are four skills with equal weighting:

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier at the end of the two year course.

The Modern Languages Department runs a successful exchange with Le Collège Broussais in Dinan, Brittany and students in Year 10 taking French are encouraged to participate in this programme. This is a fantastic chance for students to develop their language skills in a real life context and to experience family life in France.

Geography

Exam Board: AQA

Code: 8035

In this rapidly developing world places which were once remote are becoming increasingly accessible, people who were once distant; both in location and culture, become nearer, and issues which once only affected "other people" become global issues which affect the lives of all. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs).

Who might this course be suited to?

This course is for students who would like to:

- Acquire knowledge and understanding of a range of people, places and environments on both a local and global scale.
- Understand the decision-making processes which affect their development.
- Develop a "sense of place" and an awareness of the way in which people and environments interact, together with the opportunities, challenges and constraints that face different people in different places.
- Learn and apply a wide range of transferable skills - including those of map work, fieldwork, handling data and using information and communications technology.
- Understand their role in society, by considering different viewpoints, values and attitudes.

What will students study?

Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Topics are taken from the two main areas of the subject, Physical Geography and Human Geography.

Living with the physical environment

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Geographical applications

Section A: Issue evaluation - This section contributes a critical thinking and problem-solving element to the assessment. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.

Section B: Fieldwork - Students will undertake two geographical enquiries, in contrasting environments) each of which must include the use of primary data, collected as part of a fieldwork exercise.

Geographical skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification.

Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

What skills and attributes would a successful student on this course have?

- A keen interest in the world around them, including current affairs.
- Someone who is socially and economically aware, with a sense of environmental responsibility.
- A good communicator, team player and problem solver.
- Someone who can think creatively, express their opinions and work independently.
- A determination to develop a range of skills, from graphical and statistical to computer technologies.

How will this course be assessed?

Examination (100% of total; three papers)

Assessment is in the form of three written papers:

Paper 1 (35%):

- Living with the physical environment - Written exam : 1 hour 30 minutes

Paper 2 (35%):

- Challenge in the human environment - Written exam : 1 hour 30 minutes

Paper 3 (30%):

- Geographical applications - Written exam : 1 hour 15 minutes

German

Exam Board: AQA
Code: 8668

The importance of learning a modern foreign language

Learning a foreign language to GCSE level gives our students a broader, more balanced curriculum and can contribute towards the English Baccalaureate. Foreign language skills are essential for travel, tourism, business and for many international links in the world of work. The GCSE Spanish course provides a firm foundation for advanced language study in combination with other subjects in the Sixth Form and in Higher Education. Students will gain valuable insight into the culture and society of Germany and German-speaking countries.

With the exception of students who complete the Unit Award Scheme in Year 9, all students are expected to follow a GCSE language course. Students currently studying one language will continue with the same language. Students currently studying two languages can either continue with both, or choose one.

What will students study?

Over the two year course, students will study topics under three main themes:

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

Year 10 topics include:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in German-speaking countries/communities
- Home, town, neighbourhood and region

Year 11 topics include:

- Social issues
- Global issues
- Travel and tourism
- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

How will this course be assessed?

Examination: 100% of total, four exams

There are four skills with equal weighting:

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier at the end of the two year course.

The Modern Languages Department runs a successful exchange with Camerloher Gymnasium in Freising, Bavaria and students in Year 10 taking German are encouraged to participate in this programme. This is a fantastic chance for students to develop their language skills in a real life context and to experience family life in Germany.

History

Board: Edexcel
Code: 1H10

History GCSE offers the full range of grades (9 - 1) and aims to build on skills developed in Years 7, 8 and 9. It offers excellent intellectual training and is a valuable preparation for a wide range of careers, particularly law, journalism, broadcasting, politics and the civil service.

The course we follow comprises five modules assessed in three written papers. The papers are all taken at the end of Year 11. There is no coursework or controlled assessment. Students will be tested on a variety of skills: recall and understanding; understanding of key concepts, such as continuity and change, cause and consequence; understanding differing historical interpretations; the use of source material.

Who might this course be suited to?

The course is open to all Year 9 students and the two main requirements you will need are:

- A keen interest in History. Your lessons in Years 7, 8 and 9 will have enabled you to study a range of historical periods, to study both political and social history, to study key turning points, to use historical sources and to see how the events of the past can be interpreted differently. This will give you a good insight as to what will be involved at GCSE.
- An enjoyment of writing and the ability to use a range of text and sources to construct written explanations and arguments.

What will students study?

- Crime and Punishment through time : 1000 – present
- Superpower Relations and the Cold War : 1941 – 1991
- Weimar and Nazi Germany : 1918 – 1939
- Early Elizabethan England: 1558-1588

How will the course be assessed?

Paper 1 - Thematic Study and Historic Environment (30%)

This paper deals with two of the five modules. 'Crime and Punishment through time 1000-present' (20% of total) – focusing on understanding the nature and process of change, this will involve studying, for example, medieval methods of punishment, the Gunpowder Plot, 17th Century witch-hunts, development of the police force and prison system, the Derek Bentley Case and the ending of capital punishment. A further 10% of the total mark is awarded for analysing sources concerned with policing in Whitechapel at the time of the Jack the Ripper murders (c1870-1900)

Paper 2 – Period Study and British Depth Study (Option 26) (40%)

This paper covers two more modules: 'Superpower Relations and the Cold War' 1941-91 (20%) looks at Europe after the end of World War 2: the formation of the 'Iron Curtain', the nuclear arms race, the Berlin Wall, Cuban Missile Crisis, Détente, later crises of the Second Cold War, the collapse of the Soviet Union and fall of the Berlin Wall. The 'Early Elizabethan England' paper looks at: the problems faced by Elizabeth in her reign, including the marriage question and the plots against her; the reasons for the war with Spain and the defeat of the Armada.; voyages of discovery.

Paper 3 – Modern Depth Study (30%)

'Weimar and Nazi Germany 1918-1939' looks at the nature and problems of the Weimar Republic, Hitler's rise to power, how Hitler became chancellor and then established his dictatorship, and life in Nazi Germany.

Music

Exam Board: Edexcel
Code: 1MU01

Through an anthology of eight set works students will become familiar with a huge variety of musical styles and techniques which will help to develop their own composing skills and performances.

Who might this course be suited to?

- Anyone who has a love of Music
- Students who have enjoyed performing, creating and listening to a variety of music at KS3
- The course is particularly suited to those who wish to pursue a career in Music or the Performing Arts.

What will students study?

This course is split into three key areas:

Component 1: Performing

- Students will perform as a soloist and in ensembles throughout the course in a variety of settings, from informal class performances to concerts.

Component 2: Composing

- Students will develop composing skills throughout the course, starting with smaller exercises and working up to full pieces by the end of Year 10.

Component 3: Appraising

- Students will study eight set works ranging from Beethoven to Queen to Samba. The broad areas of study are Instrumental Music 1700–1820; Vocal Music; Music for Stage and Screen and Fusions.

What skills and attributes would a successful student on this course have?

- A keen interest in creating, notating and recording musical ideas
- Open to finding out about new styles of music
- The course is open to **all** Year 9 students, not just those who are already learning an instrument. However, students are required to perform so it is advised that they begin learning an instrument (or voice) at the start of the course, if not already doing so.

How will this course be assessed?

Coursework 60%, Examination 40%

Component 1: Performing (30%)

- One solo performance
- One ensemble performance

Component 2: Composing (30%)

- One composition to a set brief
- One free composition

Component 3: Appraising (40%)

- 1 hour 45 minute exam containing:
- 8 short answer questions based on set works and unfamiliar music
- An extended response based on one set work and one unfamiliar piece

Photography

Exam Board: AQA
Code 8206

This course gives students the opportunity to cover a range of photographic experiences and through various processes and techniques using technology to generate different kinds of evidence of working and outcomes. They will have the opportunity to explore portraiture, location photography, studio photography and documentary photography over the two years. They will develop knowledge, understanding and skills in these areas using research and responses to a range of photographers. Students will be taught how to use Apple Mac computers with Photoshop to manipulate digital photography as well as an understanding of darkroom processes. They will learn how to select and present their work using sketchbooks, folders or mounted outcomes. All students will need to include drawing activities and written annotation on this course.

Who might this course be suited to?

- Students who have enjoyed using technology within their art and wish to take this further.
- Students who wish to develop new skills using photography and Photoshop.
- Students who are able to come up with ideas and get inspired to take photographs.
- Students who like to work independently when developing ideas for their own work.
- Students who wish to continue with photography education after GCSE.

What will students study?

In Year 10 students will use the first four terms to develop skills before learning how to create a project from a given starting point, developed through preparation and outcomes:

- Learning how to use the digital cameras on manual settings, learning about aperture and shutter speed.
- Downloading photos onto Apple Mac computers and editing them on Photoshop.
- Using the darkroom to create photograms, process black and white film, knowledge of film and chemicals, develop photographs and the use of an enlarger.
- Understand the skills needed to create photographs; image manipulation, lighting, viewpoints, close ups, composition and depth of field.
- Set up photo shoots in the classroom, the studio, around school and outside of school in their own time, as well as a trip into Bristol.
- Drawing activities – how this can communicate ideas or develop their photographs in a more experimental way.
- Written annotation – how to write about their own work and the work of others.
- Personal project – choosing a starting point from the areas covered and learning how to create preparation work before planning and completing a final outcome. This project will be completed over the final two terms in the year, using feedback and advice to make improvements before handing in at the start of Year 11.

In Year 11 students will use the first two terms to respond to a set of starting points that will give them the freedom to explore an area that interests them, such as landscapes, portraiture, graphic design and still life. They will have time in term two to create an outcome in a 10 hour supervised session under exam conditions, giving them experience of how the final externally set assignment will feel.

This project will include:

- Understanding how to find inspiration and use it effectively within their project.
- Researching and responding to photographers that interest them.
- Developing an idea through experimentation with photographic techniques and processes.
- Improving their skills with digital photography and Photoshop.
- Improving their skills with SLR photography and the darkroom processes.
- Use feedback as a way to make progress with their ideas.
- Planning and creating a final outcome in a 10 hour supervised session.

What skills and attributes would a successful student on this course have?

- Have a passion for doing photography both inside and outside of school.
- An interest in looking at the work of other photographers and going to galleries and museums.
- Enjoy experimenting with photography, looking for inspiration in the world around them, probably owning a DSLR camera.
- Be able to work independently in class and when setting themselves work out of lessons.
- Motivated and willing to come to afterschool sessions to use our facilities.

How will this course be assessed?

Photography teachers, using the standards set by the exam board and then moderated across the other photography classes, internally assess both components. These marks are then externally moderated by AQA in June with a sample selected for a moderator to see at school.

Examination (100% of total; two papers)

Component 1 - Portfolio (60%):

- A sustained project that covers the four assessment objectives – this will generally come from the work produced in the first two terms of Year 11.
- A selection of further work that could include a visual diary from a gallery visit, skills based workshops both in and out of school, work placements, independent study or a mini project from a selection of Year 10 work.
- Work for the portfolio should be carefully selected and presented, identifying sources and provide evidence of written annotation and drawing activities.

Component 2 – Externally Set Assignment (40%):

- Selection of starting points given in January of Year 11.
- 10 weeks to prepare for a final outcome.
- 10 hours of supervised time under exam conditions.
- Work for the externally set assignment should be carefully selected and presented, identifying sources and provide evidence of written annotation and drawing activities.

Product Design

Exam Board: AQA
Code: 8552

This course will allow students to design and make products within their own area of strength, although the course will provide opportunities for candidates to learn about a range of materials through practical experiences. Candidates will study paper/board engineering and one other material (we have chosen wood). They will make an actual product (a prototype) for their final project. Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.

AQA GCSE Product Design is the natural step from Key Stage 3 Design and Technology, as it brings together many of those disciplines and subject areas. It also provides the ideal link to WJEC Edugas A Level Product Design through the use of a log or sketch book, and can lead to a career in product design, industrial design, desktop publishing, film and television production design, architecture or engineering.

What will students study?

- The first year (Year 10) will consist of drawing presentation skills (including software manipulation) and learning about materials and processes through design-and-make topics. This will underpin students' final coursework project and preparation for the written paper (Unit 1) in the second year.
- The second year (Year 11) will consist of their chosen coursework project (Unit 2), taken from a range of tasks prescribed by the examination board; this will both satisfy and challenge each student as an individual. Following completion of this, the students will undertake a course of preparation for their written paper.

Who might this course be suited to?

This course is the ideal choice for:

- Anyone who enjoys the practical learning experience.
- Students with a desire to design and make creatively.
- Students who might wish to consider a Post-16 apprenticeship or A Levels in engineering and/or creative subjects.

What skills and attributes would a successful student on this course have?

The course is open to **all** Year 9 students who:

- Enjoy not only the making but the designing element of the course with the written folder work – including technical drawing
- Have an ability to work to deadlines in the practical projects in order to complete on time.
- Would be prepared to show dedication to their progress through liaising with the teacher(s).

- Would be prepared to try things out, take risks and make mistakes!
- Enjoy learning about the world in which they live, and is happy to analyse a range of different products to inform their ideas about product design.

How will this course be assessed?

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others, wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of: technical principles, designing and making principles.

- **Unit 1: Written Paper** (AO3 – 10% / AO4 – 40%)

The written paper is worth 50% of the total marks. 2 hours for 120 marks. The paper is in three sections. Section A – core technical principles (20 marks). Section B – specialist technical principles (30 marks). Section C – designing and making principles (50 marks)

- **Unit 2: Design and Making Practice** (AO1 – 10% / AO2 - 30% / AO3 – 10%)

The final coursework project of approximately 30-35 hours attracts 100 marks, which is worth 50% of the total marks - A substantial design and make task with the assessment criteria: *Investigating, Designing, Making and Analysing and Evaluating*. The contextual challenges are released by AQA on 1 June in the year prior to the submission of this unit. Students will produce a working prototype and a portfolio of evidence (maximum 20 A3 pages or equivalent). Work will be marked by teachers and moderated by AQA .

Physical Education

Exam Board: Edexcel
Code: 1PE0

The practical aspect of the course involves participating in a range of sports activities. Towards the end of Year 11, students will specialise in three activities where performance will be assessed. Students will also undertake a Personal Exercise Programme that will contribute to an overall practical grade worth 40%.

60% of the course is theory based covering topics such as anatomy, physiology, biomechanics, and sports psychology, socio-cultural influences, health, training and diet.

Who might this course be suited to?

- Students who have a passion for sport.
- Those who perform regularly in sports inside and outside school.
- Students who are interested in sport science and how it can improve performance.
- Students who are motivated to improve their practical performance by applying new theoretical concepts.

What will students study?

Component 1: Fitness and Body Systems

Topic 1: Applied anatomy and physiology

- The structure and functions of the muscular-skeletal system.
- The structure and functions of the cardio-respiratory system.
- Anaerobic and aerobic exercise.
- The short and long term effects of exercise.

Topic 2: Movement Analysis

- Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.
- Planes and axes of movement.

Topic 3: Physical training

- The relationship between health and fitness and the role that exercise plays in both.
- The components of fitness, benefits for sport and how fitness is measured and improved.
- The principles of training and their application to personal exercise/training programmes.
- The long-term effects of exercise.
- How to optimise training and prevent injury.
- Effective use of warm up and cool down.

Topic 4: Use of data

- Methods of recording, interpreting, analysing and evaluating data to improve performance.

Component 2: Health and Performance

Topic 1: Health, fitness and well-being

- Physical, emotional and socio health, fitness and well-being.
- The consequences of a sedentary lifestyle.
- Energy use, diet, nutrition and hydration.

Topic 2: Sport psychology

- Classification of skills (basic/complex/open/closed).
- The use of goal setting and SMART targets to improve and/or optimise performance.
- Guidance and feedback on performance.
- Mental preparation for performance.

Topic 3: Socio-cultural influences

- Engagement patterns of different social groups in physical activity and sport.
- Commercialisation of physical activity in sport.
- Ethical and socio-cultural issues in physical activity and sport.

Topic 4: Use of data

- Methods of recording, interpreting, analysing and evaluating data to improve performance.

Component 3: Practical Performance

To test students' skills in a range of practical performances. Students will be required to perform in three different physical activities in the role of player/performer. Students must choose:

- one team activity
- one individual activity
- one activity of their choice, either a team or individual activity

(Note: all activities must come from the approved list from the exam board)

Component 4: Personal Exercise Programme (PEP)

To assess students' skills in analysing and evaluating performance through a PEP in order to improve performance in a chosen activity.

What skills and attributes would a successful student on this course have?

- Students who have a real passion for sport and for those who regularly perform in a variety of sports both inside and outside of school.
- Self-motivated, driven, organised, regularly participates in sports both inside and out of school.
- A keen interest in playing sport and prepared to show dedication in improving fitness and skills.
- Interested in Sport Science and theoretical concepts that contribute to Health, Fitness and Performance.

How will this course be assessed?

Written Examination (60%; two papers in Year 11)

- Component 1: Fitness and Body Systems (36% of total; 1 hour and 45 minutes)
- Component 2: Health and Performance (24% of total; 1 hour and 15 minutes)

Practical Examination (40% – Teacher assessed and practical examinations in Year 11)

- Component 3: Practical Performance (30% of total)
- Component 4: Personal Exercise Programme (10% of total)

Religious Studies, Philosophy and Ethics

*Exam Board: AQA
Specification A: 8062*

This is an exciting and relevant GCSE Religious Studies course focussing on philosophical and ethical ideas. Students are challenged to explore contemporary moral issues from their own and other's perspectives. Students look in-depth at a range of topics and develop their own reasoned opinions in response to each. They also study the beliefs and teachings of the two largest faiths, Christianity and Islam, and investigate how these communities respond to a variety of issues. The course offers opportunities for lively debate, helping students to grow and mature in their ability to defend their own beliefs and views, whilst recognising that there are people who think differently. The main emphasis is on discussion and seminar-style lessons which help students develop their thinking skills, a transferable skill that benefits all other aspects of the curriculum.

Who might this course be suited to?

- Anyone who has a keen interest in understanding current affairs and different people's beliefs and lifestyles.
- Anyone who would like to learn how to make well-informed and balanced arguments about religion, human life, and world problems.
- Anyone who might want to pursue a career in medicine, journalism, law, social work, policing or other public service careers.

What will students study?

Component 1: The beliefs, teachings and practices of two religions

- Christianity
- Islam

Component 2: Thematic studies

- Relationships and families: Sex, marriage and divorce; Families and gender equality
- Religion and life: The origins and value of the universe; The origins and value of human life
- Religion, crime and punishment: Crime and the causes of crime; Punishment
- Religion, human rights and social justice: Human Rights; Wealth and poverty

What skills and attributes would a successful student on this course have?

- Students who are curious about religious, philosophical and world issues.
- Students who have some skills in discussing, analysing and writing about their views and the views of others.

How will this course be assessed?

Examination (100% of total; two exam papers):

- Component 1 (50%): 1 hour 45 minutes
- Component 2 (50%): 1 hour 45 minutes

Sociology

Exam Board: WJEC

Sociology studies the structure and 'functions' of society. Students will develop a greater knowledge of how our modern society works. How we become the people we are; what influence nature has on us over our upbringing and the people around us (nurture). It will be a chance to study and debate many of the current issues faced by society today, for example poverty, inequality and welfare, education, crime, media, family and so on.

Students will have a working knowledge of some of these issues through personal experience of family life and education as well as an awareness of crime or discrimination in our society.

Who might this course be suited to?

- Students who have a keen interest in wanting to understand the world around them.
- Students who do not accept things at face value, are able to be critical of the news/media and who can express themselves fluently in written work and verbally.
- The course is particularly relevant for students considering careers in the police, journalism, public relations, law, social work, education or the health service. And/or for those thinking about studying courses such as Psychology, History, Philosophy, Media Studies, Health and Social Care, Economics or Sociology on to Post-16 education.

What will students study?

- Unit 1 (Year 10) – Core Topic 1 (***Social Processes***) plus ***Families and Education***.
- Unit 2 (Year 11) – Core Topic 2: (***Social Structures***). plus ***Social differentiation and stratification and Crime and Deviance***

Both units also include learning about ***research methods***.

What skills and attributes would a successful student on this course have?

- The ability to use evidence and to arrive at reasoned judgments; to be able to read through items and extract points to support their arguments.
- To organise and communicate their knowledge in a structured and organised manner. An interest in the news and current affairs will be a vital component.
- The course offers plenty of new challenges to students and is equally as demanding, in terms of written work, as the other subjects within the 'humanities' options.

How will this course be assessed?

There are two separate exams at the end of Year 11. Each exam lasts 1¾ hours and is worth 50% of the GCSE. There will be a mix of short answer, structured questions and extended-response (essay) questions, all compulsory. There is no controlled assessment/coursework.

Spanish

Exam Board: AQA
Code: 8698

The importance of learning a modern foreign language

Learning a foreign language to GCSE level gives our students a broader, more balanced curriculum and can contribute towards the English Baccalaureate. Foreign language skills are essential for travel, tourism, business and for many international links in the world of work. The GCSE Spanish course provides a firm foundation for advanced language study in combination with other subjects in the Sixth Form and in Higher Education. Foreign language learning gives valuable insights into the culture, society and attitudes of our European partners and the communication skills which are developed are important in their own right and will benefit all students of Spanish.

With the exception of students who complete the Unit Award Scheme in Year 9, all students are expected to follow a GCSE language course. Students currently studying one language will continue with the same language. Students currently studying two languages can either continue with both, or choose one.

What will students study?

Over the two year course, students will study topics under three main themes:

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

Year 10 topics include:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Spanish-speaking countries/communities
- Home, town, neighbourhood and region

Year 11 topics include:

- Social issues
- Global issues
- Travel and tourism
- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

How will this course be assessed?

Examination: 100% of total, four exams

There are four skills with equal weighting:

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

GCSE Spanish has a Foundation Tier (grades 1 - 5) and a Higher Tier (grades 4 - 9). Students must take all four question papers at the same tier at the end of the two year course.

The Modern Languages Department runs a successful exchange with Colegio Calasanz in Salamanca in the region of Castilla y León, and students in Year 10 taking Spanish are encouraged to participate in this programme. This is a fantastic chance for students to develop their language skills in a real life context and to experience family life in Spain.

COMPULSORY NON-ACCREDITED SUBJECTS

Physical Education

(Non-Examination Course)

In Key Stage 4 all students will participate in five lessons of core PE per fortnight cycle. Extensive facilities available include our playing fields, sports hall and weight training room, tennis/netball and basketball courts, and use of the Leisure Centre for squash and swimming.

We continue progress in the traditional sports and introduce new activities which may appeal to a wider cross-section of students. In the summer term of Year 11 our programme is more flexible and students are able to make a choice of activities.

The underlying need for fitness awareness and improvement is addressed directly as well as being inherent in all activities, so students will be in a position to plan their own programme for use out of school.

House matches and inter-school fixtures continue at this level in the major games and are well supported and keenly contested. Backwell has a very good sporting reputation which we hope our students will maintain. Many will feel encouraged through their experiences to continue fitness training and games playing after they leave us and for many years to come.

Programme	Boys	Girls
Terms 1 and 2	Rugby Squash Basketball Option block: Dodgeball, Lacrosse, etc.	Badminton Team Games Fitness
Terms 3 and 4	Soccer Badminton Fitness training	Netball Aerobic Activities Basketball
Terms 5 and 6	Cricket Softball Tennis Athletics Option block	Tennis Athletics Rounders Softball Option block

Spiritual, Moral, Social and Cultural Education (SMSCE)

(Non-examination course)

We feel it is essential to prepare students for life in modern Britain enabling them to make informed choices about their futures. As well as this we also aim to make Backwell students responsible citizens who are tolerant and respectful of different faiths, cultures and lifestyles who grow into adults who possess the skills and attributes to become valuable members of society.

Spiritual, Moral, Social and Cultural Education is a strand which can be found throughout all curriculum areas with many of the themes mentioned above intrinsically developed within lessons. However, all students will also have a discreet SMSCE lesson once per fortnight where they develop an understanding of other aspects of this important area for personal growth.

STUDENTS - CHOOSING YOUR SUBJECTS

Good and Bad Reasons!

Take a moment to consider why you are making these choices:

Good reasons for choosing a subject	Bad reasons for choosing a subject
<ul style="list-style-type: none">✓ You are good at it.✓ You like it.✓ You've read the information about it.✓ You've been to the information session about it.✓ You've talked it over with your parents.✓ It fits in with your future ambitions.	<ul style="list-style-type: none">✗ You like the teacher you've got at the moment.✗ Your best friend is going to do it.✗ You don't know what it involves exactly, but it sounds good.✗ You don't like it much, but there's nothing better.

New Subject Information Sessions

In order to give you a better understanding of the courses that are available to you in Years 10 and 11 there will be information sessions for these courses in February. Make sure that you sign up for the sessions for the subjects that you are interested in during tutor time.

Finally... if you are not sure, ask!

Your teachers, your tutor, and your Head of House
are there to help you.