BEAUMONT SCHOOL

COURSEWORK INFORMATION BOOKLET

YEAR 10

GCSE ENTRY SUMMER 2010

INTRODUCTION

Details of the content of GCSE courses were published in the "Choices at KS4" brochure which pupils received when making their options choices at the end of Year 9. This booklet is primarily designed to give parents more detailed information about the assessment and coursework requirements of the GCSE courses. It also contains a brief summary of the curriculum at KS4 and the Parent and Pupil Information sheets on homework which are part of the school's homework policy.

GCSE assessment may include several components:-

1) Written examination: a paper in May/June of Year 11.

2) Interim examination: a written paper part way through the course, as for science.

3) Written coursework.

4) Practical assessment.

5) Oral assessment.

6) Aural assessment.

Page 10 summarises the weighting given to the above components in each of the examination courses.

The remainder of the booklet provides more detail about the nature of the coursework, the important deadlines which need to be met, and the means of monitoring work.

Deadlines for all coursework are summarised on page 25. It is important that pupils keep up to date with the coursework set; if coursework is not completed it is not possible to gain a grade at GCSE.

I hope that this booklet will help you as you support and encourage your child at this important time.

B Carter
Assistant Headteacher
September 2008

THE CURRICULUM

Our prime objective at Beaumont is to enable each individual, including those of exceptional ability and slow learners, to develop his or her maximum potential through a stimulating and challenging curriculum and by carefully monitoring each pupil's social and academic progress.

Our arrangements are designed to ensure that:

- all pupils receive the broad and balanced education needed for life in the 21st century
- all pupils experience a range of teaching and learning styles
- pupils of all abilities can achieve success
- parents are kept well informed about the progress of their children
- pupils are given professional guidance about the choice of subjects studied after the first three years.

The curriculum consists of :

- a number of subjects
- a wide range of activities which supplement and enhance the timetable, including Curriculum Enrichment Days.
- certain themes which occur in a planned way across several subjects.

At Key Stage 4 the curriculum has two components: the core and the options.

The core consists of the following subjects:- English, Maths, Science, a Modern Foreign Language (**one** of French, German or Spanish) RE, PE and PSHE/Citizenship.

In addition to the core subjects your child will be studying up to four of the following option subjects:- Art, Drama, Economics, French, Geography, History, Link Support, Music, Physical Education, Religious Studies, Design and Technology (**one** of Food Technology, Resistant Materials, Textiles, Graphic Design), Italian, BTEC Sport, BTEC Performing Arts, Applied Business, AS French, Oaklands College options.

Parent(s) / carer(s) are requested to inform the school in confidence if they anticipate that an aspect of the school's curriculum might cause a particular difficulty for an individual pupil. In most cases, contact with the class teacher or form tutor will be more than adequate, but Mr Panting (Head of Year), or Mr Levoir (SENCO) should be contacted if the information is especially sensitive or difficult. Pupils are also encouraged to inform the school if they are aware of aspects of the school's curriculum which might cause them distress.

HOMEWORK - Parent Information Sheet

What is "homework"?

"Homework" is any work or activity which your child is asked to do outside lesson time, either on their own or with you, their parent/carer. It is an essential part of the learning process and we place a strong emphasis on it at Beaumont. Staff are required to set and assess appropriate homework on a regular basis. All pupils across the age and ability range are expected to complete homework tasks. You are encouraged to take an active role in the process.

Principles

We believe that homework plays an important part in your child's learning because:

- it encourages them to develop the skills, confidence and motivation to study effectively on their own; this is vital given the importance of lifelong learning and adaptability;
- it encourages good time management;
- it allows practice of skills learned in the classroom and extends school learning which permits more rapid progress to be made in school;
- it makes use of outside interests and resources;
- it may involve you and other adults in their work, improving home-school and community-school links.

What do we do about homework?

- Teachers regularly set a variety of tasks or activities which need to be done partly or completely out of school time.
- The tasks take different lengths of time to complete; some take half an hour, some go on in stages for a number of weeks. In each week of term, pupils will normally have either a homework task or work that they can carry on with for every subject they take. These activities arise naturally out of the work in the classroom. They are set according to the homework timetable which is published at the start of term
- Tasks have *deadlines* which are made clear to pupils.
- Teachers check who has met the deadline and will challenge any who do not. If a pupil often fails to do homework without good reason, parents are informed.

- Homework, if given in on time, is normally marked promptly and returned with appropriate feedback. If a pupil often fails to do homework without good reason, parents are informed.
- As well as doing set tasks for homework, pupils are expected to develop their knowledge and skills independently. If, for some reason (such as teacher absence), a homework is not set, this does not mean that there is no work to do. Pupils should take responsibility for their learning by doing one of the activities suggested for that subject in this booklet.
- Every pupil is given a planner for recording homework tasks and deadlines. Tutors check and sign the planners regularly.
- The topics of homework and study skills are covered regularly in the PSHCE programme. Parents/carers who wish to see the materials used should contact their Head of Year.

What can you do to help?

- Check and sign their planner weekly to show that you are doing this.
- Inform staff if there is a genuine reason for homework not done.
- Appreciate the need for independent study and try to provide a place for it, as free from distractions as possible.
- Support your child by showing an interest and giving encouragement; ask them to explain the work to you. This can develop their understanding and their reasoning skills.
- Help them plan their time and organise themselves so that they remember to bring to school each day the materials that they need, and to *take home* the work they need to do each evening.

Thank you for encrouaging and supporting your child

HOMEWORK - Pupil Information Sheet

What is "homework"?

"Homework" is any work or activity which you are asked to do outside lesson time, either on your own or with your parents/carers.

Why do you get homework?

The main reasons are:

- you learn how to plan and organise your work;
- it helps you learn how to work on your own, and to think and try things out for yourself;
- it helps you learn how to use time effectively and to meet deadlines;
- it gives you the chance to practise what you have done in class, or to do some background work that will help you understand what's coming next;
- it encourages you to use resources that can be found outside school;
- it involves people outside school in your work: parents and others can work with the school and help you make progress in your learning;

…. and you will learn more.

Homework is set in line with the published homework timetable. If you have not been set homework for some reason (e.g. the teacher was away), this does not mean that there is no work to do. You must take responsibility for your own learning and progress by spending time doing one of the activities suggested for that subject in the Course Information booklet that you received at the beginning of the year.

Here are some ideas to help you do your homework successfully:

- **Before you do your homework:**
  - Make sure you know what you are meant to be doing and why you are doing it.
  - Write down the details clearly in your planner.
  - If you think you are going to struggle to do the work set, talk to your teacher about it; **don't** do nothing!
  - If you have a number of things to do, ask yourself which it is important to do first, second and so on, and plan your time carefully.
  - Choose a suitable time and, if possible, make sure you have all the books and equipment you need when you sit down to work.
  - Try to work somewhere where you will not be disturbed or distracted.

- **While doing your homework:**

  - If your work is taking a long time, give yourself a short break, and go back to it with a fresh mind.
  - If it is taking much longer than was intended, stop at a suitable point and explain this to your teacher; he or she will be understanding if it is clear that you have done your best to finish.
  - Take pride in all your work! Don't just do the bare minimum in the shortest possible time!

- **After doing your homework:**

  - Check it!
  - Hand it in on time!

- **Every day:**

  - Check the exercise books you've used during the day, stick in loose sheets and finish off any underlining, dates, titles etc. whilst the lessons are fresh in your mind.

- **Every weekend:**

  - Check your planner. Make a list of any things you need to bring for each day during the coming week (e.g. work to hand in, PE kit, musical instruments, ingredients, library books).

YR 10 HOMEWORK TIMETABLE 2008/2009

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Option C **Option D** **Option A** **Maths (X half)** **English (Y half)**	**Option B** **Science (X half)** **Maths (Y half)**	**Option A** **English (X half)** **Languages** **Science (Y half)** ***IT***	**Option C** **Option D** **Maths** **English (Y half)**	**Option B** **Science** **English (X half)** ***IT*** **Languages**

GUIDANCE ON COURSEWORK

Many GCSE subjects contain coursework components. These provide the opportunity for pupils to undertake personal research and develop their own interests as well as an alternative means of assessment particularly suited to those who get nervous in exams. Coursework can however become a great burden for pupils who do not manage their time effectively. Deadlines vary from subject to subject to stagger the workload. Interim deadlines may be set to help pupils keep on target.

- begin coursework as soon as you get it,
- make sure you meet all interim deadlines,
- ask your teachers for help early if you run into difficulties.

Coursework has recently been a talking point in the media due to concerns over cheating and particularly via the internet. The following guidelines should ensure that you complete your work in accordance with examining board rules.

- ask for help only from your teachers as they know exactly how much assistance you are allowed to have,
- parents or private tutors may not help pupils with coursework,
- if you are using web-sites or books for research, make sure you do not copy anything directly. If you do you must put it in quotation marks and write where it has come from but it cannot be given marks as being your own work,
- you should write the names of books, web-sites or other sources you have used to research your topic at the bottom of your coursework,
- do not under any circumstances use any of the web-sites which provide pupils with coursework.

When submitting coursework, pupils are required to sign a declaration that all the work is their own and teachers sign to say that they accept this. Teachers will not accept any coursework which they suspect is not entirely the pupil's own. If pupils are unsure what they are and are not allowed to use to complete coursework, they should consult their subject teachers who will be able to help.

If found guilty of plagiarism the coursework for that pupil and the one who provided the coursework, will be void. A pupil would usually still sit other components of the examination but this would depend on decisions made by the Head of Centre and/or the Awarding Body.

The Year 10 Curriculum Enrichment Day Programme, 2008-2009

Tuesday 4th November 2008	PHSE Theatre Group Study Skills
Wednesday 25th March 2009	Shakespeare Day (English) Whole Year Group
Monday 8th June 2009	Work Experience
Tuesday 9th June 2009	Work Experience
Wednesday 10th June 2009	Work Experience
Thursday 11th June 2009	Work Experience
Friday 12th June 2009	Work Experience
Further trips, visits & events:	
18/09/08	**Form Photographs**
30/09/08	**Evening Theatre visit - Woman In Black**
11/11/08	**Parent Information Evening - Work Experience**
14/11/08	**Non uniform Day (BSA Christmas Event)**
28/11/08	**Occasional Day**
06/12/08	**BSA Christmas Event 11.00 am - 2.00 pm**
09/12/08 & 10/12/08	**'Miracle on 34th Street' - school play - 7.00 pm**
27/01/09	**Parent Consultation Evening**
10/02/09 - 12/02/09	**Gym and Dance display**
13/02/09	**INSET**
14/02/09	**Music Tour to Paris (return 18/02/09)**
14/02/09	**Ski Trip to USA (return 22/02/09)**
02/03/09	**German Exchange to Germany (return 10/03/09)**
03/03/09	**Polio Vaccination**
12/03/09	**Mini Consultancies final (am)**
24/-3/09	**French Exchange students arrive until 30/03/09**
01/04/09	**Easter Concert 7.00 pm**
19/04/09	**German Exchange to UK (return 27/04/09)**
20/04/09	**INSET**
27/04/09	**Internal Exams until 01/05/09**
25/06/09	**Reports issued to parents**
28/06/09	**Rosas trip leaves (return to 03/07/09)**
06/07/09	**Final reports issued this week**
07/07/09	**Summer Concert 7.00 pm**

Subject	Written Exam	Online Written Exam	Interim Exam	Coursework	Practical Assessment	Oral	Aural
English Language	60			20		20	
English Literature	70			30			
Mathematics	100						
Science	55		25	20			
Modern Foreign Languages (French, German, Italian and Spanish	25			25 (some sets)		25	25
Technology	40			60			
Art	40			60			
Drama				60	40		
Music	25			60	15		
Physical Education	40				60		
Geography	75			25			
History	75			25			
Religious Studies	100						
Religious Studies Core	100			50			
Business + Economics		50					
Business Studies	50	50		50			
ICT	33.33			66.66			

ENGLISH LANGUAGE & LITERATURE

English Language

Written coursework 4 pieces 20% of final mark

1. Shakespeare unit - based on a Shakespeare play covered in class (also used for English literature coursework).
2. Prose study of a pre 1914 text..
3. Media unit - usually a response to a film or a moving image text.
4. Original Writing unit - e.g. a short story or a piece of autobiographical writing.

Oral coursework 20% of the final mark

Although oral coursework is only undertaken at school, preparation may be required at home.

English Literature

Written coursework 3 pieces 30% of final mark:-

1. Shakespeare unit - see English Language Coursework
2. Prose study - see English Language Coursework
3. Twentieth Century Drama unit - a response to a play read in class.

Deadlines

Individual teachers set particular units of coursework at different times but the final deadline for it all to be complete is by the end of the Spring Term of Year 11.

Coursework is spread over the two year course but it is expected that most pupils will have completed two pieces of written coursework and one oral assignment by the end of Year 10. Coursework done in Year 10 could be any two of the above assignments.

The process of writing coursework

There are usually the following stages:

- Teaching and notes in class.
- Planning and structuring the work (with help).
- First draft. This may be required by the teacher for checking and a deadline will be set. This work will be done at home as well as in school.
- Final draft handed in for marking.

Falling behind with coursework

If this happens the following steps are taken:

- Teacher intervention to establish the reason for the problem. Help given if needed.
- A detention given if the pupil continues to avoid deadlines for no good reason.
- Tutor and/or Head of department informed. Letter sent home to parents.

LIFE SKILLS
(PERSONAL, SOCIAL, HEALTH AND MORAL EDUCATION, AND CITIZENSHIP)

The PSHE curriculum aims to help pupils to lead confident, healthy and responsible lives as individuals and as members of society. It is delivered by a team of specialist providers in a weekly lesson, and also through the Curriculum Enrichment programme. The following themes are developed within the programme of study:

- **Developing confidence and responsibility and making the most your abilities.**
- **Developing a healthy, safer lifestyle.**
- **Developing good relationships and respecting the differences between people.**

Through the Citizenship curriculum, pupils are encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities.

Many components of Citizenship are also delivered within the different subjects across the curriculum. The aim of the scheme of work is to achieve the following:

- **Develop knowledge and understanding about becoming informed citizens.**
- **Develop skills of enquiry and communication.**
- **Develop skills of participation and responsible action.**

Pupils receive a summative comment written by their PSHCE teacher.

The topics covered in Year 10 include:

Industry Links	**Moral Dilemmas**
Work Experience	**Moving On'**
'Human Rights	**Health Awareness**
Coping With Stress	**How and Why Laws Are Made**

As a non-statutory component of the curriculum, pupils are not given a National Curriculum level for this subject. They do however receive a summative comment written by their PSHCE provider as part of their annual report.

MATHEMATICS

Mathematics 2 units Each worth 10% of final mark (20% in total)

In Year 10 pupils follow the AQA Option B Modular Mathematics Course. This consists of three modules which may be taken in sessions which the examination board runs in November, March and June.

- Module 1 is the Handling Data Module and contributes 18% towards the final assessment mark;
- Module 2 is the Number Module and contributes 27% of the final assessment mark;
- Module 5 is the Algebra and Shape, Space and Measures Module and contributes 55% of the final assessment mark.

There is no longer any coursework component for the GCSE Mathematics. Each module consists of a calculator and a non-calculator paper. Candidates will be entered for either the Foundation Tier (graded G to C) or the Higher Tier (graded D to A*) as appropriate to aptitude.

SCIENCE

The science structure has now changed. There will be three examinations in July that will count directly towards the exam (75%).

The coursework will not be long investigations but can involve practical tests known as I..S.A.'s (Individual Science Assessments). These will involve:

Each component within the course will contain the above.

- **Manipulating apparatus**
- **Obtaining and writing results**
- **Carrying out a method**
- **Safety aspects**

Examinations will be structured in the following way:

Biology	1a - 12.5%	1b - 12.5%	
Chemistry	1a - 12.5%	1b - 12.5%	
Physics	1a - 12.5%	1b - 12.5%	
TOTAL			**75%**

Practical work will constitute 25% of the totals. This means that this year **all work** completed in science counts.

ART

Coursework 2 units 60% of final mark

Throughout Years 10 and 11 two units of coursework are introduced:

- Unit 1: Human Forms
- Unit 2: Collections

Each unit is pursued for two terms and must relate to the four Assessment Objectives: Recording Observations, Analysing and Evaluating, Developing and Exploring, Realising Intentions.

- In Year 11 pupils continue to work on some of the themes from Year 10, extending and developing their work in a more individual way.
- All pupils keep a work journal as a requirement of the exam.
- Although the final deadline is technically Easter, there are end of unit deadlines to meet. These are published at the start of the course.
- The Year 11 course continues with Unit 2 - Collections and this is completed by February half term.
- From February to March in Year 11 pupils will be preparing for the end of year GCSE Art exam (40% of the final grade) and the final assessment.

Homework
Pupils are given a sheet of homework tasks for each unit of coursework. These tasks contribute to their final coursework grade and should be completed to the best of the pupil's ability.

BUSINESS AND ECONOMICS—EDEXCEL

The course in Year 10 is 'Setting up a Small Business'. It looks at the fundamental areas involved with setting up a business such as entrepreneurship, finance, marketing, communications, personnel and business change.

At the end of the course students sit an online examination which counts towards 50% of their final GCSE

BUSINESS STUDIES—EDEXCEL

The course in Year 10 is 'Setting up a Small Business'. It looks at the fundamental areas involved with setting up a business, such as entrepreneurship, finance, marketing, communications, personnel and business change.

At the end of the course students sit an online examination which counts towards 50% of their final GCSE.

DESIGN AND TECHNOLOGY **Examination Board: AQA**

GCSE Course Content:

In Design and Technology you will focus on a single material area and develop the knowledge, skills and understanding introduced in the lower school. Graphic Products is an additional area of study that makes use of graphic media to produce 3-dimensional products. You may choose **one** course from the following:

4542 D&T: Food Technology
4543 D&T: Graphic Products
4545 D&T: Resistant Materials
4546 D&T: Systems and Control
4547 D&T: Textiles Technology

Assessment:

The two hour written paper is worth 40% of the total marks. It is a

- single tiered paper
- consists of two sections
- section A will consist of a design question, the context of which will be advised in a pre-release paper and
- Section B will cover all aspects of the specification content.
- There will be approximately 30 marks for section A and approximately 90 marks for section B.
- All questions are compulsory.

The controlled assessment is worth 60% of the total marks. It

- consists of a single design and make activity selected from a range of board set tasks. These tasks will be reviewed every two years and will be internally assessed and externally moderated.
- The controlled assessment consists of a 3-dimensional outcome and a concise design folder and/or appropriate ICT evidence.
- The design folder should consist of approximately 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent and it is expected that candidates should spend approximately 45 hours on this activity.
- As part of the evidence submitted candidates should include photographs of the finished outcome as well as photographs at various stages of making.

Homework

Homework set during the first two terms is intended to extend and reinforce the activities that take place in the classroom. After Easter the homework is coursework based and will cover the following activities research, design, development, planning, evaluation and study for the final examination.

DRAMA

Written elements will be completed as an integral part of teacher-assessed coursework during Year 10 and the first term of Year 11.

The mark for written work is incorporated into the overall mark awarded for teacher-assessed coursework. This element is a combination of practical and written work and forms 60% of the overall GCSE marks.

Pupils are given approximately one to two weeks to complete each written assignment. They should be researched, planned, drafted and checked carefully before submission, and normally be between 750 and 1000 (or equivalent) words in length.

Parents/guardians are informed if a pupil does not hand in an assignment. Other homework includes theatre visits, reading, researching, learning lines and rehearsals.

The written work arises from the practical work done in class so pupils cannot "catch up" on coursework when they have missed lessons because of absence. However, sometimes it is possible for the teacher to set them an alternative assignment on work they have not missed.

Completed written coursework is essential for examination entry.

Practical assessment:

This takes place in three phases in Year 11 (if appropriate, a unit can be completed at the end of Year 10):

- **Drama Exploration 1 (improvisation: issues-based)**
- **Drama Exploration 2 (text-based practical work)**
- **Performance (externally assessed; 40%).**

(Texts include 'Teechers' by John Godber and 'Ghetto' by Joshua Sobol)

GEOGRAPHY

Coursework 1 Project 25% of final mark

In September of Year 11, pupils conduct a day of fieldwork at Fairlands Valley Park, Stevenage or a residential field trip to Norfolk. They collect data about the issues in the areas they are studying. Over the following five weeks, they collate and analyse the data collected in order to write up an investigation into the issues found. Class time is used to complete the project in this time period and students are also expected to spend a considerable amount of their homework time to complete the task. The project is broken down into sections:

- **Introduction**
- **Data collection**
- **Data presentation**
- **Analyses and conclusions**

Students will be given weekly deadlines to complete various sections. If they fall behind these deadlines, they will be expected to attend extra support sessions and parents will be informed. The final deadline will be at the beginning of November.

HISTORY

2 units 25% of final mark

One assignment is set per year, each in three stages, over three to four weeks. The recommended number of words is 1500. Coursework counts for 25% of the final mark. It is *extremely important*, as it gives conscientious pupils, especially the less able, the chance to go into their exams with a good base mark. For most pupils, it will be their best mark, in fact.

Year 10 (Britain in the Age of Total War: The Blitz)
This assignment is set during the second half of the summer term comprising of three essays. Students will be taught in class but will be expected to increase their knowledge through independent research..

Year 11 (Jack the Ripper: Law and Order in London in the Late Nineteenth Century)
This assignment is set during the first half of the spring term based on sources they will have discussed in class. It will comprise of five questions requiring an increasing depth of analysis..

Homework
Pupils will have regular written assignments to complete, but will also be set reading, research, diagrams and learning for tests and exams. Pupils should aim to write in increasing detail and depth. Pupils' books are checked to ensure that work is up to date, and pupils are informed if there are gaps.

INFORMATION & COMMUNICATION TECHNOLOGY

Examination: OCR National IT Level 2

Core:

All pupils will follow the core ICT curriculum in Year 10 and builds on the work covered in Years 7 to 9. All pupils will aim to pass the equivalent of one GCSE at the end of year 11.

In this course pupils completing an assignment portfolio which demonstrates each pupils ICT skills. A business scenario is created which asks the pupils to carryout specified tasks, this is Unit 1: ICT skills for business. This work is internally moderated and externally assessed. There is no written examination.

The areas of ICT that are covered include:

File and folder management, Web use, Spreadsheet and Database work, creating business documents including; letters and memos, flyers and newsletters and multimedia presentations software,

Each section of the course is differentiated so that pupils can achieve success at their own level. Pupils will be directed to complete a set of tasks related to the assignment and through evidence provide by annotated screen shots and printouts will achieve a Pass, Merit or Distinction level which are equivalent to a C, B or A grade at GCSE.

Optional:

For pupils who want to gain more experience of ICT they can take an optional course which can lead them to gaining further qualifications in ICT. To do this they must achieve a pass or better in the core sections. Then they could achieve the equivalent of one, two or three more GCSE's dependant upon the number of further modules passed. (This is then added to the core result).

The different modules which may be offered include:

Unit 2: Web Creation	Unit 4: Multimedia Products
Unit 5: Desktop Publishing	Unit 6: Spreadsheets
Unit 20: Creating animation for the WWW using ICT	Unit 21: Creating computer graphics
Unit 22: Creating sound using ICT	Unit 23: Creating video

Again pupils will produce annotated screen shots and printouts as evidence of their work. Pupils will need to be self motivated to take this course.

MODERN FOREIGN LANGUAGES

All assessment in French, German, Italian and Spanish takes place at the end of the course. The precise percentage distribution varies according to the level of entry, but as a guideline 25% is allocated to each of four components: speaking, listening, reading and either writing or coursework.

Pupils have the opportunity to take two mock GCSE oral exams: one in the Summer Term of Year 10 and one in November of Year 11. Thorough revision and practice of their foundation/higher tier oral booklets will help immeasurably when it comes to the final exam.

Students cover five topic areas:

1 **At home and abroad.**
2 **Education, training and employment.**
3 **House, home and daily routine.**
4 **Media, entertainment and youth centre.**
5 **Social activities, fitness and health.**

There is coursework in Modern Foreign Languages for most sets. We would like to emphasise very strongly the value we attach to thorough completion of regular classwork and homework, whether writing, listening, reading or learning.

There are many opportunities in and out of school to supplement the French, German, Italian and Spanish courses used with CD ROMs and ICT programmes. Pupils should make the most of these together with any sessions they may have with the Foreign Language Assistants.

The following exchanges and study visits exist:

- French Exchange
- German Exchange
- German study visit
- Italian visit
- Spanish study visit

We encourage all Year 10 students to participate in these.

MUSIC

Examination Board: **OCR**

Syllabus Content:

The course is based on four areas of study which build on topics and knowledge covered in Years 7—9.

1. **Exploiting the Resource (AoS1)**
   You study your instrument or voice, focussing on 3 pieces of music written for your instrument.
   You must complete performance, listening and composition tasks which relate to this.
2. **Techniques of Melodic Composition (AoS2)**
   Study different ways of writing melodies and how different composers, from many different eras, have written melodies in the past.
   - Plainchant
   - British Folk Music
   - Baroque and Classical Melodies, Structures and Patterns
   - Atonality
   - Serialism and Microtonality
   - The Blues
   - Indian Classical Music
3. **Dance Music (AoS3)**
   Study different types of dance music from across the ages:
   - Pavan and Galliard (Renaissance)
   - Viennese Waltz (Classical)
   - Disco (1970s)
4. **Innovations and Traditions (AoS4)**
   Study different musical trends and innovative ideas from the past decades. You will look at how composer and performers have used different stylistic and cultural characteristics to forge new styles, as exemplified by:
   - Salsa (a fusion of B=Cuban music and Jazz)
   - Bhangra (A fusion of Indian traditional music and club-style music)
   - Minimalism (A new style of Western music based in rhythms and ideas found in West African Drum music and Indonesian Gamelan music)

Coursework

You must complete coursework in 4 areas:

1. **Performing (30%)**
   - i Perform *one piece* which you studied for as part of *Exploiting the Resource* (15%)
   - ii Perform a *second piece* in any style you wish (15%)

2. **Composing (35%)**
   - i Compose *one piece* which relates to your studies in *Exploiting the Resource* (10%)
   - ii Compose a *second piece* for which relates to one of the other three Areas of Study (10%)
   - iii Terminal Task: Write a short melodic composition under exam conditions you are given half an hour to devise a melody for your instrument/voice or any other available resource based on a choice of given stimulus (15%)

3. **Listening (25%)**
   A written examination which tests your knowledge of Areas of Study 2, 3 and 4. Excerpts of music from various styles studied in class will be played to you and you will be required to answer given questions in multiple choice, short answer and extended formats.

4. **Appraising (10%)**
   - i Write an extended response/essay appraising and evaluating your **1st performance** (from *Exploiting the Resource*)
   - ii Write an extended response/essay appraising and evaluating your **1st composition** (from *Exploiting the Resource*)

PHYSICAL EDUCATION

All pupils have three lessons of Physical Education per week. Pupils have selected to follow a set pathway.

1. GCSE

Course content:

Theory: Exam 40%
The theory work covers three main areas:-

- **Exercise and Training**
- **Safety Aspects and Risk Assessment in Physical Activity and Sport.**
- **Applied Anatomy and Physiology**

These are all assessed in the final multiple choice questions and short answer questions and scenario questions.

Practical:

Practical Coursework:	**25%**
Analysis (written)	**10%**
Practical Exam	**25%**

All pupils follow a variety of sports which covers games, athletics and gymnastics, dance and exercise. This is an ongoing assessment of their practical ability and analysis of techniques. Pupils are assessed in each activity and their best four sports are used as a coursework mark.

In Year 11 pupils continue to develop their skills and performances. In the Spring term all pupils take a practical exam in their four chosen sports.

2. Practical Sport and Level Sports leaders Award

Pupils will take part in practical sporting activities during the double lesson. In the single lesson pupils will take part in a variety of sports activities, Games, Fitness, focussing on the 7 units of the Level 1 Sports Leaders Award. This is practically based, but the focus is on the pupils developing their leadership skills, and leading part of the lesson.

Level 1 Sports Leaders Award:

Unit 1	Planning, preparing and assisting a simple sporting activity.
Unit 2	Basic Communication skills for leading a sporting activity.
Unit 3	Principles and practice in delivering a basic Health and Fitness session.
Unit 4	Understanding fair play in sport.
Unit 5	Understanding the role of the official.
Unit 6	Understanding the scope of local sport and recreational activities.
Unit 7	Demonstration of leadership skills.

This will also involve working with local primary schools and taking small groups of KS2 pupils for sporting activities.

3. Practical Sport

Pupils will cover a range of activities covering:

Games, Gymnastics, Health as well as having the opportunity to select activities off site.

4. BTEC Performing Arts (Dance)

Course Structure:

The three units to be studied are:

1. Performing Dance,
2. Jazz Dance
3. Contemporary Dance

Pupils will also study Understanding Dance.

Assessment:

This is a Level 2 qualification (2 GCSEs) taught over 180hours via three units, for 3 lessons per week over the two years. The assessment is 100% coursework marked by the staff in school and then sent to an external moderator. The outcomes are pass, merit and distinction.

5. BTEC First Certificate in Sport:

Course Structure:

The three units to be studied in CORE PE lessons are:

1. Health, Safety and Injury in sport
2. Planning and leading sports activities
3. Practical Sport (this is not assessed on your performance, more your understanding and knowledge)

Assessment:

The assessment is 100% coursework marked by the staff in school and then sent to an external moderator. The outcomes are pass, merit and distinction. In addition to the taught units there will be the opportunity to gain extension awards such as First aid, Coaching and Officiating.

RELIGIOUS STUDIES

For the GCSE, there is no coursework in this subject.

For core RE, students will have a written exam at the end of Year 10 and a written exam at the end of Year 11.

There is no GCSE short course for Year 10.

For the GCSE Full Course, students cover the OCR B Philosophy and Ethics specification.

COURSEWORK DEADLINES 2008 - 2009

SUBJECT	YEAR 10 DEADLINES
Art	Set by individual teacher
Drama	Craig and Bentley coursework - end of Summer Term 2009
Economics + Business	N/A
English	Set by individual teacher
Geography	N/A
History	End of summer term 2009 for 'Blitz' coursework
ICT Applied GCSE	N/A
Modern Foreign Languages	Set by individual teacher
Music	End of Summer Term
Physical Education	N/A
Religious Education	N/A
Science	To be notified
Technology	Set by individual teacher