

## CURRICULUM CHOICES INFORMATION BOOKLET SPRING 2017

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Welcome to your **Key Stage 4 Curriculum Choices Booklet**.

In here you will find information about all the courses you can choose from next year, plus guidance about how to make your choices. There is a lot of information which you will need to study very carefully. You also need to talk with your parents, Form Tutor and your subject teachers. In addition, you will have a meeting with a member of senior staff to discuss your choices and you may also ask to speak to our Personal Adviser from **Youth Connexions** ( the careers education and impartial advice and guidance service ).

More information will be available at the **Options Evening** on:

**Tuesday 24 January 2017**

The **deadline** for returning your completed "Learning Pathways" ( Options ) Form is:

**Thursday 23 February 2017**

Please hand the form to your Form Tutor on or before that date. Enjoy choosing!

## **A BROAD AND BALANCED CURRICULUM**

It is our responsibility to make sure that every student has access to a broad and balanced curriculum. Therefore, although there is some choice, there are certain subjects and types of subjects which you must study. This will make sure that you have the best range of opportunities when you complete these courses in Year 11. The subjects everyone follows make up the **Core Curriculum** and the option subjects you choose make up the **Choices Curriculum**. Putting your Core and Choices together will lead to a broad and balanced curriculum. Not all course choices lead to qualifications, for example, core PE. Some students may choose to take a non-exam subject such as 'Food for Life' as one of their options. Other students may be invited to join a Literacy Support group to receive additional help with their literacy.

## **THE CORE CURRICULUM**

All students take the subjects below:

- **English Language**
- **English Literature**
- **Mathematics**
- **Science - GCSE Combined Science (two GCSEs are awarded)**
- **A foreign language ( French, German or Spanish )**
- **Personal, Social, Health, Citizenship & Economic Education (PSHCEE)** which includes aspects of **Religious Education** - this is a non-examined subject
- **Physical Education (Core)** - this is a non-examined subject

## THE CHOICES CURRICULUM

We offer a wide range of choices at GCSE and BTEC level. There are **four choices** to be made and you must make these very carefully, bearing in mind the courses you want to study after Year 11 and the type of career you may wish to follow in the future.

Many parents will remember from their own school experience being given option blocks and told to choose one subject from each – we now ask students what they would like and then put these subjects into teaching blocks to give the maximum number of students their preferences. However, not all combinations are possible and students must also give reserve choices as we may not be able to allocate every student all of their first four choices. If no reserve choices are given, students will be allocated a subject, if necessary. When allocating students to groups, we take into consideration the order of preference of the subjects they have listed. Therefore, please put numbers (1 to 4 ) in the option boxes and not ticks.

### Section A

This section of the form lists the **Core Subjects**. In this section you can choose the foreign language you wish to take or you can receive Literacy Support if you have been invited to do so. In Combined Science you will study the double GCSE award. You will also take Core PE which is a non-exam subject. In Core PE, students will select a pathway of activities for the two years covering a variety of sports (such as Football, Netball, Hockey, Athletics, Gymnastics, Trampolining and Health-related Fitness) as well as several individual activities. Pathways will be explained during the Summer Term of Year 9, during students' normal PE lesson where they will be supported in making their choices. Please note that GCSE PE and BTEC Sport are both option subjects, i.e. in addition to Core PE.

### Section B

In Section B you have the opportunity to select **four courses** you wish to follow throughout Key Stage 4. To ensure a broad and balanced curriculum, you should only select up to two subjects from any section. Please note that students are required to include either Geography or History in their four choices. This is explained in the information about the EBacc below.

**All of the websites listed in this booklet are available as direct links from the school's website. Click on 'Students of Beaumont' > 'How We Learn' > 'Year 9 Options'.**

**An electronic copy of this booklet and the Options Form can also be found here.**

## The ENGLISH BACCALAUREATE or “EBacc”

The English Baccalaureate is not a qualification in itself but a combination of subjects which the Department for Education (DfE) believes provides a ‘core academic curriculum’ for future study and employment.

‘The English Baccalaureate is intended to give students greater opportunity to study in and beyond the vital core of English, Mathematics and the Sciences. The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, the Russell Group guide on making ‘informed choices’ for post-16 education identifies ‘facilitating subjects’ [ see the link below ]. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate – Mathematics, English, Physics, Biology, Chemistry [or Combined Sciences], Geography, History and Languages (Classical and Modern).’

DfE

<http://www.russellgroup.ac.uk/informed-choices/>

Up until 2015, the government’s expectation was that all students were *able to choose* to follow a curriculum which included the EBacc subjects. However, there is now an *expectation* from the DfE that ‘at least 90% of pupils in mainstream secondary schools will enter the EBacc’ and that ‘the EBacc becomes the default option for all pupils’. Therefore students must include either Geography or History within their four option subject choices. However, the policy also states that ‘schools should be able to determine the small minority of pupils for whom taking the whole EBacc is not appropriate’ and, in discussion with parents, the Learning Support department will help students to construct a more suitable learning pathway within the option choices where necessary. The DfE identifies such instances as ‘pupils with complex special educational needs, pupils who have spent significant amounts of time out of education, recent arrivals to the country and pupils who are only able to take a limited number of Key Stage 4 qualifications as they need significant additional time in the curriculum for English and Mathematics’.

The government has further stated that ‘the EBacc provides a rigorous academic core at Key Stage 4, without compromising on providing a rich, broad and balanced curriculum for pupils. It consists of only five subject areas. This means that there is time for most pupils to study other valuable subjects in addition to the EBacc, including religious studies, arts subjects, or vocational and technical disciplines’.

## IMPARTIAL ADVICE & GUIDANCE

The Impartial Advice and Guidance programme enables students to make informed decisions about their futures, be it in employment with training (such as an Apprenticeship) at age 16 or in higher or further education. All students in Year 8 and above can request a careers guidance interview with the school's *Youth Connexions* Personal Advisor, Claire Blanchard, at any time should they wish for one.

The Careers/Youth Connexions Library is located in the reference section of the school Library. It is well resourced with information about different careers pathways, university or college courses and Apprenticeships. The Library has open access throughout the school day and the Library staff are happy to provide guidance on how to use the resources available.

From Year 9, all students are also given guidance in and access to Careers Guidance software which they can use both in school and from home via the internet. The web address for this software can be found on the school's website ( see page 3 ).

As part of your Impartial Advice and Guidance / Careers and Work-Related Education, you will:

- **go on a one week Work Experience placement in the Summer Term of Year 10.**
- **be offered guidance in how to fill in application forms, write a CV, prepare for interviews etc.**
- **have a personal interview with a member of senior staff regarding Post 16 options.**
- **have opportunities within PSHCEE lessons to investigate different careers and education routes, learn how to action plan and make informed decisions.**
- **Take part in the Year 11 '*Moving On*' Curriculum Enrichment Day in which you learn about local Labour Market Information; consider effective choice-making; investigate how specific qualifications link to career paths and take part in a 'Careers Fair' attended by a range of local employers, colleges, universities and training providers.**

Information about all aspects of **Careers Education, Information, Advice & Guidance** can also be found on the Beaumont School 'Careers blog' which can be accessed from the school website or at: <http://careersatbeaumontschool.blogspot.co.uk/>

**For further information please contact Mr C Cross**

## LIKELY TRIPS & VISITS IN KS4

SUBJECT	YEAR	VISIT	APPROX. COST
Art/Graphics	10	London Art Gallery	£6
Drama	10/11	Theatre visits (for coursework)	£25
Drama / Music	10/11	Study trip to Lake Garda Easter 2018	£750
English	10	Drama day focusing on a Shakespeare text	-
English	10/11	Various theatre trips organised	£20 (average cost per trip)
Geography	11	GCSE Geography trip (destination TBC) to carry out field work for exam.	£180
Music	10/11	Various Concert and Theatre trips	£25
PE	10/11	Climbing, swimming	£50 - £60

**The cost of these trips will be subsidised for students eligible for Pupil Premium\* additional funding**

**Please contact the school's Finance Office if you wish to discuss the funding of a school trip**

\* the Pupil Premium is additional funding schools receive for all students whose families are currently receiving Free School Meals or have received them at any point over the past six years. Children in Local Authority Care or children adopted from Care are also eligible.



# CORE SUBJECTS



## TOPICS & IDEAS STUDIED

- Analysis of Literary texts: prose, drama and poetry
- Study of spoken language
- Creative writing
- The moving image
- Speaking and listening

## USEFUL SKILLS

Essay-writing  
Independent reading and research  
Discussion and presentational skills

## COURSE ASSESSMENT

### Exam Board AQA Examinations

#### English Language Exam

Paper 1 Explorations in Creative Reading and Writing (50%)  
Paper 2 Writers' Viewpoints and Perspectives (50%)

#### English Literature Exam

Paper 1 Shakespeare and the 19<sup>th</sup> Century Novel (40%)  
Studied Texts: The Strange Case of Dr Jekyll and Mr Hyde – Robert Louis Stevenson and Macbeth – William Shakespeare

Paper 2 Modern Texts and Poetry (60%)  
Studied Texts: An Inspector Calls – J. B. Priestley  
An Anthology of poems focused on themes of Power and Conflict

Speaking and Listening will be assessed as a discrete element of language.

**Qualification** Two GCSEs: English Language and English Literature  
One tier entry. The grading system runs from 1 – 9, 1 being the lowest grade and 9 the highest.

## FURTHER INFORMATION

[www.aqa.org.uk/english](http://www.aqa.org.uk/english)

Miss K Piercey, Head of English

## TOPICS & IDEAS STUDIED

- The aim of the course is to promote the development of mathematical knowledge and oral written and practical skills which can be applied in everyday situations
- Topic areas include Number, Algebra, Geometry, Measures, Statistics and Probability
- Emphasis on problem-solving, selecting strategies and applying mathematical techniques are all prominent features of the work.
- There will be a greater emphasis in examinations on the assessment of applying mathematics and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world.

## USEFUL SKILLS

- Problem solving
- Good written communication skills
- Thinking logically
- Recall of necessary methods and formulae

## COURSE ASSESSMENT

<b>Exam Board</b>	<b>Edexcel</b>
<b>Examinations</b>	Specification 1MA1:  There are three written examinations to be taken at the end of the GCSE course and any part of the content may be assessed on any paper. Each paper has an equal weighting of 80 marks, so 240 marks in total.  Paper 1 is non-calculator; in the other two papers a calculator may be used.
<b>Controlled Assessment</b>	N/A
<b>Qualification</b>	Single GCSE: There are two tiers of entry i.e. Higher and Foundation.

## FURTHER INFORMATION

[www.edexcel.com/quals/gcse/gcse10/maths/pages/default.aspx](http://www.edexcel.com/quals/gcse/gcse10/maths/pages/default.aspx)

Mr K Smith, Head of Mathematics

## TOPICS & IDEAS STUDIED

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

## USEFUL SKILLS

- The ability to listen to and understand spoken French in a range of contexts and a variety of styles
- Communicate in speech and writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Language learning and communication skills

## COURSE ASSESSMENT

<b>Exam Board</b>	<b>AQA</b>
<b>Examinations</b>	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
<b>Speaking Assessment</b>	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
<b>Qualification</b>	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Miss B Ashton  
Head of French

Mrs S R Lutz  
Head of Modern Languages

## TOPICS & IDEAS STUDIED

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

## USEFUL SKILLS

- The ability to listen to and understand spoken German in a range of contexts and a variety of styles
- Communicate in speech and writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Language learning and communication skills

## COURSE ASSESSMENT

<b>Exam Board</b>	<b>AQA</b>
<b>Examinations</b>	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
<b>Speaking Assessment</b>	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
<b>Qualification</b>	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Mrs S R Lutz  
Head of Modern Languages i/c German

## TOPICS & IDEAS STUDIED

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

## USEFUL SKILLS

- The ability to listen to and understand spoken Spanish in a range of contexts and a variety of styles
- Communicate in speech and writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Language learning and communication skills

## COURSE ASSESSMENT

<b>Exam Board</b>	<b>AQA</b>
<b>Examinations</b>	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
<b>Speaking Assessment</b>	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
<b>Qualification</b>	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Mrs H Duckworth  
Joint Head of Spanish (Acting)

Mrs M Rennie  
Joint Head of Spanish (Acting)

Mrs S R Lutz  
Head of Modern Languages

## TOPICS & IDEAS STUDIED

The Media and Public Opinion	Work Experience Preparation	Financial Awareness	Drugs Recap and the Law	First Aid
Criminal Justice System	Moral Dilemmas	Freedom of Speech	Stress Management	Topical Issues

## USEFUL SKILLS

Through involvement with this course, it is hoped that students will develop:

- Confidence and responsibility for making the most of their abilities.
- A healthy, safer lifestyle.
- Good relationships and respect the differences between people.
- Knowledge and understanding about becoming informed citizens.
- Skills of enquiry and communication.
- Skills of participation and responsible action.

## COURSE ASSESSMENT

As a non-examined component of the curriculum, students are not given a GCSE grade for this subject. They do however receive a summative comment written by their PSHCEE provider as part of their Year 10 report.

## FURTHER INFORMATION

Many of the topics covered feature on the following Youth Connexions website:  
[www.channelmogo.com](http://www.channelmogo.com)

Miss E Cleverly  
Head of PSHCEE

# Combined Science

## TOPICS & IDEAS STUDIED

The content of the course represents two GCSEs hence the subject is allocated double lesson time:

- Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis, inheritance variation and evolution, ecology.
- Chemistry: atomic structure and the periodic table, bonding and properties, quantitative chemistry, chemical changes, energy changes, rate of chemical change, organic chemistry, chemical analysis, the atmosphere, using resources
- Physics: forces, energy, waves, electricity, magnetism and electromagnetism, the particle model, atomic structure.

## USEFUL SKILLS

- Revision skills: The science curriculum contains a large amount of content. Nearly every lesson introduces new ideas. It is therefore vital that students revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exams.
- Literacy: students need to express scientific ideas clearly, in good English.
- Practical skills will be continuously assessed throughout the course and planning and analysis of practical work will be tested in the final examinations.

## COURSE ASSESSMENT

<b>Exam Board</b>	AQA
<b>Examinations</b>	Six papers, each 1 hour 15 minutes, taken at the end of Year 11. There are two papers for each of Biology, Chemistry and Physics AQA
<b>Qualification</b>	GCSE Combined Science (Double Award)

The qualification will be graded on a 17 point scale: 1-1 to 9-9, where 9-9 is the highest grade, with intermediate grades, such as 4-5 and 7-8.

Foundation students will be awarded a grade between 1-1 and 5-5. Higher students will be awarded a grade between 4-4 and 9-9. Higher students who fail to reach the lowest possible grade will be recorded as a U (unclassified) and will not receive a qualification certificate.

There is no coursework in this qualification. There are a series of required practicals which will be completed throughout the course, which are then assessed in the written papers.

## FURTHER INFORMATION

AQA website: course is GCSE Combined Science: Trilogy  
<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Mrs J Cavanagh, Head of Science





# OPTION SUBJECTS



## TOPICS & IDEAS STUDIED

GCSE Art and Design will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department.

As an Art student, you will be given the opportunity to explore a broad range of skills, materials and techniques. This includes: painting, drawing, photography, Photoshop, print-making and mixed media.

Students will explore media in both 2D and 3D formats.

As an Art student, you will be studying a variety of 'themed' projects, in which you can develop your ideas in a personal and creative way.

## USEFUL SKILLS

To study GCSE Art and Design, the following skills will come in useful:

- A passion for Art and Design
- Creativity and imagination
- Communicating your ideas
- An interest in the work of other artists and designers

## COURSE ASSESSMENT

### Exam Board Edexcel

At GCSE, students will produce a 'Personal Portfolio' of coursework with a supported sketchbook. In Year 11, students will complete an Art Exam on a 'given theme' but may choose freely the media in which they complete the exam and they are given eight planned weeks to prepare for it.

Unit 1: Personal Portfolio (Coursework) 60% (Externally moderated)

Unit 2: Externally Set Assignment (Exam). Students are given eight weeks to prepare for the exam, including the production of a sketchbook and final piece)

40% (Externally moderated)

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://www.edexcel.com/quals/gcse/gcse09/Art/Pages/default.aspx>

Please come and visit any member of the Art Department who can show you exemplar work and sketchbooks.

Miss F May and Ms V Findlay

## TOPICS & IDEAS STUDIED

GCSE Art and Design Graphic Communication will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department.

As an Art and Design Graphic Communication student you will be asked to convey information and ideas through visual and other means. The critical element for a Graphic Designer is the successful communication of a message through the organisation of images and words. Students will work in a range of disciplines including advertising, illustration, typography and packaging.

## USEFUL SKILLS

To study GCSE Art and Design Graphic Communication, the following skills will come in useful:

- A passion for Graphic Design
- Creativity and imagination
- Communicating your Ideas in a range of disciplines.
- An interest in the work of other artists and designers

## COURSE ASSESSMENT

### Exam Board AQA

All GCSE students will produce a 'Personal Portfolio' of coursework with a supported sketchbook or portfolio file. In Year 11, students will complete a Graphic Design Exam on a 'given theme' but may choose freely the media in which they complete the exam, and they are given eight planned weeks to prepare for it.

Unit 1: Personal Portfolio (Coursework) 60% (Externally moderated)

Unit 2: Externally Set Assignment (Exam). Students are given eight weeks to prepare for the exam, including the production of a sketchbook and final piece  
40% (Externally moderated)

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<https://www.aqa.org.uk/subjects/art-and-design>

Please come and visit any member of the Art Department who will be happy to discuss this course with you.

Miss F May and Ms V Findlay

## TOPICS & IDEAS STUDIED

Theme 1: Investigating small business:

- How and why do business ideas come about?
- What makes a successful business?
- Develop an idea, spot an opportunity and turn it into a successful business.
- Understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Theme 2: Building a business:

- How does a business develop beyond the start-up phase?
- Key business concepts and issues and decisions you need to make when growing a business and working in a global business.
- Meeting customer needs, making marketing, operational, financial and human resourcing decisions
- Explore how the wider world impacts the business as it grows.

## USEFUL SKILLS

- Communicating and explaining your ideas
- Thinking creatively and making decisions
- Working with numbers to solve business problems
- Learning about the world of business through real and relevant local and international brands

## COURSE ASSESSMENT

### Exam Board Edexcel

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

Paper 1 - Theme 1: Investigating small business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

Paper 2 - Theme 2: Building a business

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

## FURTHER INFORMATION

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Mrs B Austin, Head of Economics & Business

## TOPICS & IDEAS STUDIED

- The main challenges to the creation and running of a small business
- Enterprise skills
- The factors affecting a firm from outside influences
- The effects of competition
- The effects of marketing on a business
- How to satisfy customers' needs
- Effective financial management
- How to manage people

## USEFUL SKILLS

- Team work
- Creativity
- Independent research
- Organisation
- Decision making

## COURSE ASSESSMENT

### Exam Board Edexcel First Award Level 2

#### Assessment

This is a vocational course, therefore students will need to fulfil a range of course work tasks that need to be completed throughout the year. These may include written answers, posters, leaflets, films and presentations. You will be assessed through a combination of coursework (75%) and online assessment (25%).

**Qualification** The successful completion of the course will result in the BTEC Level 2 being awarded. Graded at Pass, Merit, Distinction and Distinction\*. It is equivalent to one GCSE.

## FURTHER INFORMATION

Exam Website <http://www.edexcel.com/quals/firsts12/business/Pages/default>

Mrs B Austin, Head of Economics & Business

## TOPICS & IDEAS STUDIED

- Food hygiene and safety
- Choosing ingredients and meal planning
- Following recipes and using equipment

## USEFUL SKILLS

Practical skills in preparing a range of basic foods (eggs, breakfast dishes, packed lunches, soups, salads, bread, pastry, pasta, vegetables, fish, meat, fruit, cakes and biscuits)

Life skills in numeracy (weighing, measuring and costing ingredients); decision-making (selecting foods and ingredients); literacy (following a recipe); applied science and humanities (where does food come from and how does cooking affect change food?); social and communication skills (cooking in a team and by yourself, for others and for yourself).

## COURSE ASSESSMENT

### Controlled Assessment

This course has been devised by the school to provide experience of teaching Life Skills through food.

There is no formal qualification awarded by an examining body but candidates will compile brief documentary evidence of their achievements (e.g. photograph of what they have made), appropriate for further formal training, work or study.

## FURTHER INFORMATION

Mrs J Bailey and Mrs J Johnston

## TOPICS & IDEAS STUDIED

- Nutrition and health
- Food commodities
- Meal planning
- Food preparation and cooking
- Food safety and preservation
- Consumer education

## USEFUL SKILLS

- Practical skills in preparing a range of foods and ingredients (meat, fish, poultry, bread, cakes, pastries, dairy foods, rice, pasta, fruits and vegetables)
- Research, analysis, planning and evaluation techniques

## COURSE ASSESSMENT

<b>Exam Board</b>	OCR
<b>Examinations</b>	J309 Food Preparation and Nutrition. One Exam, 1 hour and 30 minutes (50% of marks)
<b>Controlled Assessment</b>	Food investigation task (15% of marks) in September of Year 11 Food preparation task (35% of marks) in November of Year 11
<b>Qualification</b>	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/gcse-food-preparation-and-nutrition-j309-from-2016/>

Mrs J Bailey and Mrs J Johnston

## TOPICS & IDEAS STUDIED

- Use of creativity and imagination to design and make prototypes that solve real and relevant problems
- Learn about established and contemporary technologies, materials and processes to manufacture products
- Application of relevant knowledge, skills and understanding in science and mathematics related to Design & Technology
- Demonstrate knowledge and understanding of technical principles through practical based projects

## USEFUL SKILLS

- Freehand sketching and rendering
- ICT especially Google slides, Photoshop, Google 'Sketch up' and 2D Design
- Model making and manufacturing skills using wood, metal and plastic
- Science and Mathematics skills

## COURSE ASSESSMENT

<b>Exam Board</b>	This information is subject to confirmation. Ms Atsiaris will confirm the specification details at the Options Evening
<b>Examinations</b>	Exam with a weighting of 50%
<b>Controlled Assessment</b>	Design and manufacture project with a weighting of 50%
<b>Qualification</b>	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

Ms C Atsiaris, Head of Design & Technology

## TOPICS & IDEAS STUDIED

Learning about woven and printed fabrics and the understanding of fibres, yarns and fabrics. Areas of the course are constructed textiles, digital textiles, dyed fabrics, printed fabrics, fashion design, installed textiles, soft furnishings and stitched and embellished textiles.

We will also investigate and be inspired by historical and contemporary textile and fashion designers work, using their ideas to develop a sketchbook of ideas. From their research students will develop final pieces, either a fashion piece, for example a corset or soft furnishing, for example a cushion or wall hanging.

## USEFUL SKILLS

- Passion for Fashion and or soft furnishing design
- Enjoy designing and using colour to create ideas.
- Enjoy drawing and Enjoy creating sketchbooks for textile ideas.
- Love practical making. Will to experiment creatively with processes and techniques such as weaving, printing, pattern making and cutting hand and machine embroidery, knitting, batik, appliqué and collage.
- Independent research.
- Enthusiasm for Textiles!

## COURSE ASSESSMENT

<b>Exam Board</b>	OCR
<b>Examination</b>	GCSE Textile Design
	Portfolio: 60% of your marks, Exam: 40% Exam for 10 hours.
<b>Qualification</b>	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/>

Mrs M Ten Dam and Mrs L Lloyd

## TOPICS & IDEAS STUDIED

- **Component 1: Devising Drama**  
Create a devised performance in groups. Can be a performer or designer. This is supported by a portfolio. The portfolio can be made up by combination of writing, images, artefacts and video
- **Component 2: Text Performance**  
Take part in two extracts from one text. Can be a performer or designer. Visiting examiner.
- **Component 3: Examination**
  - a) **Written Exam.** Preparing and performing a text working as a director, performer or designer.
  - b) **Review of live theatre production**

## USEFUL SKILLS

- Teamwork/collaboration, creativity, imagination
- Communication
- Essay writing
- Evaluation of your own work and live theatre

## COURSE ASSESSMENT

### Exam Board OCR

#### **Component 1:** Non exam assessment (30%)

40 marks: portfolio  
20 marks: final performance

#### **Component 2:** Practical visiting examiner (30%)

40 marks: practical demonstration of skill  
20 marks: interpretation of text

#### **Component 3:** Examination: 1 hour and 30 minutes (40%)

50 marks: range of different questions on set text  
30 marks: answer one question on live theatre production seen as part of the course.

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

**Drama Department blog:** <http://dramaatbeaumontschool.blogspot.com/>

Twitter @BeaumontDrama

Miss Z Shepherd, Head of Drama



## TOPICS & IDEAS STUDIED

**Unit One: Global Geographical Issues** Students will complete topics about our hazardous Earth, the development dynamics across and within countries, and the challenges facing our urban world.

**Unit Two: UK Geographical Issues** Students will complete topics about the UK's evolving physical landscape, the UK's evolving human landscape and a geographical investigations question related to **fieldwork** which will be undertaken during Year 11.

**Unit Three: People and Environmental Issues** Students will complete topics about people and the biosphere, forests under threat, and consuming energy resources. This knowledge will be used to make a decision within the **geographical decision making section**.

## USEFUL SKILLS

- Extended Writing Skills
- Effective researching
- Working independently as well as in small groups
- Being able to analyse a range of information
- Summarising and analysing data and facts in order to make an informed decision
- Good justification skills
- Effective use of ICT to present data/fieldwork and complete research

## COURSE ASSESSMENT

**Exam Board: Edexcel**

**Paper/Unit One: 1GB0/01 Global Geographical Issues:** 1hr 30min exam with multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing question, ( 37.5% ).

**Paper/Unit Two: 1GB0/02 UK Geographical Issues:** 1hr 30 min exam with multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions, ( 37.5% ).

**Paper/Unit Three: 1GB0/03 People and Environment Issues:** 1hr 30 min exam with multiple-choice questions, short open, open response and extended writing questions. One 8 mark and one 12 mark decision-making extended answer question, ( 25% ).

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

Exam Board Website:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

Geography Department blog: [www.beaumontgeoggers.blogspot.com](http://www.beaumontgeoggers.blogspot.com)

Mr R Osborne and Miss M Anderson, joint Heads of Geography (acting)

## TOPICS & IDEAS STUDIED

In **Year 10**, two units are covered, a modern, depth study unit and a thematic unit:

**The USA 1954-75: conflict at home and abroad** (Examining the development of the Civil Rights Movement and US involvement in Vietnam).

**Warfare and British Society, c1250–present, and London and the Second World War: 1939-45** (Studying the nature, process and experience of change through four eras).

In **Year 11**, one further unit covers a British depth study and a period study:

**Anglo-Saxon and Norman England, c1060-88** (Exploring the Norman Conquest, William I in power and Norman England)

**Spain and the 'New World', c1490- c1555** (Investigating the Spanish explorations of Columbus, Cortes and Pizarro and the Spanish settlement and impact on the inhabitants of the Caribbean, Mexico and Peru).

## USEFUL SKILLS

History develops many useful skills:

- The ability to write structured pieces of work which are analytical, selective and present a coherent argument.
- The ability to select useful and reliable evidence to support an argument and make reasoned judgements
- To write precisely and concisely in timed conditions

## COURSE ASSESSMENT

**Exam Board: Edexcel**

**Examinations** Three written examinations in the summer of Year 11:

**Paper 1:** Thematic unit (Warfare and British Society), **1 hour 15 minutes, 30%**

**Paper 2:** British depth study and a period study unit (Anglo-Saxon and Norman England, c1060-88 and Spain and the 'New World', c1490- c1555), **1 hour 45 minutes, 40%**

**Paper 3:** Modern Depth Study (The USA 1954-75: conflict at home and abroad), **1 hour 20 minutes, 30%**

There is no controlled assessment

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016>

Ms D Esmizadeh, Head of History

## TOPICS & IDEAS STUDIED

All students will complete:

Unit 01: Computer Systems and programming - Exam  
Unit 02: Computational thinking, algorithms and Programming - Exam  
Unit 03: Programming Project – Controlled Assessment

## USEFUL SKILLS

- Develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts;
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming;
- Use your knowledge and understanding of computer technology to become an independent and discerning user of IT, able to make informed decisions about the use and be aware of the implications of different technologies;
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts;
- Develop computer programs to solve problems;
- Develop the skills to work collaboratively;
- Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

## COURSE ASSESSMENT

<b>Exam Board</b>	OCR
<b>Examinations</b>	Unit 01 – Computer Systems Theory. A written exam 1hr 30 mins – 40% of total GCSE  Unit 02 – Computational thinking, algorithms and Programming. A written exam 1hr 30 mins – 40% of total GCSE  Unit 03 – Programming Project Controlled Assessment 20 guided learning hours 20% of total GCSE
<b>Qualification</b>	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

Mr J Goddard, Head of Computer Science

## TOPICS & IDEAS STUDIED

ICT students will complete the following units:

Units

- R001: Understanding computer systems  
R002: Using ICT to create business solutions  
R005: Creating an interactive product using multimedia components  
R007: Creating dynamic products using sound and vision

## USEFUL SKILLS

The course aims to:

- Stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.
- Develop students' ability to select and use digital applications appropriately and produce high quality outcomes.
- Promote the use of digital applications achieving a goal, rather than for their own sake.
- Enhance creativity and communication.
- Equip students with some of the skills that they will need in the workplace or in further education or training.
- Encourage students to reflect critically on their own and others' use of digital applications.

## COURSE ASSESSMENT

<b>Exam board</b>	OCR
<b>Assessment</b>	R001 is a written paper – 1 hour, worth 60 marks. The remaining three units are Controlled Assessments which are internally marked then go through external moderation. Each unit is worth 25% of the final grade.
<b>Qualification</b>	Cambridge National Certificate in ICT Level 1 and 2. Graded at Pass, Merit, Distinction and Distinction Star. It is equivalent to one GCSE.

## FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/>

Mr J Goddard, Head of Computer Science

## TOPICS & IDEAS STUDIED

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

### **My Music**

Students will study, perform and compose music that is relevant to them, their tastes, and their instruments.

### **The Concerto through time**

Students cover the broad developments in Western Classical Music by focusing on the development of the concerto, a famous musical form.

### **Rhythms of the World**

Students cover a huge range of 'world music', including African drumming, Folk Music from the Middle East, the Mediterranean and the Americas, as well as Indian Classical Music and Bhangra.

### **Conventions of Pop**

Students study pop music from the 1950s to the present day, covering everything from rock 'n' roll to the solo pop artist.

### **Film Music**

Students study some of the most famous music written for films and video games.

## USEFUL SKILLS

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 ASSESSMENT

### **Exam Board OCR**

#### **Performing Music** (30% of total)

Students produce one solo and one ensemble performance during the course.

#### **Composing Music** (30% of total)

Students produce two compositions during the course.

#### **Listening and Appraising** (40% of total)

Throughout the course students study styles, traditions and works from the Areas of Study outlined above. Their understanding is assessed by an examination taken at the end of the course. Students will need to be able to answer questions on pieces of music heard during the exam.

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

Qualification website	<a href="http://www.ocr.org.uk/qualifications/gcse-music-i536-from-2016/">http://www.ocr.org.uk/qualifications/gcse-music-i536-from-2016/</a>
Music Department Blog	<a href="http://www.musicatbeaumontschool.blogspot.com">www.musicatbeaumontschool.blogspot.com</a>
Twitter	<a href="http://www.twitter.com/BeaumontMusic">www.twitter.com/BeaumontMusic</a>
Literature	<a href="#">OCR GCSE Music Study Guide by Steven Berryman, Hanh Doan, David Guinane and Paul Terry (Rhinegold Education)</a>

Mr D Guinane, Head of Music

# Philosophy, Ethics & Religion

## TOPICS & IDEAS STUDIED

**Component 1:** The study of Christianity and Islam: beliefs, teaching and practices.

**Component 2:** Philosophical and Ethical themes:

- Relationships and families  
(Sex, marriage and divorce; families and gender equality)
- Religion and life  
(Origins and value of the universe; origins and value of human life)
- The existence of God and revelation  
(Philosophical arguments for and against the existence of God; the nature of God and revelation)
- Religion, crime and punishment  
(Religion, crime and the causes of crime; punishment)

## USEFUL SKILLS

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills. All these skills will help prepare them for further study and life beyond education.

## COURSE ASSESSMENT

### Exam Board AQA

This qualification is linear. Students will sit all their exams at the end of the course. There are two written exams which are both 1 hour 45 minutes in length, 50% each.

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Mrs Sidney, Head of Religious Studies.

# Physical Education

## TOPICS & IDEAS STUDIED

- 30% of the final grade is assessed on practical performance. Students will study a range of physical activities throughout the two year course from a variety of individual and team activities. In the summer of Year 11, the best three of each candidate's practical performances will be selected for examination. Practical activities that candidates participate in outside of school, for example horse riding, can be used for assessment in this component.
- 10% of the final grade is assessed via coursework in which students analyse practical performance.
- 60% of the final grade is assessed via two written examinations sat in the summer of Year 11. The two papers examine knowledge and understanding of anatomy and physiology, movement analyses, physical training, use of data, sports psychology, socio – cultural influences; health, fitness and wellbeing.
- Lessons will be a mixture of theory and practical activities.

## USEFUL SKILLS

- Students need to have knowledge of and an interest in Human Biology.
- Students need to have the basic knowledge as to how data is collected and presented in tables and graphs.
- Students should have an enthusiastic approach to physical activity and have the drive to progress in a range of practical activities.
- All students must be able to demonstrate a high enough level of competence in practical activities within their KS3 studies. Guidance should be sought from staff as to whether or not candidates have the practical ability to meet the requirements of this course.

## COURSE ASSESSMENT

<b>Exam Board</b>	OCR
<b>Examinations</b>	60% awarded from a final exam of short and long answer questions on all areas covered throughout the two years of study.
<b>Controlled Assessment</b>	The personal fitness coursework is completed in controlled conditions within lesson time, 40%.
<b>Qualification</b>	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/gcse-physical-education-i587-from-2016/>

Guidance from your PE teacher will be required.

Mr A Tolley, Head of PE and Ms N Moody, i/c GCSE PE

## TOPICS & IDEAS STUDIED

The following Units are studied at both Level 1 and Level 2 (BTEC) with 4 Units covered in total (two Core Units, and two Optional Units). These units are covered throughout Year 9 (from May half term) Year 10 and through Year 11.

- Fitness for Sport and Exercise (Unit 1 – externally assessed)
- Practical Sports Performance (Unit 2 – internally assessed)
- Training for personal fitness (Unit 5 – internally assessed)
- Leading sport activities (Unit 6 – internally assessed)

Students will be awarded a grade of Pass, Merit, Distinction or Distinction Star depending on the quality and quantity of work produced for each unit over the two years of study.

## USEFUL SKILLS

- All students need to have a basic knowledge and interest in Human Biology
- All students should have basic skills in ICT
- All students should have an interest in participating in practical activities

## COURSE ASSESSMENT

<b>Exam Board</b>	Edexcel BTEC First Award Level 1 or 2 in Sport, four Units, 25% each.
<b>External Assessment</b>	Unit 1 is externally assessed via on-line tests.
<b>Controlled Assessment</b>	All other Units are assessed internally via coursework produced in lesson time.
<b>Qualification</b>	The successful completion of the course will result in the award of a BTEC Sport, Level 1 or 2 qualification (depending on the standard of work produced). Graded at Pass, Merit, Distinction and Distinction Star.

This qualification is ideal for those students considering studying BTEC Level 3 at Sixth Form or college applications beyond Year 11.

## FURTHER INFORMATION

Visit the Edexcel website for more information:

<http://www.edexcel.com/quals/firsts2012/sport/Pages/default.aspx>

Mr A Tolley, Head of PE

## TOPICS & IDEAS STUDIED

Students study the same content as GCSE Combined Sciences in the core curriculum, plus 50% more material, which includes:

- Biology: culture of microorganisms, monoclonal antibodies, plant disease, the brain, the eye, control of temperature, plant hormones, structure of DNA, cloning, evolution speciation and genetics, ecosystems, food production
- Chemistry: transition metals, nanoparticles, yield of reactions, concentration and volume changes in reactions, alkenes and alcohols, identification of ions, using materials.
- Physics: moments, levers and gears, pressure in fluids, reflection of waves, sound, lenses, black body radiation, electromagnetic induction, uses of radioactivity, space physics.

## USEFUL SKILLS

Students selecting this option take 3 separate science GCSEs, in Biology, Chemistry and Physics, instead of GCSE Combined Sciences (which is worth 2 GCSEs).

This is a challenging set of GCSEs and students should have been graded at a grade 6 or above, in January of Year 9, in order to qualify for the course.

## COURSE ASSESSMENT

### Exam Board: AQA

#### Examinations

Students will sit six papers, each 1 hour 45 minutes at the end of Year 11. There will be two papers for each of the three subjects.

#### Qualification

GCSE Biology, GCSE Chemistry, GCSE Physics. The qualification will be graded on a 17 point scale: 1-1 to 9-9, where 9-9 is the best grade.

All students will be entered for the higher tier and will be awarded a grade between 4-4 and 9-9.

There is no coursework in this qualification. There are a series of required practicals which will be completed throughout the course, which are then assessed in the written papers.

## FURTHER INFORMATION

AQA website:

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Mrs J Cavanagh, Head of Science

## TOPICS & IDEAS STUDIED

The Certificate of Personal Effectiveness (CoPE) course consists of building a body of work from 12 modules, each of which is divided into three sections. Students will need 12 credits from a selection of the modules (see below) to gain the Certificate of Personal Effectiveness and complete 6 skills together with the modules to gain the accreditation.

The module titles are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational and Diploma Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

By building a **Portfolio of Evidence** as they complete various challenges, students demonstrate their competence at Level 1 or 2 in the following skills: *Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.*

## ASSESSMENT

There is no exam in this subject. Assessment is through external moderation of the Portfolio of Evidence each student completes during the course.

## FURTHER INFORMATION

[http://www.asdan.org.uk/Qualifications/CoPE\\_1\\_and\\_2](http://www.asdan.org.uk/Qualifications/CoPE_1_and_2)

Mrs C Hopkin (ASDAN Teacher)

## LITERACY SUPPORT ( by invitation only )

Some students who would benefit from additional development of their Literacy to support their study of English GCSE, may be invited into the Literacy Support group. This would replace the Core Language in their Key Stage 4 curriculum.

**For further information please contact Mrs L Dine**

It may be possible to combine **Literacy Support** with other non-examination subjects, such as ASDAN/CoPE, in your Options choices, timetable permitting.

## Checklist

### CHECKLIST – THINK!!

- ❖ Choose subjects which you enjoy and where you feel you can succeed.
- ❖ Don't try to follow friends or teachers.
- ❖ Consider which courses you might like to follow after Year 11 and make sure you take the necessary subjects at GCSE.
- ❖ Try to look ahead long term; what you choose should provide the balance of subjects for the type of career you have in mind (if you are hoping to attend a Russell Group University, it is strongly recommended that you study two of the 'facilitating subjects' at 'A' Level).
- ❖ Talk to your parents, your Form Tutor, your subject teachers and the careers staff.

SUBJECT: \_\_\_\_\_ Questions I have about this subject:

- .....
- .....
- .....

Initial decision:    Definite       Possible       Rejected

Reasons for your choice. Comment on:

- Career .....
- .....
- Balance (see page 4) .....
- .....
- Interest .....
- .....

SUBJECT: \_\_\_\_\_ Questions I have about this subject:

- .....
- .....
- .....

Initial decision:    Definite       Possible       Rejected

Reasons for your choice. Comment on:

- Career .....
- .....
- Balance (see page 4) .....
- .....
- Interest .....
- .....

SUBJECT: \_\_\_\_\_ Questions I have about this subject:

- .....
- .....
- .....

Initial decision:    Definite       Possible       Rejected

Reasons for your choice. Comment on:

- Career .....
- Balance (see page 4) .....
- Interest .....

SUBJECT: \_\_\_\_\_ Questions I have about this subject:

- .....
- .....
- .....

Initial decision:    Definite       Possible       Rejected

Reasons for your choice. Comment on:

- Career .....
- Balance (see page 4) .....
- Interest .....