



BEAUMONT SCHOOL

**COURSE
INFORMATION
BOOKLET**

YEAR 10

GCSE ENTRY SUMMER 2012

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 controlled assessment 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) Controlled Assessment.
- 4) Practical assessment.
- 5) Oral assessment.
- 6) Aural assessment.

Page 9 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 controlled assessment, the important deadlines which need to be met, and the means of monitoring work.

Deadlines for all controlled assessment are summarised on page 8. It is important that pupils keep up to date with the controlled assessment set; if controlled assessment 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 2010

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), Core ICT, 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 Drama/Performing Arts (acting), BTEC Sport, 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 Ms Cleverly (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.

When you receive your son/daughter's report later in the year, it may refer to statements within the subject entry, so the booklet and report should be considered together.

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. 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 encouraging 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.

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).

GUIDANCE ON CONTROLLED ASSESSMENT (Coursework)

From this September Controlled Assessment is replacing coursework for GCSE subjects. This has been introduced by the QCA (Qualifications and Curriculum Authority) to address some of the issues raised in coursework reviews, such as plagiarism and inappropriate external student support.

Controlled assessment is still designed to measure skills that are not effectively examined by external assessment and therefore, provide the opportunity for students to undertake personal research and develop their own interests in each of their subject areas.

What will it mean for the Students?

As already mentioned, students will still have the opportunity to undertake an extended piece of work in each of their subject areas thereby showing the examining body their depth of understanding and their ability to plan and organise a project. This form of assessment is particularly suited to those students who get nervous in formal examinations or who prefer to develop their response over an extended period of time.

The main difference the students will experience is that they will rarely be allowed to take an ongoing piece of work home to complete.

The students will have to complete their work in a 'controlled' environment and this might on occasions mean under strict examination conditions e.g. working individually in silence.

Each of the subject areas has specific 'control' measures and the staff will ensure that the students are fully aware of the examination board requirements.

If you have any specific questions relating to the controlled assessment arrangements, then please contact the relevant Head of Subject.

COURSEWORK DEADLINES 2010 - 2011

SUBJECT	YEAR 10 DEADLINES
Art	Set by individual teacher
Business Studies	Controlled assessment end of summer term.
Design & Technology	Set by individual teacher
Drama	Completed in lessons - controlled assessment
Economics + Business	Controlled assessment end of summer term.
English	Set by individual teacher
Geography	N/A
History	Controlled assessment in the Summer Term
ICT OCR Nationals	Completed in lessons throughout the course.
Modern Foreign Languages	N/A
Music	End of Spring Term (Controlled Assessment)
Physical Education	N/A
Religious Education	N/A
Science	To be notified

Subject	Written Exam	Online Written Exam	Interim Exam	Controlled Assessment	Practical Assessment	Oral	Aural
Art				100 + mock exam			
Business Studies	75			25			
Design & Technology	40			60			
Drama				60	40		
Economics + Business	75			25			
English Language	60			20		20	
English Literature	70			30			
Geography	75		25	25			
History	75 (3 exams each worth 25%)			25			
ICT				100%			
Mathematics	100 (Students do two modules in Year 10 giving 45% of the total assessment; the statistics module is 18% and the number module is 27%)			N/A			
Modern Foreign Languages (French, German, Italian and Spanish)			Reading 25	25		25	25
Music	25			60 (including performing and composing)	15		
Physical Education	40				60		
Religious Studies	100						
Science	55		25	20			

CORE SUBJECTS

Examination Board: AQA

The course in English can lead to two separately certificated but related examinations at the end of Year 11:

either

GCSE English Language	+	GCSE English Literature
2 GCSEs		

or

GCSE English
1 GCSE

Syllabus Content

English: In accordance with National Curriculum requirements, you complete a unit on media and non-fiction texts; a unit on speaking and listening and; a unit on understanding and producing creative texts (including a play by Shakespeare, a text from the English Literary Heritage and a text from a different culture). You are expected to develop your own capabilities as users of language, whether as writers, readers, speakers or listeners.

Assessment: There is one final examination for this course, on understanding and producing non-fiction texts, which is two hours long and examines both reading and writing skills. This examination provides 40% of the total marks. The speaking and listening (worth 20%) and understanding and producing creative texts (worth 40%) units, make up the remaining 60% of the available marks. It is worth noting that for the understanding and producing creative texts unit you are to complete two tasks, under the requirements of controlled assessment.

English Language: This course covers three units, namely; understanding and producing non-fiction texts; speaking and listening and; understanding spoken and written texts. You are expected to develop your own capabilities as users of language, through extended reading, creative writing and through an extended language study.

Assessment: There is one final examination for this course, on understanding and producing non-fiction texts, which is two hours long and examines both reading and writing skills. This examination provides 40% of the total marks. The speaking and listening (worth 20%) and understanding spoken and written texts (worth 40%) units, make up the remaining 60% of the available marks. It is worth noting that the understanding and producing creative texts unit you are to control three tasks, under the requirements of controlled assessment.

English Literature: This course also covers three units; exploring modern texts; Shakespeare and; poetry. You are expected to develop informed critical responses to the texts and an awareness of their social, historical and cultural contexts and influences on them.

Assessment: There are two final examinations at the end of this course. The modern texts examination is one hour and thirty minutes long and examines two main sections: a modern prose or drama and exploring cultures. It constitutes 40% of the total marks. The Shakespeare and poetry unit can be examined either by an examination or under the requirements of controlled assessment, so long as one of these is taken as an examination and one as a controlled assessment piece to make up the remaining 60% of the marks. The Shakespeare examination (worth 35%) is one hour and fifteen minutes long, whereas there is only one task for completion under the requirements of controlled assessment (worth 25%). The poetry examination (worth 35%) is also one hour and fifteen minutes long (and includes a section on unseen poetry) whereas there is only one task for completion under the requirements of controlled assessment (worth 25%).

You will be entered for one of two possible tiers:

Tier F (Foundation Tier) Target grades G to C

Tier H (Higher Tier) Target grades D to A*

The work covered in class is suitable for both tiers of entry.

For further information please contact Mrs Proudfoot

INFORMATION & COMMUNICATION TECHNOLOGY

Examination: OCR Level 2 Nationals in ICT

CORE: Level 2 OCR National First Award in ICT

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 (Level 2 OCR National First Award in ICT).

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.

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 of 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:

Youth Offenders and the Magistrates Court	Moral Dilemmas
Work Experience Preparation	Crime and the Recession
Tackling knife crime in the UK	The Media and Public Opinion
Drugs Education	Freedom of Speech
Careers Education	Personal safety

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

In Year 10 pupils follow the Edexcel 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. Students sit modules 1 and 2 in Year 10 and module 3 in Year 11.

- Module 1 is the Statistics and Number Module and contributes 30% of the final assessment mark
- Module 2 is the Number Module and contributes 30% of the final assessment mark;
- Module 3 is the Algebra and Shape, Space and Measures Module and contributes 40% of the final assessment mark.

There is no longer any coursework component for the GCSE Mathematics. 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.

Homework

Homework is set once a week from the homework book or using the My Maths website and should take one hour.

SCIENCE

Exam Board: AQA Syllabus A

Core Science

In year ten the majority of students will be following the **Core Science** syllabus. In early June of year 10 these students will sit structured question examination papers in Core Physics (P1), Core Chemistry (C1) and Core Biology (B1). Each of these exams counts for 25% of the qualification. The remaining 25% of the available marks come from a coursework component called the **Investigative skills assessment or I.S.A.** This is completed wholly in lesson time under teacher supervision and involves students preparing a table for a suitable investigative experiment, carrying out the experiment and collecting data, appropriately representing their data in graphical form and lastly being examined on their understanding of their experiment and related issues on how science works via a 30 minute structured test paper.

During the year students should experience up to **three I.S.A.** opportunities, one from physics, one from chemistry and one from biology. These will be done throughout the year, depending on the topic of the ISA. Students will be given prior warning of when these ISAs will be carried out. The student's best I. S.A. score is sent to the exam board to be converted into a mark which is aggregated with their written paper marks for P1, C1 and B1. From this a final grade for Core Science is determined. Coursework marks for the Core Science exam are finalised in Year 11 so students receive their grade for this subject along with the other exams they have completed in year 11.

Triple Science

Some students, who have chosen the **Triple Science** option, will follow separate Biology, Chemistry and Physics syllabuses. In early June of Year 10 they too will sit the structured question examinations in core Physics (P1), core Chemistry (C1) and core Biology (B1). Each of these exams counts for 25% of the individual qualifications in GCSE Physics, Chemistry and Biology.

As with the students following core science, the students following the triple option will complete Investigative skills assessments or I.S.A.s in each subject area. The I.S.A. accounts for 25% of the marks of the individual Physics, Chemistry, Biology GCSE.

During Year 10 and 11 these students should experience two to three I.S.A. opportunities, in Physics, Chemistry and Biology. The student's best I.S.A. score in each separate Science discipline is sent to the exam board to be converted into a mark which is then aggregated with their Year 10 and Year 11 written paper scores . From this a final grade for each separate science is determined. Coursework marks for the separate science exams are finalised in Year 11 so students receive their grade for each separate science along with the other exams they have completed in Year 11.

Homework

Homework will be one of the following tasks: research; making notes from, or answers questions in text book; revision and learning key technology. On average homework will be set once a week per subject (biology, chemistry and physics) and should last approximately 30 minutes.

OPTION SUBJECTS

ART

Examination Board:- Edexcel

Coursework 2 units 60% of final mark

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

- Unit 1: Human Forms
- Unit 2: Shoes

Each unit 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 February half term, there are unit deadlines to meet.
- The Year 11 course continues with Unit 2 - Shoes and this is completed by February half term.
- From February to May 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 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.

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, through a range of focussed practical tasks and design and make assignments. You may choose **one** course from the following:

- 4542 D&T: Food Technology**
- 4543 D&T: Graphic Products**
- 4545 D&T: Resistant Materials**
- 4547 D&T: Textiles Technology**

Assessment:

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

- 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

Examination Board:- Edexcel

Controlled Assessment will be completed in Spring and Summer term of Year 10 and Autumn term of Year 11.

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

Unit 1: Drama Exploration - 30%

This unit is concerned with the use of drama to explore ideas and issues.

Controlled Assessment:

Six hour practical exploration.

Documentary evidence - 2000 words.

Unit 2: Exploring Play Texts - 30%

This unit is concerned with the exploration of a play text.

Controlled Assessment:

Six hour practical exploration.

Documentary evidence - 1000 words

Written response to live theatre - 2000 words

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

Unit 3: Drama Performance - 40%

Devised or scripted play performed to an audience including a visiting examiner. Students can offer design skills.

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.

(Texts include ‘Ghetto’ by Joshua Sobol and ‘Woman In Black’ by Susan Hill)

BTEC First Certificate in Performing Arts (Acting)

Examination Board:- Edexcel

Course structure:

The three units to be studied in Drama lessons are:

- Acting (core)
- Performing Scripted Plays
- Devising Plays

Assessment:

Throughout the course students are regularly assessed. They complete a variety of assignments. These are practical assignments and result in a performance which is internally assessed by their tutor and externally verified. The outcomes are pass, merit and distinction. Students may be asked to keep rehearsal diaries, complete video diaries and to answer reflective questions to form an evaluation.

ECONOMICS AND BUSINESS—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 a multiple choice examination which counts towards 25% of their final GCSE. Students will also complete a controlled assessment which is worth 25% 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 a multiple choice examination which counts towards 25% of their final GCSE. Students will also complete a controlled assessment which is worth 25% of their final GCSE.

ECONOMICS AND BUSINESS DEPARTMENT HOMEWORK

Tasks and timings

Homework will be set once a week which will be based on or extend the lesson content. This could include research using ICT, past exam questions or tasks from the course textbook. The first half of the summer term homework will focus on revision for the multiple choice exam taken before half-term – unit 1. During the last half-term of the summer term all homework will be related to the Controlled Assessment Task – Unit 2.

Useful resources (including textbooks and websites/blogs etc)

There is a lot of revision material and support on the department blog, including how to complete the Controlled Assessment;

www.beaumontbusiness.blogspot.com

GEOGRAPHY

Exam Board: Edexcel B

Course Content:

In Year 10, students will be completing Unit 1 of the course which is called 'Dynamic Planet'. This includes learning about tectonics, climate change, biomes, water conflicts, coastal change and oceans under pressure. This unit will be externally assessed through a 1 hour, written exam in June of Year 10. This will count for 25% of the final mark.

At the end of Year 11 students will have two exams. These will be Unit 2 'People and the Planet' and a decision making paper. These are both worth 25% of the final mark and will be 1 hour each.

Controlled Assessment: 25% of final mark

For this unit students will complete a fieldwork investigation and report. The title of this will be changed every year by the exam board but students will have the choice of either coastal environments or town/city environments. In September of Year 11, pupils will either complete their data collection on a local day visit or a residential fieldtrip to Norfolk. Over the following 7 weeks students will write up their fieldwork task under controlled conditions during lessons. It is marked out of 50 across the following areas:

- **Planning**
- **Methods of data collection**
- **Data presentation**
- **Analysis and conclusions**
- **Evaluation**

Students will be given weekly deadlines to complete the different sections. The final deadline will be in November.

INFORMATION & COMMUNICATION TECHNOLOGY

Examination: OCR Level 2 Nationals in ICT

OPTIONAL COURSES:

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 and these courses are:

- **Level 2 OCR National Award in ICT (equivalent to 2 GCSEs grades A* - C)**
- **Level 2 OCR National First Certificate (equivalent to 3 GCSEs grades A*-C)**
- **Level 2 OCR National Certificate in ICT (equivalent to 4 GCSEs A* - C)**

To do this they must achieve a pass or better in the core sections (Level 2 OCR National First Award in ICT). Then they can achieve the equivalent of one, two or three more GCSE's dependent 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 5: Desktop Publishing

**Unit 20: Creating animation for the
www using ICT**

Unit 22: Creating sound using ICT

Unit 4: Multimedia Products

Unit 6: Spreadsheets

**Unit 21: Creating computer
graphics**

Unit 23: Creating video

Pupils will produce annotated screen shots and printouts as evidence of their work as well as keeping all their work safely stored in their OCR Nationals folder . Pupils will need to be self-motivated to take this course.

MODERN FOREIGN LANGUAGES: French, German, Italian and Spanish

Examination Board:- Edexcel

There is now no coursework in Modern Foreign Languages but there will be controlled writing assessment tasks at school during Year 11. All students will have two oral assessments in Year 11. As seen in the grid below a major change is that the speaking and writing components are now worth 30% each for the GCSE and the listening and reading only 20% each.

Topic areas:

New specification external examination common topic areas (listening and reading)	New specification controlled assessment themes (speaking and writing)
<p>Out and about Visitor information Basic weather Local amenities Accommodation Public transport Directions</p>	<ul style="list-style-type: none"> • Media and culture • Sport and Leisure • Travel and Tourism • Business, Work and employment • Centre-devised option
<p>Customer Service and Transactions Cafés and restaurants, Shops, Dealing with problems</p>	
<p>Personal information General interests Leisure activities Family and friends Lifestyle</p>	
<p>Future plans, education and work Basic language of the internet Simple job advertisements Simple job applications and CV School and college Work and work experience</p>	

There are four units covered:

Unit	Percentage	Marks	Time
Unit 1: Listening and understanding in French, German, Italian and Spanish	20% of Full Course	40	Externally assessed. Foundation Tier: 25 minutes + 5 minutes reading time. Higher Tier: 35 minutes + 5 minutes reading time.
Unit 2: Speaking in French, German, Italian and Spanish	30% of Full Course	60	Controlled assessment. Marked by the centre with a representative sample externally moderated. 2 tasks of 4—6 minutes each.
Unit 3: Reading and understanding in French, German, Italian and Spanish	20% of Full Course.	40	Externally assessed. Foundation Tier: 35 minutes. Higher Tier: 50 minutes
Unit 4: Writing in French, German, Italian and Spanish	30% of Full Course	60	Controlled assessment. Marked by Edexcel. 2 single assessment sessions of no more than one hour. Edexcel or centre-set stimuli.

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 and in the Language Laboratory.

The following exchanges and study visits exist:

- German Exchange
- German study visit
- Spanish study visit

MUSIC—Option

Examination Board: OCR

The GCSE Music Course is suitable for all students with an enthusiasm for Music, although the ability to play a musical instrument is desirable. The course gives students an opportunity to explore their instrument, as well as a variety of styles of music that they may not necessarily come across in their regular music-making.

Course Content:

The course is based on **four Areas of Study** which build on topics and knowledge covered in Years 7 – 9.

1. MY MUSIC (AoS1)

Students study their own instrument or voice, focussing on a piece of music written for your instrument.

Students must complete performance, appraising and composition tasks based on your studies, which is all part of controlled coursework.

Homework Policy

Students are expected to practise their AoS1 instrument for at least 15 minutes per day, if not longer, depending on the standard. This should be ongoing throughout the course. This preparation is for their SOLO PERFORMANCE.

Autumn 1: Preparation for integrated tasks will involve research into student's instrument, including history of the instrument with main focus on its technical capabilities. Shorter tasks and more regular tasks will be set based on Areas of Study 2, 3 and 4. This will usually be fact finding/consolidation of analysis in lessons. This will be set every 2 weeks. The Blog will give you further details of this.

Autumn 2: Shorter tasks (as above) will be set every 2 weeks for Area of study 2, 3 and 4.

Spring and Summer Terms: Shorter tasks (as above) will be set every 2 weeks for Area of study 2, 3 and 4.

2. SHARED MUSIC (AoS2)

Students explore the relationships and roles of voices in instruments in a variety of ensemble music. The following textures are studied:

- Voice and accompaniment (Romantic song (lieder) and pop ballads)
- Music contrasting one solo instrument with orchestra/band (Classical concerto/jazz)
- Ensembles (Indian classical music, Gamelan, Baroque and Classical chamber music)
- Large vocal ensembles (the great choral classics, African *a capella* singing)

3. DANCE MUSIC (AoS3)

Students Study different types of dance music from across the ages:

- Paired dance (Waltz, Tango and Salsa)
- Group/folk/synchronised dance (Line Dance (American, Irish Jig and Reel) and Bhangra)
- Improvised dance (Disco and Club Dance)

4. DESCRIPTIVE MUSIC (AoS4)

Students study descriptive music from the Romantic period to the present day:

- Programme Music (Symphonic music from 1820 onwards)
- Film Music

Controlled assessment and Examinations:

Unit B351: Integrated Tasks (30%)

A performance, a composition and a commentary, all related to Area of Study 1 (the composition and commentary are all part of controlled coursework, i.e. undertaken under timed conditions)

Unit B352: Practical Portfolio (30%)

A portfolio containing a group performance relating to Area of Study 2, a composition relating to Area of Study 2, 3 or 4 and a log and commentary (composition and log are part of controlled coursework)

Unit B353: Creative Task (15%)

A timed task drawing on understanding gained from an area of study, in which candidates develop a short piece and communicate it, based on a stimulus.

Unit B354: Listening Test (25%)

A written paper, with CD, assessing knowledge and understanding of Areas of Study 2, 3 and 4.

Physical Education

Pupils select which pathway to follow:

GCSE Physical Education

Board of Examination Edexcel

The G.C.S.E. Edexcel Syllabus covers a number of areas within the theory and practical. Pupils cover a range of practical activities which are assessed in a final practical exam. Theory is covered from the syllabus specification.

Edexcel	48% Practical Performance
	12% Analyses of Performance and coursework
	40% Theory Exam

3 lessons per week – combination of practical and theory.

BTEC First Sport

Examination Board Edexcel

This course provides an alternative to GCSE PE and is coursework based. Four Units are covered.

Unit 1 Fitness Testing and Training

Unit 2 Practical Sport

Unit 7 Planning and Leading Sports activities.

Unit 11 Development of personal Fitness

Pupils will also have the opportunity to gain the Level One Sports Leader Award during the BTEC course.

BTEC Dance Extended Certificate

BTEC in Performing Arts (Dance)

Exam board: Edexcel

This course provides an alternative to the GCSE course. It results in 2 GCSE's at the end of year 11 A* to C [Distinction* to Pass]

Grading:

3 Units which are marked at Pass, Merit and Distinction.

Unit 1: Performing Dance Mandatory

Choreography, refining material for performance, range of styles, visiting company and visits to performances, accurate reproduction of movement, movement memory, interpretation and self observation/evaluation

Assessment: Two dance styles demonstrated over 3 short performances of 2 minutes each.

2. Contemporary dance

Developing skills in one contemporary style. Warm ups and posture, movement phrases, isolation, rhythm, short set studies, body actions, body shape, build up of phrases and timing.

Assessment: 2 x 1-2 minute dances based on a set study. Solo, partner or ensemble.

3. Jazz dance:

Pop street, funk, musical theatre. Performing basic positions, opposing rhythms, interpreting music, repetition and recall, body management and core stability.

Assessment: 2 x 1-2 minute dances either solo or group.

Practical activities

Pupils will take part in a games making project in year 10 where they work in small groups to create a 'new' game and then compete in a 'season' playing their game and the games produced by other groups. In year 11 the pupil will have the option to work towards a Leadership or GCSE short course qualification.

RELIGIOUS STUDIES (Philosophy and Ethics)

Examination board: OCR

Syllabus Content:

The course is divided into two sections, Philosophy and Ethics, each comprising of 6 topics.

Ethics:

1. **Human relationships:** What are the roles of men and women in the family? Is marriage important? Should we keep sex for marriage?
2. **Medical ethics:** Is abortion ever justified? Do we have a right to end our life? Should we use animals in medical research?
3. **Poverty and wealth:** What causes poverty? Should we care about others? How should we use our money?
4. **Peace and justice:** Is it ever right to fight? How should we treat criminals? Why do we punish?
5. **Equality:** Are men and women equal? Should we forgive? Why are people racist?
6. **The media:** How is religion portrayed in the media? Why is the media influential? Should we have freedom of speech?

Philosophy:

1. **Beliefs about God:** Does God exist? What is God like? Does God perform miracles?
2. **Religious and spiritual experiences:** How do religious people worship? Why do people pray? Why is food and fasting important?
3. **Death and beyond:** Do we have a soul? What happens after we die? Why do we have a funeral?
4. **Good and evil:** Who is the devil? Why does evil exist? How can we cope with suffering? Why should we behave morally?
5. **Reason and revelation:** How is God revealed in the world? Why are sacred texts important?
6. **Religion vs. science:** How did the universe begin? Are humans more important than animals? Should we look after our planet?

Assessment:

There is no coursework or controlled assessment in Religious Studies GCSE. Pupils will sit two written examination papers (one on Philosophy and one on Ethics) each of two hours duration at the end of year 11.

The Year 10 Curriculum Enrichment Day Programme 2010-2011

Wednesday 29th September 2010	Interhouse PSHCE
Tuesday 9th November 2010	History Trip Drama Trip Art Trip First Aid PE
Thursday 20th January 2011	International Day Carbon footprint
Wednesday 23rd March 2011	Study Leave
Tuesday 17th May 2011	Shakespeare
Monday 4th July 2011 to Friday 8th July 2011	Work Experience