



# Bishop Luffa School

14 - 16 Courses

2020 – 2022





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**Dear Parents and Carers,**

It is finally time for your child to choose their options. Most students are excited at the prospect of this, as it is their first real opportunity to take control of their education. It also allows both school and home to talk to students about the courses and careers that they may follow when they leave school.

Our approach at Bishop Luffa is to emphasise the opportunity that this gives students to really immerse themselves in subjects that they enjoy; however, it is also important that students do not narrow their focus so much that they limit their options when they leave school. The role of teachers, parents and carers is to help the children to find that balance.

There are a number of key dates during the process:

6 to 10 January	Faculties talk to students about subjects
Monday 6 January	14-16 Courses booklet issued to students
Monday 13 January	Window for making preliminary online choices starts. Instructions will be emailed to parents.
Wednesday 15 January	Year 9 Grades issued
<b>Thursday 16 January</b>	<b>Information Evening (Parents only) 6.30 pm</b>
Monday 20 January	Deadline for Y9 Preliminary online choices made
<b>Thursday 30 January</b>	<b>Parents' Consultation Evening (Parents and Students) 4.15 – 7.00 pm</b>
Monday 3 February	Deadline for Y9 Final online choices made

The highlighted evenings are opportunities to come into school to talk to staff.

If you have any questions, please contact your child's Head of House or Mr Steve Williams, Deputy Head, who will be running the options process.

Thank you for your support,



Austen Hindman – Head Teacher

Dear Year 9 Student

Years 10 and 11 are a really exciting time in your school career. These are the years when you will study for your first public examinations. At Bishop Luffa most students will prepare for nine GCSEs.

This booklet is designed to help you make the best choices for Years 10 and 11 (Key Stage 4). On the following pages you will find information about all the courses that are available to you - both the compulsory ones and the ones from which you will make your choices. Our aim is to provide you with a wide range of appropriate choices, so that you are able to select subjects and qualifications that interest you and you are able to succeed in. You should read about all the different subjects which are available to you. It will help you to understand what is expected of you next academic year and will guide you to make the right decisions.

### **Choosing your subjects: Key points**

1. All of you will study all of the following subjects:

English and English Literature (GCSEs)  
Mathematics (GCSE)  
Combined Science (GCSEs)  
Religious Education (GCSE)  
Physical Education (Core non examined)  
Philosophy for Citizenship (P4C – Core non-examined))

2. You will also choose three other subjects. If you are currently achieving Step 4 or above in languages you will be required to choose a language as one of those options. To choose Triple Science you should currently be achieving Step 4M.

3. Choosing subjects:

This is a difficult process and a big decision. In our experience the students that have chosen well have:

- discussed the options with their parents
- talked with teachers/Faculties about different subjects
- made decisions about what they want to do and have not been influenced by what their friends are doing
- chosen subjects that they enjoy doing
- looked for subjects that would fit with their aspirations
- looked for subjects which they have an interest in and passion for
- chosen subjects which they are good at

4. If you have studied ECL in KS3, it is important that you discuss your Option choices with Mrs Collins-Ballands.

Please think carefully about your choices.



Mrs L Watson  
Head of Key Stage 4

# CURRICULUM PLAN

## Core subjects

English – two GCSEs, one in Language and one in Literature  
Mathematics – one GCSE  
Combined Science – two GCSEs

## Compulsory subjects

Religious Education – one GCSE  
Physical Education  
Philosophy for Citizenship (P4C)

## Compulsory curriculum area

**Languages** – French, German, Spanish or Latin for all students who are currently attaining at least a Bishop Luffa Step 4 in a language.

## Option subjects - three subjects,

**including a language if you are working at, or above, Step 4 in Languages**

Art & Design	Functional Skills
Business	Geography
Business Marketing and Enterprise	German
Computer Science	History
Creative iMedia (Cambridge National)	Latin
Dance BTEC in Performing Arts	Media Studies
Art Textile Design	Music
Design & Technology	PE GCSE
Drama	Spanish
Food Preparation and Nutrition	Sport BTEC
French	Triple Science

## Notes:

1. This will lead to a maximum of nine GCSEs.
2. Any Option subject will be offered only if there is a sufficient number of students selecting it to justify running the course.
3. You can only choose either Art & Design or Art Textiles due to exam board regulations.
4. For students who are not working to at least Step 4 in a Language and who do not wish to continue with a Language, a third option subject should be chosen. Students who are working below Step 4 can still choose to study a Language.
5. For those wishing to gain the EBacc, you should ensure your chosen pathway includes:  
English, Mathematics, History or Geography, the Sciences, a Language

### **Prohibited combinations**

1. You may pick either GCSE Art Textiles **or** Art and Design
2. You may pick either GCSE Computer Science **or** Creative iMedia (Cambridge National)
3. You may pick either GCSE PE **or** Sport BTEC
4. You may pick either GCSE Media **or** Creative iMedia (Cambridge National)
5. You may select either Business **or** Business Marketing and Enterprise

### **Making your option choices online**

The procedure for accessing options online will be emailed to parents and students.

For students who are not currently achieving Bishop Luffa Step 4 or above in Languages students can select three options from all available subjects including languages.

For students who are currently achieving a Bishop Luffa Step 4 or above in Languages students will see all languages available for option one along with two further options which can be filled from all other subjects.

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**Subject: English Language and Literature**

**Syllabus Number: English Language: AQA 8700, English Literature: AQA 8702**

**Teachers who lead the subject: Mr Collins (Head of English) and  
Miss Machado (Curriculum Leader)**

### **Why study English Language and Literature**

Everyone at Bishop Luffa studies both English Language and English Literature. You will achieve two GCSEs in Year 11. English is a vital subject for all to study, for, as the author Anne Fine says:

‘Without English, nothing. And without good English, nothing very well.’

### **Outline of syllabus content**

In English Language you will

- Read comfortably, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries. These texts will include literature and literary non-fiction as well as other writing such as reviews and journalism
- Develop your ability to read and evaluate texts – being a critical reader - and make comparisons between them
- Develop skills to help you summarise a text and synthesise (select the appropriate) information or ideas from it
- Magpie knowledge and ideas from your reading to inform and improve your own writing
- Write effectively, clearly and precisely using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Build and use a wide vocabulary, alongside a knowledge and understanding of subject terminology, and linguistic conventions for reading, writing and spoken language
- Listen to, and understand, spoken language and use spoken Standard English effectively.

In English Literature you will:

- Build your reading range to include Shakespeare, a 19<sup>th</sup> century novel, contemporary prose, drama and poetry. You will read and evaluate these as a critical reader too.
- Write about literature in a clear and coherent way and you will use accurate Standard English.

### **Assessment**

Both English Language and Literature are 100% exam. There are no longer any Controlled Assessment tasks.

- In English Language you will have two exams: Paper 1, “Explorations in Creative Reading and Writing,” is 1 hour 45 minutes long and is worth 50% of the GCSE. Paper 2, “Writers’ Viewpoints and Perspectives” covers non-fiction, is also 1 hour 45 minutes and worth 50% of the GCSE.
- In English Literature you will have two exams, “Shakespeare and the 19<sup>th</sup> century novel” and “Modern texts and poetry.”

**Subject: Mathematics**

**Syllabus Number: Edexcel 1MA1**

**Teachers who lead the subject: Miss H Coxhead (Head of Maths & Key Stage 4 Lead)**

### **Why study Mathematics?**

Mathematics is a compulsory subject at GCSE, and all students will continue to study the subject. Mathematics is a key qualification and a GCSE pass is expected for most occupations. On top of that you will be developing your problem solving skills and your ability to work confidently with number.

### **Outline of syllabus content**

The syllabus builds on the content of KS3 with further topics in Number, Algebra, Ratio and Proportion, Geometry and Measures, probability and statistics.

Mathematics GCSE will be graded 1-9, with the new grade 9 designed to stretch and identify the most able students. The GCSE is divided into Higher and Foundation tiers. The Higher tier covers grades 4-9 whilst Foundation covers 1-5. The Foundation tier extends higher than the existing C grade to grade 5 which is broadly equivalent to a (low) B.

In addition to the grade changes there is increased content in both Higher and Foundation tiers and students will need to remember key formulae. There is a significant emphasis on problem solving, requiring you to apply your maths knowledge and communicate your reasoning clearly.

### **Assessment**

Assessment will be in the form of three one and a half hour papers in the Summer of Year 11. The papers are equally weighted. There will be one non-calculator paper. You will either take Foundation tier papers or Higher tier papers. The final decision on tier of entry will be made in the Spring of Year 11.

**Subject: Combined Science**

**Syllabus Number: AQA GCSE Combined Science: Trilogy 8464**

**Teacher who leads the subject: Mr G King and Mr S Cooke**

### **Why study Combined Science?**

Studying science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. You are taught essential aspects of the knowledge, methods, processes and uses of science.

Studying science enables you to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help you to answer scientific questions about the world around you
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

All students study science at KS4 and although some with a particular aptitude for science opt to take Triple Science, most take Combined Science. AQA's new Combined Science: Trilogy is a double award; students will be awarded two grades at the end of the two year course.

### **Outline of syllabus content**

You will study topics in Biology, Chemistry, and Physics. These topics are studied by all students including those opting for Triple Science. However, students taking Combined Science study less content. You also develop your understanding of "Working scientifically" in each of the three subject areas. Despite the reduced content, Combined Science is a perfectly good preparation for students intending to take a Science subject at A level.

**Assessment** is by examination at the end of Year 11. There are two 1 hour 15 minute papers for each of the three science subject areas, each covers specified topics and is worth 16.7% of the GCSE.

"Working scientifically" is the sum of all the activities that scientists do. These important ideas are assessed on all the written papers in addition to the content set out in the specification. There is no Controlled Assessment.

**Subject: Religious Studies GCSE (RE)**  
**Syllabus Number: AQA GCSE (9-1), specification A**  
**Teacher who leads the subject: Mrs C Duke**

### **Why study RE?**

Religious Education provides opportunities to deepen your understanding of religions, culture and ethics, in an exciting and forward-thinking way. RE is a great foundation for many career paths, such as medicine, law, social work, teaching and much more.

You will

- deepen your knowledge and understanding of religions and non-religious beliefs, through a wide range of exciting lessons
- become informed about common and different views within traditions and the way beliefs and teachings are understood and expressed
- develop your ability to construct well-argued, balanced and structured arguments
- engage with questions of belief, value, morality, purpose, truth; and their influence on human life
- reflect on and develop your own values, beliefs and attitudes in the light of what you have learnt and prepare for life in a pluralistic society

### **Outline of GCSE syllabus content**

The GCSE course specification in Religious Studies has 2 components:

1. The Study of Religion, focusing on:
  - Christianity and Islam
2. Religious, Philosophical and Ethical Studies, focusing on:
  - Relationships and Families
  - Religion and Life
  - Religion, Peace and Conflict
  - Religion, Crime and Punishment

### **Assessment**

There will be two written examination papers, each lasting one hour and forty five minutes. The papers will be made up of compulsory questions focusing on knowledge, understanding and evaluation.

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**Subject: Art & Design**

**Syllabus Number: AQA 8201**

**Teacher who leads the subject: Mrs H Friend**

### **Why study Art & Design?**

Picasso believed 'Every child is an artist' and we agree! We live in an increasingly visual world where artists such as you are vital to producing exciting and thought provoking work. The creative industries make an overwhelming contribution to our country's economy. Art students might go on to be employed as illustrators and fashion designers, work in marketing or in advertising as creative thinkers. Maybe you'll be an architect, a web designer, a special effects designer on a film or even a gallery owner! Or maybe you'll follow a more traditional route and go on to be a Fine Artist: a Painter or a Sculptor exhibiting your work across the world. The opportunities for Art students are endless. Creative thinking is something that only you can do; a computer can't think imaginatively but you can, which will make you a highly desirable candidate ready for any creative career. The Art Department is like a studio, a buzzing hive of activity where like-minded students love to come and make Art together.

### **Outline of syllabus content**

You will be closely supported through the first term and build up key skills. In your lessons you will create work in a wide range of media including photography, large-scale drawings, collage and painting so that you can find where your strengths and interests lie. Then the fun really begins as you make your own choices about which artists inspire you and how you'd like to make work. You can paint, print, use digital media and photography, or make 3D work/sculpture. As a department we have a range of specialisms so whatever you want to create, there will be someone to show you how!

You will complete two coursework projects. Each has a theme such as 'Identity' or 'Close Up'. Each theme is open-ended and is designed to allow you to respond in a personal and independent way. You will move through each project, just like an artist. You will begin by looking at the work of others to give you inspiration, then develop ideas of your own and finally create an impressive final piece which might be a painting, a sculpture, a photograph or whatever you want it to be!

### **Assessment**

You will complete two Coursework projects which together contribute 60% of your GCSE. The remaining 40% of your GCSE will come from your exam. In this you will choose one theme from a choice of seven that the exam board will give you. You will work through the theme in exactly the same way as a coursework project; the only difference is that for the exam you will use the ten hour period which comes at the end, to produce your final piece. The ten hours are split into two full days in the Art department. Students thoroughly enjoy their Art exam which allows them to work without interruption on something very special.

**Subject: Business**

**Syllabus Number: AQA 8132**

**Teacher who leads the subject: Mrs C Smerdon-Corp**

### **Why study Business?**

#### **Be the next Richard Branson, Alan Sugar or James Dyson.....**

Do you fancy yourself at the head of a successful business? Have you got some great ideas for new products or services? Or maybe you want to work for a large company by working in marketing or management. No matter what your vision, Business can give you an incredibly powerful start to launch you on to your career.

- Everyone ends up working in a business organisation of some kind, so it is important for you to understand how they operate to make future career choices.
- The course covers useful life skills such as application for jobs, an understanding of ethical business and laws that all consumers need to know.
- The course covers all aspects of Business and is good preparation for Business at A level and at University where there are many courses at different levels. For example, past Bishop Luffa students have gone on to study Event Management, Accountancy and Strategic Management.
- The subject is taught using a variety of learning styles and activities, especially using computers for work and business research.

### **Outline of syllabus content**

All aspects of Business are covered in the course:

- Marketing and enterprise as well as creating business plans.
- Business structure and different types of business including franchises and multinationals.
- Human resources including recruitment, training, organisation and motivation.
- Production using different methods and lean production.
- Finance including an understanding of profit and loss, breakeven and sources of finance.
- External factors that affect businesses such as the economy, laws, ethics and the environment.

### **Assessment**

Paper 1 – Influences of Operational and Human Resource Management on business activity

Paper 2 – Influences of Marketing and Finance on business activity

**Subject: Business Marketing & Enterprise**  
**Syllabus Number: OCR Cambridge Nationals J819**  
**Teacher who leads the subject: Mrs C Smerdon-Corp**

### **Why study Business?**

- This course is both active and enjoyable. To solve business problems you need to be good at communicating and explaining your ideas. You will learn how to be a creative thinker and how to make decisions. You will also learn about the world of business through research, investigation and practical tasks.
- You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

### **Outline of syllabus content**

Enterprise and marketing concepts

- Explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Design a business proposal

- You will create a researched and costed business proposal. By carrying out market research, presenting data, use idea generation tools, seek and act on feedback, and cost their proposals. In your work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Market and pitch a business proposal

- You will pitch the business proposal that you developed in the previous unit. You will develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver your pitch. This will help develop your analysis and self-evaluative skills as well as those relating to self-presentation.

### **Assessment**

Unit 1 – R064 Enterprise and Marketing Concepts – Exam – 1hr 30

Unit 2 – R065 Design a Business Proposal – Moderated Task (in class)

Unit 3 – R066 Market and pitch a business proposal – Moderated task (in class)

**Subject: Computer Science**

**Syllabus Number: OCR J277**

**Teacher who leads the subject: Mrs H Williams**

### **Why study Computer Science?**

In the same way the students benefit from a knowledge of physical and natural sciences in order to understand the world in which they live, students increasingly need to know something about the Computer Science that underlies the digital world. Research shows that although many young people are confident using a range of digital devices, few are able to program them and design their own applications.

OCR's GCSE Computer Science course will give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. Through the study of computational thinking and programming, the course will help you to develop critical thinking, analysis and problem solving skills. For many, it is a fun and interesting way to develop these skills, which can be transferred to other subjects and applied in day-to-day life.

Computer Science continues to have a growing importance. This means there will be an increasing demand for professionals who are qualified in this area.

### **Outline of syllabus content includes:**

#### **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with Computer Science.

#### **Component 02: Computational thinking, algorithms and programming**

Students develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

#### **Practical Programming**

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

### **Assessment**

The course is assessed by a combination of two written papers:

- Component 1 – Computer systems (worth 50%)
- Component 2 – Computational thinking, algorithms and programming (worth 50%)

**Subject: Creative iMedia**

**Syllabus Number: OCR J807/ J817**

**Teacher who leads the subject: Ms K Hobbs**

### **Why Study Creative iMedia?**

Creative and Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Creative iMedia provides you with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

### **Outline of Syllabus Content**

**Module 1 R081 Pre Production Skills** - This is an exam unit in which you will learn about client requirements, planning and working to a brief.

**Module 2 R082 Digital Graphics** - This is a coursework unit in which you will learn the basics of digital graphics for the creative and digital media sector.

#### **Modules 3 & 4: (Two to be chosen by teacher)**

- Creating 2D and 3D digital characters
- Creating a digital sound sequence
- Storytelling with a comic strip
- Creating a digital video sequence
- Creating a multi-page website
- Creating a digital animation
- Creating interactive multimedia products
- Digital photography
- Designing a game concept
- Developing digital games

### **Assessment**

Module 1 – R081- Pre Production Skills – 1Hour 30 minutes written exam 25% of total marks

Module 2 - R082 - Digital Graphics - Coursework assessed in school moderated by OCR – 10 Hours 25% of total marks

Modules 3 & 4 - Coursework assessed in school moderated by OCR – 10 Hours per module 25% each of the total marks

**Subject: Dance BTEC Level 1/2 Tech Award in Performing Arts (Dance Approach)**

**Syllabus Number: 603/0406/6**

**Teachers who lead the subject: Mrs J Feakins-Taylor / Miss Lawlor**

### **Why study BTEC Dance?**

This Level 2 course (1 GCSE equivalent) is aimed at all students with a keen interest in dance and/or those who aiming for a career in the Performing Arts industry. Throughout the course you will explore and develop a wide range of skills required for successful performance. In addition you will develop your knowledge and understanding of different dances styles and genres through studying professional dance repertory. You will also create work in response to a range of stimulus and themes, working cooperatively with others to choreograph dance pieces. The qualification can be used as a stepping stone to a Level 3 in Performing Arts or Dance qualification or further performance education. The course will encourage personal development through practical participation and performances in a range of disciplines. You should be highly motivated and prepared to work hard to achieve your goals and being able to work with others is equally important.

### **Outline of syllabus content**

Learners are required to complete and achieve three components in total:

#### **Component 1 - Exploring the Performing Arts**

Learners will develop their understanding of dance by examining the work of three professional choreographers and the processes used to create dance performance. Learning will include practical and theoretical elements.

#### **Component 2 - Developing Skills and Techniques in Dance**

Learners will develop their dance skills and techniques through the reproduction of professional dance repertoire. Learning will include the development of dance technique through classes and workshops plus the application of skills and techniques in a performance setting. Learners will also review their own progress ongoing.

#### **Component 3 – Responding to a Brief**

Learners will work as part of a group to create a workshop performance in response to a given brief and stimulus. This synoptic assessment builds on knowledge, understanding and skills acquired and developed in Components 1 and 2.

### **Assessment**

#### **Component 1 - Exploring the Performing Arts (30%) Internally assessed (ongoing assessment)**

Learners will produce a written report, presentation, vlog or other similar evidence of understanding of three professional dance works and the work of key practitioners. Evidence will also include participation in practical dance activities which will be filmed.

#### **Component 2 - Developing Skills and Techniques in Dance (30%) Internally assessed (ongoing assessment)**

Learners will be assessed in workshops, classes and rehearsal. They will be required to demonstrate their development of technique and dance skills required for performance. At the end of the component learners will demonstrate their application and use of skills in the performance of professional dance repertoire. In addition learners will present a logbook to illustrate their ongoing development and improvement.

#### **Component 3 – Responding to a Brief (40%) Externally assessed**

Learners will develop ideas in response to brief in addition to selecting and developing dance skills and techniques to meet the brief. Throughout the process they will need to keep a record of ideas, research and skills development. This will culminate in a final live performance to a target audience. Learners will be expected to capture their ideas in a written log and evaluation report which will be completed across 3 hours under supervised conditions.

**Subject: D & T: Art Textile Design (ARTD)**

**Syllabus Number: AQA 4204**

**Teachers who lead the subject: Miss M Witherow and Miss A Lawson**

### **Why study Textile Design?**

Textile Design could lead to a wide range of jobs such as fashion designing, interior designing, costume design, retailing, hotel, tourist and leisure industries, craft industries and scientific textiles development. If you are interested in any aspect of the Fashion, Textiles and Art then this is the course for you.

Textile Design enables you to:

- Explore a range of textile media, techniques and processes, including both traditional and new technologies.
- Investigate relevant images, artefacts and resources relating to art and design from the past and from recent times, including European and non-European examples.
- Create practical and critical activities which demonstrate understanding of different styles, genres and traditions.
- Candidates may use sketchbooks/workbooks/ journals/ portfolio to develop drawn designs and present practical skills and the importance of process as well as a final outcome.

### **Outline of syllabus content**

Starting in Year 10 candidates will cover projects where you will be developing ideas through investigations and research, refining ideas through experimenting and learning techniques and processes and recording ideas. Candidates will present a meaningful and informed response to each project in the form of a final piece or a textile product.

Candidates will be introduced to a variety of experiences including:-

- fashion
- costume design
- printed and dyed materials
- constructed and applied textiles
- embellished textiles

### **Assessment**

**Unit 1** Controlled Assessment – work undertaken during course of study and must include more than one project – the work is set and marked by the centre and moderated by AQA – **60%**

**Unit 2** 15 hours of sustained focused study – unlimited preparation time - Question papers issued from January – of Y11 candidates respond to their chosen starting point - the work is set and marked by the centre and moderated by AQA – **40%**

**Subject: Design & Technology**

**Syllabus Number: AQA 8552**

**Teacher who leads the subject: Mr A Apperley**

### **Why study GCSE Design and Technology**

- Design & Technology provides you with a natural link between knowledge and the application of science and mathematics in business and commerce.
- The coursework component provides, through the design and manufacture of fully functioning products, opportunities to develop key project management skills that you will be able to transfer to any future career.
- Design & Technology is a fun, practical, dynamic course and provides opportunities for you to work as individuals or as part of a team on projects such as, media and advertising prototypes, amplifiers, mechanical toys, structures and storage solutions.
- Design & Technology at GCSE provides a firm platform for you to build on the core personal, learning and thinking skills developed at KS3. In particular, it develops you into creative, independent thinkers who are confident in applying practical skills and able to innovate and problem solve.
- Having a Design & Technology qualification can lead to careers in fields such as furniture design, product design, construction, production design, engineering, automotive design, manufacturing, and industrial design. These fast moving industries are expanding all the time and are some of the largest employers in the UK.

This subject will prepare you to participate confidently and successfully in an increasingly technological world. It will help you to become future a thinker and confident communicator who can make real, innovative and practical contributions to the challenges we face in the 21st Century. This course will develop you as rounded human beings who can think for themselves and put their ideas into action - in whatever walk of life you choose to follow.

### **Outline of syllabus content and assessment**

The course is in two main parts and allows considerable opportunity for you to develop your own ideas. You will be encouraged to recognise and use ICT in the form of CAD/CAM, where appropriate, throughout the course. It will also foster an awareness of sustainability and how design decisions will impact on society and the environment. The course has core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. You will then have the opportunity to study specialist technical principles in greater depth through a chosen material area in the written exam and coursework.

#### **Designing & Making (Non Examination Assessment)– Approximately 35 hours 50% of GCSE**

Consists of a single design and make activity selected from a broad range of tasks. This includes drawing up a specification, collecting relevant data, researching existing products, presenting results and generating design solutions including prototype modelling. Students will develop a range of skills and techniques appropriate to the task and chosen material area, working with both hand and machine tools. Students will also learn about a range of industrial and commercial processes and applications, including the use of CAD/CAM.

#### **Written Paper – 2 hours 50% of GCSE**

Knowledge and understanding - students will develop their experience of materials, finishes, manufacturing processes, quality control and health and safety.

The Year 10 course is dedicated to a series of modules that develop practical and theory core skills and knowledge.

**Subject: Drama**

**Syllabus Number: AQA 8261**

**Teacher who leads the subject: Mrs N Furnell**

### **Why study Drama?**

GCSE Drama is a challenging and exciting course where you will be able to explore and develop skills in drama and theatre. You will work to produce fully rehearsed performances exploring stimulating topics. This course develops a knowledge and understanding of theatre and study a range of play texts and live theatre. The course is flexible and there are opportunities for you to be assessed as a performer and to explore design and technical elements depending on your personal strengths. The practical nature of the lessons and assessments equip you with a range of personal skills such as team work, confidence, time management, independence and assertiveness alongside developing your creativity. The skills you develop through studying drama prepare you for nearly any job where you are expected to work effectively with people and/or are required to think creatively about tasks.

### **Outline of syllabus content**

#### **Component 1: Understanding Drama- Written Exam (40%)**

- Demonstrating your knowledge and understanding of drama and theatre.
- Analysing one set play to explore how to take it from page to stage, through both performance and design elements.
- Analysing and evaluating a live production seen at the theatre discussing the work of theatre makers.

#### **Component 2: Devising Drama – Practical Exam with written coursework (40%)**

- Creating devised drama in response to a stimulus topic, through practical workshop exploration and rehearsal.
- Performance of a devised drama (actor or designer)
- Analysis and Evaluation of the work through the completion of a Devising Log Book recording the journey from rehearsal to performance.

#### **Component 3: Texts in Practise Practical Exam (20%)**

- Performance of 2 extracts of one play (actor or designer)

### **Assessment**

All assessment is linear, with written exams taking place at the end of the course.

- 60% of the GCSE will be assessed through non-exam assessment, 40% through a written exam
- In the written exam Section A is multiple choice assessing your general knowledge and understanding of theatre. Section B requires an extended answer requiring you to discuss creative ideas for realising a set play on the stage and Section C is the evaluation of a live production we have been to see at the theatre
- Practical work will be assessed by the teacher or by a visiting examiner, depending on the component

**Subject: Food Preparation and Nutrition**

**Syllabus Number: OCR J309**

**Teacher who leads the subject: Mr A Apperley**

### **Why study Food Preparation and Nutrition?**

This engaging course enables you to develop your food practical skills to a sophisticated level, as well as helping you to develop an understanding of nutrition and how ingredients work together to form exciting flavours and innovative food products. If you are considering a career in the Food Industry, which is one of Britain's largest areas of employment, this subject will launch you into a wide variety of possible career paths. These include food marketing, food science, product development, advertising, environmental health, dietetics and the leisure industry.

The course has been designed to build on the knowledge and skills you have acquired in Key Stage 3, with much of the course content taught through practical activities.

### **Outline of syllabus content**

By studying food preparation and nutrition you will be able to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

### **Assessment**

Written Examination Paper (01) 1 hour 30 minutes - 50% of total GCSE

Food Investigation Task (Non-Examined Assessment) - 15% of total GCSE

Food Preparation Task (Non-Examined Assessment) - 35% of total GCSE

**Subject: French**

**Syllabus Number: AQA French (8658)**

**Teacher who leads the subject: Mrs K Christie**

### **Why study French?**

Around 75% of the world's population don't speak a word of English. Learning a language at GCSE will help you to develop your language learning skills, even though you might not know which language you will need in the future.

According to research carried out by the BBC, on average, people who use languages in their jobs earn around 8% more per year.

French is the most sought-after language for graduates, with 54 per cent of employers saying that the language is useful to their business. Most of the job vacancies with a language requirement request a French speaker, according to the British Council's 2017 Languages for the Future Report.

Learning French at GCSE will help you to:

- develop your confidence
- improve your communication skills
- have an awareness and understanding of other cultures and communities where French is spoken.
- demonstrate that you have learnt important skills
- develop transferable language learning skills
- be able to communicate effectively and present yourself in front of others
- stand out from the crowd (particularly for university or job applications)
- improve your understanding of your first language

You will be able to use the skills you have learnt in a variety of future careers.

You never know where learning a language might take you; currently with over 6000 different languages in the world and more than 300 spoken in the UK, there has never been a more important time to learn a foreign language.

To quote Nelson Mandela, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."

### **Outline of syllabus content**

Topics covered are within three themes, as follows:

Theme 1: Identity and culture.

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

Theme 3: Current and future study and employment.

### **Assessment**

Students are assessed on four skills at the end of Year 11 which carry equal weighting; listening, reading, speaking and writing. French has a Foundation Tier and a Higher Tier but students must take all four question papers at the same tier.

- Listening paper: 25% of the final grade.
- Reading paper: 25% of the final grade.
- Writing paper plus translation: 25% of the final grade.
- Speaking assessment (recorded in the school and marked by AQA examiners): 25% of the final grade.

**Subject: Functional Skills**

**Teacher who leads the subject: Mrs J Collins-Ballands**

**Why study Functional Skills?**

This option supports the GCSE curriculum and enables students to reflect on their learning.

Within the Functional Skills option are two subjects: Functional Skills IT and English, both of which run parallel with each other.

Functional Skills IT is delivered in short modules with ongoing assessment and an exam at the end. Content includes many aspects of IT useful to education and the workplace, such as producing professional documents, in-depth spreadsheet skills and the workings of a computer.

Functional Skills English reflects the skills required for GCSE, whilst enabling students to work at a slightly slower pace. The course is broken down into reading, writing, speaking, listening and communicating which are all required elements of the assessment. There is an exam at the end of this course.

Both subjects are delivered at Functional Skills Level 2. Both options allow time for working on other subjects.

Students considering this course must discuss with Mrs Collins-Ballands.

**Subject: Geography**

**Syllabus Number: AQA 9030**

**Teacher who leads the subject: Mrs M Wilburn**

### **Why study Geography?**

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic, physical forces and processes which shape and change our world.

You will have the opportunity to learn a wide range of skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, decision making, problem solving, role play and debating techniques. You will also improve your literacy skills through your report writing and written work and make practical use of your numeracy skills through interpreting data and constructing graphs. You will take part in two fieldwork activities which enable you to gain first-hand experience of some of the things you've learnt about in class.

The range of skills that you develop in Geography is highly valued by a wide range of different employers. It opens up a wide range of career opportunities such as sustainability and green issues, hazard management, urban regeneration, law and human rights, global business or medicine.

### **Outline of syllabus content**

Three themes that cover physical, human and environmental geography:

#### Unit 1: Living with the physical environment

- The Challenge of Natural Hazards (Tectonic Hazards, Tropical Storms, Extreme Weather & Climate Change – what causes them to happen, what impacts do they bring and how we can manage them now and in the future)
- Physical landscapes in the UK (2 of: Coastal Landscapes, River Landscapes and Glacial Landscapes)
- Living World (2 of: Tropical Rainforests, Hot Deserts, Cold Environments)

#### Unit 2: Challenges in the Human Environment

- Urban issues and challenges (How and why do cities grow? What problems and opportunities do they bring? How can they become more sustainable?)
- Changing economic world (How does wealth of countries vary? How can we reduce the gap between the rich and poor?)
- Challenge of resource management (What challenges do we have over resources (food, water and energy? How can we increase supply of these resources?)

#### Unit 3: Geographical Applications

- Issues Evaluation (problem solving paper on a contemporary geographical issue)
- Fieldwork (carry out two pieces of fieldwork – one human and one physical)
- Geographical Skills

### **Assessment**

There are three written exams taken in the summer term of Year 11:

**Unit 1:** Written exam is 1hr 30mins in length. Question types (for all units): multiple-choice, short answer, levels of response, extended prose (35% of GCSE)

**Unit 2:** Written exam is 1hr 30mins in length. Question types (for all units): multiple-choice, short answer, levels of response, extended prose (35% of GCSE)

**Unit 3:** Written exam is 1hr in length. It includes a problem solving exercise based on pre-released material and questions on fieldwork and geographical skills (30% of GCSE)

**Subject: German**

**Syllabus Number: AQA 8668**

**Teacher who leads the subject: Mrs D Williams**

### **Why study German?**

Whatever plans you may have for the future, knowledge of German will increase your options. When you learn German you acquire a range of skills which can improve the quality of both your work and private life:

- You will be able to communicate effectively and present yourself in front of others
- stand out from the crowd (particularly for university or job applications)
- improve your understanding of your first language
- Germany has the biggest economy in Europe. In business, knowing the language of your German business partners improves your relations and therefore your chances for effective communication and success.
- In the tourism and hospitality industry tourists from German-speaking countries travel far and wide, and are the world's biggest spenders when on holiday. They appreciate being looked after by German-speaking staff and tour guides.

There are also many opportunities to study/work in Germany: Germany awards a generous number of scholarships and other support to study in Germany. Studying a language develops your skills and you as a person. Studying German means you open up a new range of experiences and a new world to yourself.

### **Outline of syllabus content**

Over the course of Year 10 and Year 11 students study the following broad topic areas or themes:

#### **Identity and culture**

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

#### **Local, national, international and global areas of interest**

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

#### **Current and future study and employment**

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

Students develop their skills in speaking, writing, reading and listening as well as their vocabulary and knowledge of German grammar.

There are opportunities to discover German and Germany through the culture and students have access to a wide range of paper and electronic resources to help them expand their vocabulary and to follow their own as well as class interests.

### **Assessment**

Students are assessed by terminal examinations in the skills of listening, reading, speaking and writing. Each exam is worth 25% of the total mark.

There are two tiers of assessment: Foundation and Higher.

Translation of short passages of German into English or English into German feature in the reading and writing exams.

**Subject: History**

**Syllabus Number: AQA 8145**

**Teacher who leads the subject: Mr J Barnett**

### **Why study History?**

Donald Trump's election victory shocked the World! But, to historians this isn't the first time that a leader has come to power promising something different. In fact, it's quite a regular occurrence.

Recent events show us how rapidly the world can change. Many of these changes have their roots in the huge upheavals of the twentieth century. As well as this, it's important that we can see broad sweeps of history, and understand some pivotal moments in our own nation's development. By the end of the GCSE course you will have a good understanding of how we make sense of the past. The course develops skills such as the analysis and use of source material, the ability to select relevant information and use it effectively, and the ability to frame an effective argument. You will develop the all-important skill of being focused in answers, so don't be put off by thinking that it's all about loads of writing – it isn't!

You will come across a variety of teaching and learning styles. You will debate. You will make notes. You will think deeply through issues. Your book will contain work presented in a variety of ways. You'll do plenty of practice questions as we go, so that you are ready for the exams when they come! We always aim to run an overseas trip as part of the course.

Students who study History find it invaluable in any career where there is the need to communicate clearly, put forward an argument, or understand the world we live in. For example, careers in law, or journalism. But it is also useful for careers in the Sciences, where concise, clear reports are needed. History is a widely respected qualification. By taking it you are sending out a strong message about your ability, and your interest in the world around you.

### **Outline of syllabus content:**

Our GCSE History course examines some of the significant events in modern history and attempts to explain how and why they took place, as well as their impact. It also looks at a topic across a broad period, and a pivotal period in British history

We investigate Germany from 1890 to 1945. This was a period of massive change, turbulence and chaos. It was a period when democracy appeared, and collapsed, ushering in the dark days of Nazism. We study Nazi Germany up to its downfall in 1945, but also, crucially, the period before the Nazis came to lead Germany. What on earth happened that meant that Hitler could come to power?

We also investigate the World between the World Wars. We look at how the peace deals at the end of World War One helped cause World War Two. We look at attempts to keep the peace, and we look at the causes of World War Two. Understanding this crucial period in World history really helps you understand some of the issues facing the World today.

We look at an aspect of British history over the last 1000 years – to develop understanding of an issue over time. The issue we will investigate is changes in the nation's health, from the Black Death up to the modern era of transplants and antibiotics. This is a fascinating (and sometimes slightly gruesome!) delve into our nation's social history.

We also study the pivotal phase of our nation's history that was Elizabethan England – looking not just at the landmark events such as the defeat of the Spanish Armada, but also whether it was truly a 'Golden Age'.

If you want to understand how our World has developed, and where it might be going, then GCSE History is the course for you.

### **Assessment**

You will do two exams, both at the end of Year 11 and worth 100% of the final grade. Both exams are 2 hours long. Paper 1 focuses on 'World History'. Paper 2 focuses on British history. Both exams test a variety of historical skills, including the ability to analyse sources, and to develop, and sustain, an argument.

**Subject: Latin**

**Syllabus Number: Eduqas**

**Teacher who leads the subject: Ms C Barnett**

### **Why study Latin?**

The culture of the Roman and Greek world is everywhere in our world. Our greatest writers, living and deceased, draw on our shared understanding of the world the Romans and Greeks lived in; from J K Rowling and Carol Ann Duffy to Shakespeare. Its echoes can be felt through film, art, architecture, design, advertising and nearly every aspect of the society we live in. The Latin language itself is found in the expressions we use, the language we employ and the names we give things. Studying Latin helps you see those connections and can enrich your enjoyment, understanding and appreciation of literature, history and our society today.

In English, you will find that you can decode obscure and technical language faster and your vocabulary will increase. Studying Latin helps you think analytically and systematically. This helps develop your logical and systematic thinking skills. This is helpful for everything from maths to computer programming to philosophy. At this level we study the structure of the language in a way that means you will begin to examine and even challenge how you use your own language and others.

The subject aligns with other areas, allowing new insight into other languages, such as English Literature, History and Religious Studies.

Latin GCSE allows you to read about the hopes, thoughts and dreams of people who died over two thousand years ago, in their original words.

Latin is a challenging subject that leads to a highly respected GCSE. People who study Classics go on to a broad range of careers including computer programming, law, accountancy, banking, politics, science and the arts. Famous Classicists include Baroness Susan Greenfield (who studied Classics before becoming a neurosurgeon), J K Rowling (who studied French and Classics), Chris Martin (lead singer of Coldplay), Anthony James Leggett (Nobel Prize winner for Physics) and Tom Hiddleston (actor).

### **Outline of syllabus content**

We study for the following papers:

- Latin Language (translation)
- Literature (original Latin based on a set of themes)
- Literature (original Latin based on a narrative)

### **Assessment**

The GCSE is assessed by three exams at the end of the course. This gives adequate time to allow you to become confident and perfect your exam technique and understanding of the set texts.

**Subject: Media Studies**

**Syllabus Number: AQA 8572**

**Teacher who leads the subject: Mr G Evans**

### **Why study Media Studies?**

You are already a Media Studies expert! You are surrounded by and interact with the media every day whether it's through watching and making films, blogging, reading a magazine or newspaper, or putting your opinions out there via Twitter and Facebook or a You Tube channel. The media shapes all aspects of our world from entertainment, communication and culture through to politics and society. It is therefore vital that you understand how Institutions and producers get their messages to audiences and how media can impact your life.

### **Outline of syllabus content**

You will explore every stage of a media product's journey through the four Media Studies Key Concepts: *Media Language* looks at how products are constructed through images, editing and use of text. *Media Representations* looks at how people, places and ideas are portrayed through these products. *Media Industries* focusses on the companies and producers behind the media and *Media Audiences* takes account of who consumes media.

Alongside this will be invigorating theory and activity lessons which will enable you to engage with a range of contemporary, relevant media texts. In your lessons and your free time, you will have exclusive access the department's Apple Mac edit suite, our camera equipment and our fully equipped media classroom. You will produce a range of practical productions in your first year without the pressure of formal assessment – this way you can practise and hone your filming and editing skills before your final assessment in Year 11.

Classroom-based lessons will push all of your learning buttons through a variety of delivery methods – textual analysis of film clips, IT desktop publishing and Photoshop sessions, location shooting, storyboarding, team work, case studies to name just a few! This is an essential subject for anyone interested in starting a business, working in the media industry, or the media department of any modern organisation.

### **Assessment**

The coursework element (30% of GCSE) will test your practical skills in response to a thematic brief which changes each year. Many students opt for the famous Music Video option, but there are a variety of platforms and disciplines available to you so you can utilise your creative strengths.

There will also be two exam papers (worth a total of 70% of the qualification) which between them test your knowledge and understanding of the four Key Concepts of Media Studies - Media Language, Audiences, Industries and Representations. The papers contain a range of multiple choice, short and long form answers which will enable you to display both broad and in depth responses.

**Subject: Music**

**Syllabus Number: Eduqas (WJEC) 9-1**

**Teacher who leads the subject: Mrs Bowen-Melfi**

### **Why study Music?**

**Research has shown that studying and playing music can give you:** improved language abilities, improved working memory, increased emotional resilience, increased attention span and focus and increased self-confidence and communication skills.

If you like playing and listening to music, GCSE Music is for you! The content of the course encourages students to develop a deeper awareness and understanding of music that is both familiar and unfamiliar. Students have the opportunity in lessons to develop their musical performing, composing and analytical skills throughout the course.

**It is expected that students will be approximately Grade 3 or higher in their instrument or voice and are either taking instrumental or singing lessons in or out of school.**

It is helpful if students are able to read basic traditional musical notation in treble and bass clef.

As music students, students are also expected to participate in the musical extra-curricular life at school. It is not an 'easy' option, but it is very interesting and good fun!

**Outline of syllabus content:** the GCSE Music syllabus is divided into three areas:

#### **1. Performing**

You will be assessed on your performance of at least 2 pieces. This can be a mixture of solo and group performances. However one piece must be a group piece and the minimum total time allowed for performance has to be a minimum of 4 minutes.

#### **2. Composing**

You will be assessed on two compositions. One piece must respond to set brief eg: *'write a piece of music suitable for a haunted house scene in a film'* and one piece will be a free composition. Minimum total composition time (both pieces combined) is 3 minutes. Students will need to present a notated score, composing log and a recording of each piece. Students may compose for any combination of instruments. Please note that group compositions are not allowed.

#### **3. Listening and Appraising**

You will have a 1hour 20mins written paper with questions on two set works: 'Since You've Been Gone' (Rainbow) and the Menuetto and Trio from Eine Kleine Nachtmusic by Mozart. There will also be questions on different music from the following areas of study: Musical Forms and Devices, Music For Ensemble, Film Music and Popular Music.

### **Assessment**

#### **Performing Music**

A portfolio of performances totally at least 4 minutes of performance - internally assessed and externally moderated. This is worth 30% of the total GCSE.

#### **Composing Music**

A portfolio of 2/3 compositions totalling at least 3 minutes - internally assessed and externally moderated. This is worth 30% of the total GCSE.

#### **Listening and Appraising**

A written paper with questions relating to the 2 set works and general listening – externally assessed and worth 40% of the total GCSE.

**Subject: PE GCSE**

**Syllabus Number: AQA 8582**

**Teacher who leads the subject: Mr T Godfrey**

### **Why study PE GCSE?**

GCSE PE is an established course that offers routes to further education, such as A-levels, higher education in PE as well as other related career opportunities. There are also strong transferable links between PE and other similar subjects such as social science qualifications and Biology.

During this course you will be able to make use of your practical ability as 40% of the course is assessed based around your performance in three different sports. The course also involves studying for two separate exams known as “The human body and movement in physical activity and sport” and “Socio-cultural influences and well-being in physical activity and sport”. This aspect of the course encourages you to make links between different muscles, bones and complete performance analysis of various movements and consider and discuss socio-cultural influences and basic sports psychology theories as well as interpreting and analysing data.

### **Outline of syllabus content**

Each week you will be taught two theory lessons which will help develop your knowledge of the human body and socio-cultural influences. During these lessons you will learn about how the body moves and how to analyse and describe this movement. You will be encouraged to contrast and compare yourself with elite performers in sport in term of training methods and fitness components. During this section of the course you will cover some basic sports psychology (how we learn) and socio-cultural influences. These lessons will be taught in a practical manner whenever possible.

You will also be taught one lesson each week of practical and theory linked work. The practical side of the course involves you performing and being assessed in three different activities in sport (one individual sport, one team sport and one more of either type). You will be responsible for participating in sport outside of school and will use practical lessons to compile practical evidence of your level of performance. Due to the limited practical lesson time available in the curriculum time you should be participating in sport outside of school and should have a genuine all round ability in sporting activities. The practical weighting of the course is 40% including ‘an analysis of performance’ piece of coursework.

In each of your chosen activities you will be assessed upon your basic skills in isolation and also your ability to influence performance in the full recognised version of your activity.

### **Assessment**

Practical assessment: three different activities (One team game, one individual sport and one more of either type). Externally moderated 30% Final mark.

Controlled Assessment Coursework: Performance Analysis (project work) 10% Final mark.

Two Examinations: two 1hour 15 minutes “The human body and movement in physical activity and sport” and “Socio-cultural influences and well-being in physical activity and sport” 60% Final mark.

**Subject: Spanish**

**Syllabus Number: AQA 8698**

**Teacher who leads the subject: Mrs Basurto**

### **Why study Spanish**

With over 500 million Spanish speaking people in Spain, the emerging Central and South America, Spanish is the official language in more than twenty countries. It is predicted that by 2050 the USA will be a bi-lingual country. Overall, in the business world, it is second in importance after English.

- Languages teach you about culture, art, cinema, sport, cuisine, music, history, and philosophy.
- Our teaching and learning invites you to be responsive, thoughtful, creative and collaborative.
- Learning a language teaches you how to think. You learn how to prepare arguments succinctly, how to express your points persuasively and, above all, how to relate to people who may think differently from you.
- You will also acquire a far better understanding of your native language and how it works.

Linguists are valued in all areas of employment. Some work in creative industries such as journalism, advertising or cinema. Many others become doctors, lawyers and bankers; they work in the City, multinational companies or even international organisations as NATO or the EU. There are no limits for the linguist!

### **Outline of syllabus content**

Our aim is to ensure that every student benefits from a broad spectrum of Spanish culture, supporting their development and greater understanding of the role Spanish plays in the global market.

Topics covered from year 9 to year 11:

Theme 1: Identity and culture.

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

Theme 3: Current and future study and employment.

### **Assessment**

You will be assessed on four skills: listening, reading, speaking and writing. GCSE Spanish has a Foundation Tier and a Higher Tier. The breakdown of the question papers is as follows:

- Listening paper: 25% of the GCSE.
- Reading paper: 25% of the GCSE.
- Writing paper: 25% of the GCSE.
- Speaking assessment: 25% of the GCSE.

**Subject: Sport BTEC Level 1/2 First Award in Sport**

**Syllabus Number: 600/4779/3**

**Teacher who leads the subject: Mr T Godfrey**

### **Why study Sport BTEC?**

This qualification is a Technical Award equivalent in size to one GCSE. It is designed for students who want to include a study of the sport sector which culminates in a recognised qualification at the end of Year 11. It provides an introduction to some of the key themes within the sport sector, enabling you to develop and apply your knowledge of sport, whilst also developing a range of relevant practical, communication and technical skills. The Level 2 Award also shows clear progression to Level 3 academic or vocational qualifications in the sixth form, for those who want to take study of this subject further.

### **Outline of syllabus content**

This qualification provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. For this award you will study four separate units over Years 10 and 11.

- Unit 1, Fitness for Sports and Exercise, is a compulsory unit and is assessed externally via an online on-demand test.
- Unit 2, Practical Sports Performance, is also compulsory, and is assessed internally via a number of assignments undertaken over the two years.
- Unit 3 Applying the Principles of Personal Training, is the third and final compulsory unit. You will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.
- Unit 6: Leading Sports Activities, learners develop sports leadership skills through delivering components of sports sessions and whole activity sessions. Units 2, 3 and 6 will be internally assessed by your PE teachers via a variety of assignments during Years 10 and 11.

### **Assessment**

In total there are four modules, each with 25% of the total marks. The online on-demand test is a one hour test totalling 50 marks and assesses the work done in Unit 1 of the Award. The test will consist of objective and short answer questions.

A coursework portfolio is also kept and regularly updated for your three other units. This may include assignments produced by you which could take the form of a written essay, annotated video clips, PowerPoint presentations, leaflets, posters, interviews and witness statements. All of these assignments are set by the teacher in charge of the course and marked internally. Some of these assignments will then be sent off for external moderation as well.

**Subject: Triple Science**

**Syllabus Number: AQA GCSE Biology 8461, Chemistry 8462 and Physics 8463**

**Teacher who leads the subject: Mr G King and Mr S Cooke**

### **Why study Triple Science?**

Studying science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. You are taught essential aspects of the knowledge, methods, processes and uses of science.

Studying science enables you to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help you to answer scientific questions about the world around you
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

All students study science at KS4, however, if you have shown an aptitude for science, and you are currently working at 4M, you may opt to pursue Triple Science. Triple Science allows the keenest and most able students in Science to spend increased curriculum time on science by choosing to take science as an option subject. You will receive three separate GCSE grades, in Biology, Chemistry and Physics, at the end of the two years.

The benefits of triple science are:

- it provides you with greater breadth of knowledge and skills, and hence is very good preparation for students choosing science subjects at A level (although it is not essential)
- it provides the opportunity to study concepts covered in double award science in greater depth
- students who have a strong interest in science will be able to broaden their range of scientific knowledge and processes across the three science disciplines

### **Outline of syllabus content**

You study topics in Biology, Chemistry, and Physics. These topics are studied by all students whether or not they opt for Triple Science. However, students who opt for Triple Science also learn further content and skills alongside these topics which is only applicable to those receiving separate GCSE's in Biology, Chemistry and Physics. You also develop your understanding of "Working scientifically" in each of the three subjects. The increased scientific breadth of this pathway will be a big advantage to students intending to take Science subjects at A level (although it is not essential). As Triple Science is intended for the most able scientists, the Science Faculty will make the final decision as to the suitability of this course for each individual student.

**Assessment** is by examination at the end of Year 11. There are two 1 hour 45 minute papers for each of the three science subjects, each covers specified topics and is worth 50% of the GCSE in that subject.

"Working scientifically" is the sum of all the activities that scientists do. These important ideas are assessed on all the written papers in addition to the content set out in the specification. There is no Controlled Assessment.

