



BEAUMONT SCHOOL

**COURSE
INFORMATION
BOOKLET**

**YEAR 11
GCSE ENTRY SUMMER 2011**

INTRODUCTION

Details of GCSE coursework/controlled assessment were published last year in the "Coursework Information Booklet - Year 10 - GCSE Entry Summer 2011". This booklet is primarily designed to give parents further information about the assessment and coursework/controlled assessment requirements of the GCSE courses during your child's examination year. It also contains the Parent Information Sheet on homework which is part of the school's homework policy.

GCSE assessment may include several components:-

- 1) Terminal examination: a written paper in May/June of Year 11.
- 2) Interim examination: a written paper part way through the course, as for science.
- 3) Written coursework/Controlled Assessments.
- 4) Practical assessment.
- 5) Oral assessment.
- 6) Aural assessment.

Page 8 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/controlled assessment, the important deadlines which need to be met, and the means of monitoring work.

Deadlines for all coursework/controlled assessment are summarised on page 9. It is important that pupils keep up to date with the coursework/controlled assessment set; if coursework/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 pathways available Post 16.

The curriculum consists of :

- ◆ a number of subjects
- ◆ a wide range of activities which supplement and enhance the timetable
- ◆ 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 and PE.

In addition to the core subjects your child will be studying three of the following option subjects:- Art & Design, BTEC Art, Drama, Economics, French, Geography, History, Link Support, Music, Physical Education, BTEC Sport, Religious Studies, Design and Technology (**one** of Food Technology, Resistant Materials, Textiles, Graphic Design), Engineering Diploma or 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 Sievewright (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.
- 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.

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 COURSEWORK/CONTROLLED ASSESSMENTS

Many GCSE subjects contain coursework/controlled assessments 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/controlled assessments 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/controlled assessments 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/ controlled assessment 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/controlled assessments,
- 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/controlled assessments,
- do not under any circumstances use any of the web-sites which provide pupils with coursework/controlled assessments.

When submitting coursework/controlled assessments, 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/controlled assessment 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/ controlled assessments, they should consult their subject teachers who will be able to help.

If found guilty of plagiarism the coursework/controlled assessments for that pupil and the one who provided the coursework/controlled assessments, 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.

Subject	Written Exam	Interim Exam Exam	Coursework	Practical Assessment	Oral	Aural
Art	40 (Practical exam)		60			
Business Studies	100 (50% already taken)					
Design & Technology	40		60			
Drama			60	40		
Economics & Business	50 (already taken)		50			
English Language	60		20		20	
English Literature	70		30			
Geography	75		25			
History	75		25			
ICT			100%			
Mathematics	100% (Students do final module Shape, Space and Measure and Algebra work which is 55% of the total score)		N/A			
Mathematics - Modular Option	One module already taken - 19% One module in November - 11%, Final module in June 50% 11%, Final					
Modern Foreign Languages (French, Spanish, German)		Reading 25	25		25	25
Music	25		60 (including performing and composing)	15		
Physical Education	40			60		
Religious Studies	100					
Science	55	25	20			

COURSEWORK/CONTROLLED ASSESSMENT DEADLINES 2010 - 2011

SUBJECT	YEAR 11 DEADLINES
Art	By February half term
Design & Technology	Controlled Assessments will take place throughout the course leading to the final Spring half term deadline.
Drama	Beginning of January 2011
Economics & Business	Terminal Examination in May/June
English Lit.	Last day of the Easter term
English Lang.	Last day of the Easter term
Geography	<p>Interim dates: Monday 4th October: deadline for completed introduction and methodology. Monday 18th October: deadline for completed data presentation.</p> <p>Final Submission date: Friday 12th November: Final deadline</p>
History	Controlled assessment in the late Autumn term. Students will be preparing for the controlled assessment in class and advised by their individual teachers of the specific deadlines and regulations.
ICT	Assessments completed throughout the two years.
Modern Foreign Languages	<p>French, German, Italian, Spanish Orals By March 2011</p> <p>French, German, Italian, Spanish Writing Exams Thursday 31st March 2011</p>
Music	All controlled assessment will be completed in lessons throughout the two years. Students will have completed all of their controlled assessments by Easter 2011
Physical Education	Full Course: Practical PE exam will be some time in late March/Early April 11. Personal Exercise programme due in 16/02/11
Religious Education	N/A
Science	To be notified

CORE SUBJECTS

ENGLISH LANGUAGE & LITERATURE

AQA Examination Board

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: based on the reading of a pre-1914 text (Pre 20th century prose)
3. Media unit - e.g. a response to a film or advertising.
4. Original Writing unit - e.g. a short story or a piece of autobiographical writing.

Oral coursework 20% of 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. Pre 20th century prose
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 the last day of the Easter term.

Coursework is spread over the two year course. At the beginning of Year 11, it is expected that most pupils will have two pieces of written coursework from Year 10 and at least one oral assignment. In Year 11, therefore, the remaining three pieces of written coursework and two oral assignments will be completed.

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.

The final deadline for the submission of GCSE English and English Literature coursework is the last day of the Easter term. No coursework will be accepted after this date.

Homework

Appropriate homework tasks will be set regularly throughout the course.

INFORMATION AND COMMUNICATION TECHNOLOGY

Examination: OCR Level 2 Nationals in ICT (a series of qualifications)

CORE: Level 2 OCR National First Award in ICT

All pupils will follow the core ICT curriculum in Year 11 and build on the work covered in Year 10. 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 will have completed Unit 1 in Year 10 and in order to obtain the full OCR Level 2 National First Award and further demonstrate each pupil's ICT skills, they must complete another half unit, an assignment portfolio on creating computer graphics. This work is internally moderated and externally assessed. There is no written examination.

The areas of ICT for both Years 10 and 11 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.

MATHEMATICS

In Year 11 pupils currently follow AQA Option B Modular Mathematics Course.

The **AQA Option B Modular Mathematics Course** consists of three modules which may be taken in sessions which the examination board runs in November, March and June. Students will have sat Modules 1 and 3 in Year 10.

- Module 5 is the Algebra and Shape, Space and Measures Module and contributes 55% of the final assessment mark.

There is no longer a coursework component for 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.

Homework

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

SCIENCE

In Year 11 the majority of students will be following the **Additional Science** syllabus. In June of Year 11 these students will sit structured question examination papers in additional Physics (P2), additional Chemistry (C2) and additional Biology (B2). Each of these exams counts for 25% of the qualification. As in year 10 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. 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 P2, C2 and B2. From this a final grade for additional science is determined. Coursework marks for the additional 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.

Some students, who have chosen the Triple Science option, will follow separate Biology, Chemistry and Physics syllabuses. In early June of Year 10 they would have sat 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. In the January of year 11 these students will sit structured question papers in additional Physics (P2), additional Chemistry (C2) and additional Biology (B2), again worth 25% of each individual qualification. Lastly in June of the Year 11 the students sit structured question papers in **extension** Physics (P3), extension Chemistry (C3) and extension Biology (B3), again worth 25% of each individual qualification. As with the students following Additional Science, the students following the Triple Option will complete Investigative skills assessments or I.S.A. in each subject area. The I.S.A. accounts for 25% of the marks of the individual Physics, Chemistry, and Biology GCSE. During Yr 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

Appropriate homework tasks will be set regularly throughout the course.

OPTION

SUBJECTS

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: Shoes**

Each unit must demonstrate four 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 for coursework is February half term there are unit deadlines to meet. These are published at the start of the course.
- 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

Homework 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.

- It is a single tiered paper
- It 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 revision based and will cover the following activities research, design, development, planning, evaluation and study for the final examination.

DRAMA

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):

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

In Year 11 the focus switches to economics. The course is called 'Introduction to Economic Understanding' and covers concepts such as external influences, perspectives, risk, government initiatives, growth, control of firms, standards of living and inequality.

At the end of the year students sit a written examination which makes up 50% of the final GCSE.

BUSINESS STUDIES—EDEXCEL

In Year 11 the students study businesses in greater depth. The course is called 'Building a Business'. Areas covered include further marketing, customer needs and the ability to meet them, effective financial management, human resource management and ethical business.

At the end of the year students sit a written examination which makes up 50% of the 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.

Useful resources (including textbooks and websites/blogs etc)

There is a lot of revision material and support on the department blog; www.beaumontbusiness.blogspot.com

GEOGRAPHY

Exam Board: Edexcel B

Course Content:

In Year 11, students will be completing Unit 2 of the course which is called 'People and Planet'. This includes learning about population, resources, urban areas, rural areas, global economy and development.

This unit will be externally assessed through a 1 hour, written exam in June of Year 11. This will count for 25% of the final mark.

At the end of Year 11 students will also complete Unit 3 Making Geographical Decision. A pack of resources will be released before the exam and students will study these during lessons and the exam will relate to this material. This will count for 25% of the final mark.

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. Class time is used to complete the controlled assessment in this time period and students are also allowed to complete some aspects of the work at home. It is marked out of 50 across the following areas:

- **Planning** – medium control (students are able to work on this at home)
- **Methods of data collection** - medium control (students are able to work on this at home)
- **Data presentation** – high control (students to complete all of this section in school)
- **Analysis and conclusions** - high control (students to complete all of this section in school)
- **Evaluation** - high control (students to complete all of this section in school)

If students are absent during lessons they will have to attend lunchtime catch up sessions and the same applies to those students who receive extra time in exams. The final deadline will be at the end of November.

Homework

Appropriate homework tasks will be set regularly throughout the course.

INFORMATION & COMMUNICATION TECHNOLOGY

Examination: OCR Level 2 Nationals in ICT (a series of qualifications)

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 grades 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

Homework

No homework is set for this course.

MODERN FOREIGN LANGUAGES: French, German, Italian and Spanish

In Modern Languages 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.**

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 is coursework for some sets.

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 will have with the Foreign Language Assistants and lessons in the Language Laboratory

Pupils have the opportunity to take a mock GCSE oral exam 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.

French, German, Italian and Spanish are assessed through speaking, listening, reading and either writing or coursework. Each component represents 25% of the total marks available.

GCSE AQA French / German AS Level

Unit 1: Listening, Reading and Writing

Written paper 2 hours

70% of total AS marks, 35% of total A level marks

Candidates will answer a range of questions based on approximately 5 minutes of heard material and on a selection of written texts. They will also respond in writing to a question based on one of the AS topics from a choice of three.

Available for examination January and June:

Media

- Television
- Advertising
- Communication technology

Popular Culture

- Cinema
- Music
- Fashion/trends

Unit 2: Speaking Test

Speaking Test 35 minutes (including 20 minutes preparation time)

30% of total AS marks, 15% of total A level marks

Candidates will discuss a target-language stimulus card based on one of the AS topics and take part in a conversation covering three further AS topics

Available for examination January and June:

Healthy Living/Lifestyle

- Sport/exercise
- Health and well-being
- Holidays

Family/relationships

- Relationships within the family
- Friendships
- Marriage/partnerships

Homework

Appropriate homework tasks will be set regularly throughout the course.

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 ENSEMBLE PERFORMANCE.

Autumn Term 1 & 2: Short composition tasks relating Composition 2, in preparation for Controlled Assessment.

Autumn 1 & 2: Short and 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.

Spring Term: 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

Coursework 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.

For further information please contact Miss H Doan

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. All pupils have three 45 minute lessons a week.

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.

Homework

Appropriate homework tasks will be set regularly throughout the course.

The Year 11 Curriculum Enrichment Day Programme 2010-2011

Wednesday 29th September 2010	Interhouse Getting the best out of next year
Tuesday 9th November 2010	Moving on PSHCE Language Orals
Thursday 20th January 2011	International Day Language of Communication
Wednesday 23rd March 2011	Catch up coursework Assessment Language Orals
Tuesday 17th May 2011	Study Leave