



YEAR 10

Course

Information

Booklet

2016 - 2017



INTRODUCTION

Details of the content of GCSE courses were published in the “Choices at KS4” brochure which students received when making their options choices in Year 9. This booklet is primarily designed to give parents/carers more detailed information about the assessment and Controlled Assessment requirements of the GCSE courses. It also contains a brief summary of the curriculum at KS4 information on Home Learning which is part of the school’s policy.

GCSE assessment may include several components:-

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

The booklet provides detailed information about the nature of the Controlled Assessment, the important deadlines which need to be met, and the means of monitoring work.

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

S Hosegood
Assistant Headteacher
September 2016

THE CURRICULUM

Our prime objective at Beaumont is to enable each individual to develop his/her maximum potential through a stimulating and challenging curriculum and by carefully monitoring each student's social and academic progress.

Our arrangements are designed to ensure that:

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

The curriculum consists of :

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

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

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

In addition to the core subjects your child will be studying up to four of the following option subjects: Art, Graphics, Design and Technology (Food Preparation, Product design, Textiles), Drama, Business and Economics, Computing, second Modern Foreign Language, Geography, History, ICT, Music, PE, Religious Studies (Philosophy, Ethics and Religion), BTEC Performing Arts (acting) and BTEC Business.

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 student. In most cases, contact with the class teacher or Form Tutor will be more than adequate, but Mr Panting (Head of Year), or Mrs L Dine (Assistant Headteacher and SENCo) should be contacted if the information is especially sensitive or difficult. Students 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's/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.

CORE SUBJECTS

ENGLISH

Examination Board: AQA (NEW GCSE – Examined from 2017)

GCSE English Language and GCSE English Literature (worth two GCSEs): The course in English can lead to two separately certificated but related examinations at the end of Year 11. It is designed to be taken over two years with all assessments taken at the end of the course.

English Language: This course is 100% Exam-based. All texts in the examination will be unseen. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writer's Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
What's assessed Section A: Reading <ul style="list-style-type: none"> - One Literature fiction text Section B: Writing <ul style="list-style-type: none"> - Descriptive or narrative writing 	What's assessed Section A: Reading <ul style="list-style-type: none"> - One non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> - Writing to express a viewpoint 	What's assessed <ul style="list-style-type: none"> - Presenting - Responding to questions and feedback - Use of Standard English
Assessed <ul style="list-style-type: none"> - Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE 	Assessed <ul style="list-style-type: none"> - Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE 	Assessed <ul style="list-style-type: none"> - Teacher set throughout course - Marked by teacher - Separate endorsement (0% weighting of GCSE)
Questions Reading (40 marks) (25%) - One single text <ul style="list-style-type: none"> - One short form question (1 x 4 marks) - 2 longer form questions (2 x 8 marks) - 1 extended question (1 x 20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> - 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none"> - 1 short form question (1 x 4 marks) - 2 longer form questions (1 x 8, 1 x 12 marks) - 1 extended question (1 x 16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> - 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	

English Literature: This course is 100% exam-based. All assessments are closed book. All assessments are compulsory. Students will study three whole literature texts; one cluster of poems(15) taken from the AQA anthology, *Poems Past and Present*, and a wide range of unseen poems, provided by the English department.

In studying the set texts students should have the opportunity to develop the following skills: literal and inferential comprehension, critical reading, evaluation of a writer's choice of vocabulary, skills of comparison, producing clear and coherent responses, and writing in accurate Standard English.

Paper 1: Shakespeare and the 19 th Century Novel	Paper 2: Modern Texts and Poetry
What's assessed <ul style="list-style-type: none"> - Shakespeare – <i>Macbeth</i> - The 19th Century Novel – <i>The Strange Case of Dr Jekyll and Mr Hyde</i> – Robert Louis Stevenson 	What's assessed <ul style="list-style-type: none"> - Modern Texts – <i>An Inspector Calls</i> – J.B. Priestley - Poetry – <i>Power and Conflict</i> - Unseen Poetry
How it's assessed <ul style="list-style-type: none"> - Written exam: 1 hour 45 minutes - 64 marks - 40% of GCSE 	How it's assessed <ul style="list-style-type: none"> - Written exam: 2 hours 15 minutes - 96 marks - 60% of GCSE
Questions <p>Section A Shakespeare: students will answer one question on the play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th Century Novel: students will answer one question on the novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	Questions <p>Section A Modern Texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen Poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

Awarding Grades: The qualification will be graded on a nine-point scale: 1-9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate. Latest information suggests that though Grade 4 is a C grade, it will no longer count as a 'good pass'. Grade 5 will become the new benchmark.

Current Grade	Simplistic	Refined
A*	Half of A* becomes grade 9, the remainder grade 8	
A	Grade 7	Most would get grade 7 but some would be grade 6 and some grade 8.
B	Grade 6	Split between grades 5 and 6
C	Mostly Grade 4, some Grade 5	Split between grades 4 and 5
D	Grade 3	Mostly grade 3, some Grade 2
E	Grade 2	Grade 2
F	Grade 1	Grade 1
G		Mostly Grade 0, some Grade 1
U	Grade 0	Grade 0

Home Learning: Home learning will be set frequently, largely based upon the preparation of writing under timed conditions for the exams, and practising a range of analytical and creative skills.

Essay practice: There will be a summative essay set once a half-term that will take place in class, under exam conditions, to assess and monitor progress and understanding of the texts studied.

For further information please contact Miss K Piercey

PERSONAL, SOCIAL, HEALTH, EDUCATION, AND CITIZENSHIP

COURSE CONTENT

In Year 10 students are encouraged to lead confident, healthy and responsible lives as individuals and as members of society. Students are also encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. It is delivered by a team of specialist providers in a weekly lesson.

The following themes are developed within the programme of study:

- Developing confidence and responsibility and making the most of your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Develop knowledge and understanding about becoming informed citizens.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsible action.

The topics covered in Year 10 include: Youth Offenders and the Magistrates Court, Work Experience Preparation, Financial Awareness, Moral Dilemmas, Freedom of Speech, Careers Education, Stress Management and First Aid Situations.

HOME LEARNING

No home learning is set.

HOW PARENTS CAN HELP AT HOME

Many of the topics covered may also be part of family discussion at home. Encouraging an interest in current affairs can often help stimulate the class debates that take place.

For further information please contact Ms E Cleverly

MATHEMATICS

In Years 10 and 11 students follow the Edexcel 1MA1 Course. This consists of three equally weighted papers, paper 1 is a non-calculator assessment and a calculator is allowed for paper 2 and 3. These will be sat at the end of the GCSE course. Exam papers now contain a functional element whereby students have to demonstrate their understanding of mathematics by applying their knowledge to a variety of real life problems.

There is no longer any coursework component for the GCSE Mathematics. Candidates will be entered for either the Foundation Tier (graded 1 to 5) or the Higher Tier (graded 4 to 9) as appropriate to aptitude.

Home Learning

Home learning is set once a week from the home learning book or using the My Maths website, it should take one hour and may be a review, preparation or consolidation task.

For further information please contact Mr K Smith

PHYSICAL EDUCATION

GCSE Physical Education

Course Overview:

Exam Board- OCR

60% of final grade

Two written theory exams at the end of Year 11, which examine anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio- cultural influences, health, fitness and wellbeing.

30% of final grade

Practical Performance of three activities in team and individual sports.

10% of final grade

Coursework - Analysis of performance

Qualification grading will be on a 9- 1 scale, with 9 being the highest grade.

Home learning will be set for the theory element of the course, which will extend learning and support coursework.

Useful information can be found on the following website:

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/>

For any further information please contact Mr A Tolley

PHYSICAL EDUCATION

BTEC First Award in Sport

Exam Board- Edexcel

Course Overview

Four units studied across the two years of the course. Each unit is worth 25% of the final grade:

Unit 1- Fitness for Sport and Exercise (externally assessed via an online exam)

Unit 2- Practical Sports Performance (internally assessed via coursework)

Unit 5- Training for Personal Fitness (internally assessed via coursework)

Unit 6- Leading Sports Activities (internally assessed via coursework)

Qualification Grading will be either at Level 1 and Level 2, dependant on the result of each unit and standard of work. At Level 2, students are graded as Pass, Merit, Distinction or Distinction*.

Home learning will be set occasionally, in order to prepare students for coursework assignments and online exams.

All coursework is completed under controlled conditions in lesson time.

Useful information can be found on the following website:

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

For any further information please contact Mr. A Tolley

SCIENCE

Exam Board: AQA

Triple Science (Physics, Chemistry and Biology):

Students study three separate GCSEs in Physics, Chemistry and Biology all of which are examined in the summer of Year 11. For each subject students will sit two papers, each worth 50% of their final grade. The exams will cover the scientific content of the course, as well as testing students' practical understanding through questions based around key practical activities which will be covered during the GCSE course.

Students will be awarded three grades, one for Physics, one for Chemistry and one for Biology in August of Year 11, these grades are completely independent. We will hold end-of-topic assessments and an end of year exam covering material taught in Year 10 to help students prepare for the real examinations in Year 11.

Combined Science:

Students study GCSE Combined Science which is examined in the summer of Year 11. This is the AQA GCSE Combined Science: Trilogy syllabus. Students will sit two papers in each of Biology, Chemistry and Physics in the summer of Year 11, each counting 16.7% towards the qualification. The exams will cover the scientific content of the course, as well as testing students' practical understanding through questions based around key practical activities which will be covered during the GCSE course.

Students will be awarded a grade in GCSE Combined Science in August of Year 11. Combined Science is unique in that the grade awarded will be on a 17 point scale running from 9-9, 9-8, 8-8 down to 2-2, 2-1, 1-1 as it is an award counting as two GCSE qualifications. We will hold end-of-topic assessments and an end of year exam covering material taught in Year 10 to help students prepare for the real examinations in Year 11.

Home Learning:

Tasks and timings:

Independent study skills are vital to a successful science student. Home Learning will develop these skills. We will set tasks that include questions from old exam papers. We will also ask students to research topics using the internet and to present information. We will also set assessment tasks that develop students' ability to structure written explanations of scientific theories.

We will set one Home Learning, to take up to 60 minutes, for every four lessons. This means one Biology, one Chemistry and one Physics Home Learning task per fortnight, on average. We may set revision Home learning tasks more frequently in the lead-up to examinations.

Useful resources (including textbooks and websites/blogs etc)

AQA GCSE Chemistry, Physics and Biology textbooks will be available for use in lessons and we will provide students with a resource which covers the AQA course.
BBC GCSE Bitesize website

For further information please contact Mrs J Cavanagh (Head of Science) or Dr H Skelton (Key Stage 4 Science Coordinator)

OPTION SUBJECTS

ART

Examination Board: Edexcel

Coursework	2 units	60% of final mark
Exam		40% of final mark

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

- Unit 1: Natural Forms
- Unit 2: 'Collections'

Each unit must relate to the four Assessment Objectives:

- Recording Observations
- Analysing and Evaluating
- Developing and Exploring
- Realising Intentions

In Year 10 the course begins with Unit 1 'Natural Forms'. Students are given the opportunity to develop skills and techniques, using a broad range of media. This includes fine art drawing, painting, printmaking, ceramics, Photoshop processes and 3D design.

- In Year 11 students continue to develop skills learnt in Year 10 and extend and develop their work in a more individual and personal way.
- The Year 11 course continues with Unit 2 – 'Collections' and this is completed by February half term.
- The final deadline for all coursework is February half term in Year 11, and after this the students begin their 8 week externally set exam preparation period.
- From February to May in Year 11 students will be preparing for the end of year externally set GCSE Art exam (**40% of the final grade**) and the final assessment.
- All students keep a work journal as a requirement of the exam.

Home Learning

Students are given home learning tasks for each unit of coursework. These tasks contribute to their final coursework grade and should be completed to the best of the student's ability. As a guide, students are expected to complete 1½ hours of home learning per week.

Tasks and timings:

Home Learning will be set which will be based on or extend the lesson content which will support their coursework. Students can expect to follow two coursework projects in Year 10 and a final unit in Year 11 along with their GCSE exam.

Home Learning examples may include drawing, research, planning, analysis and evaluation tasks based on their topic theme.

Useful resources:

- Artatbeaumontschool.blogspot.co.uk
- [Pinterest.com/beaumontart](https://www.pinterest.com/beaumontart)

For further information please contact Miss F May

ART AND DESIGN: GRAPHIC DESIGN AND COMMUNICATION

Examination Board: AQA

Coursework 2 units

60% of final mark

Exam

40% of final mark

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

- Unit 1: Text and Image
- Unit 2: Working to a brief

Each unit must relate to the four Assessment Objectives:

- Recording Observations
- Analysing and Evaluating
- Developing and Exploring
- Realising Intentions

In Year 10 the course begins with Unit 1 'Text and Image'. Students are given the opportunity to develop skills and techniques. As a Graphic Design student they will be asked to convey information and ideas through visual and other means. The critical element for Graphic Design 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.

Home Learning:

Students are given home learning tasks for each unit of coursework. These tasks contribute to their final coursework grade and should be completed to the best of the student's ability. As a guide, students are expected to complete 1½ hours of home learning per week.

Tasks and timings:

Home Learning will be set which will be based on or extend the lesson content which will support their coursework. Students can expect to follow two coursework projects in Year 10 and a final unit in Year 11 along with their GCSE exam.

Home Learning examples may include drawing, research, planning, analysis and evaluation tasks based on their topic theme.

Useful resources:

- Artatbeaumontschool.blogspot.co.uk
- [Pinterest.com/beaumontart](https://www.pinterest.com/beaumontart)

For further information please contact Miss F May

DESIGN AND TECHNOLOGY

Examination Board: AQA and OCR

Course Availability:

In Design and Technology students will focus on a single material area and develop the knowledge, skills and understanding introduced in the lower school. They may select **one** course from the following:

OCR J309 D&T: Food Preparation and Nutrition

OCR J305 D&T: Product Design

AQA 4570 D&T: Textiles

Course Content:

Each specification is designed to foster awareness of the need to consider sustainability and the environmental impact of design. Each course will develop candidates' awareness through a range of design and make assignments suitable to the relevant subject area.

OCR Food Preparation and Nutrition course content is assessed through:

Unit 1: 1 hour and 30 minute written examination paper with a weighting of 50%

Unit 2: 10 hour Food Investigation task with a weighting of 15%

Unit 3: 20 hour Food Preparation task with a weighting of 35%

OCR Product Design course content is assessed through:

Unit A551: 20 hour controlled assessment task with a weighting of 30%

Unit A552: 6 hour examination in two 3 hour sessions with a weighting of 20%

Unit A553: 20 hour controlled assessment task with a weighting of 30%

Unit A554: 1 hour and 30 minute un-tiered written paper with a weighting of 20%

AQA Textiles course content is assessed through:

Unit 1: 2 hour un-tiered written paper with a weighting of 40%

Unit 2: 45 hour controlled assessment task with a weighting of 60%

Home learning

Tasks and timings:

Year 10 and 11 students work in one of three areas: Food, Textiles or Product Design over a five term period. They will receive home learning to cover each of the following areas: analysing products, developing ideas and evaluating products. In addition they will also be asked to prepare any necessary ingredients for Food and complete home learning intended to develop their knowledge of the chosen subject area.

Home learning will be set every week for the following week and should take no longer than one hour to complete.

Useful resources (including textbooks and websites/blogs etc)

GCSE D&T 'Essentials' Revision Guide, designandtech.com. Students of Food Preparation & Nutrition and Product Design, use OCR textbooks for GCSE study and students of Textiles use AQA textbooks for GCSE study, published by Nelson Thornes.

Please also check the D&T blog for updates: www.dtatbeaumontschool.blogspot.com

For further information please contact Ms C Atsiaris

DRAMA

Examination Board: OCR

Students can choose to be assessed as either a performer or designer in the non-examined components. The qualification is made up of 3 components. Theory and practical work will be integrated throughout the course and all texts studied will be explored practically.

Non examined components:

Component 1: Devising Drama 30%

Students will create a devised performance in groups. Performances will be between 5 and 15 minutes in length. All students create a portfolio which is evidence of the devising process.

Assessment:

40 marks – portfolio

20 marks – final performance

Component 2: Presenting and Performing Texts - 30%

Students will take part in 2 performances of 2 extracts from a text, at least one of these must be as part of a group. Students will also produce a concept document which outlines their intentions.

Assessment:

20 marks – interpretation of text for performance.

40 marks – demonstration of the chosen theatrical skill.

Component 3: Drama: Performance and Response - 40%

One exam at the end of the qualification. The exam is 1 hour 30 minutes.

Section A – 50 marks

Preparing and performing a set text. The questions will focus on working as a director, performer and designer.

Section B – 30 marks

The students will review a performance they have seen on their course. They will be assessed on their ability to analyse, evaluate and use subject specific vocabulary.

Home Learning:

Home Learning in Drama will be to support work completed in class. This may involve exam based questions, learning lines, extra rehearsals or design work and theatre visits.

Useful resources

<http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/>

www.dramaatbeaumontschool.blogspot.com

Twitter: @Beaumontdrama

For further information please contact Miss Z Shepherd

ECONOMICS AND BUSINESS—EDEXCEL

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

BTEC BUSINESS STUDIES—LEVEL 2 EDEXCEL

The course in Year 10 is 'Setting up a Small Business'. It looks at the fundamental areas involved with setting up a business, which includes what businesses do, what trends affect them, how they operate and what affects their success. Students will also learn about the role of marketing by reviewing how businesses use branding and promotion to create successful products and services.

Students will complete continuous assessments throughout the year.

ECONOMICS AND BUSINESS GCSE/BTEC BUSINESS STUDIES HOME LEARNING

Tasks and timings:

Home Learning 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)

Edexcel GCSE Business: Introduction to Small Business, Student Book, Alain Anderton (ISBN: 978-1846904967).

www.businessed.co.uk

BTEC Home Learning will be set as research for assignments to extend students' learning in the classroom. This could include research using ICT, past exam questions or tasks from the course textbook.

There is also a lot of revision material and support on the department blog, including how to complete the Controlled Assessment; www.beaumontbusiness.blogspot.com

For further information please contact Mrs B Austin

GEOGRAPHY

Exam Board: Edexcel B

This is a linear course, and students will sit the following 3 exams at the end of Year 11:

Paper	Topics Studied	Exam Length	Weighting
Paper 1 Global Geographical Issues	Hazards, Development, Urbanisation	1hr 30mins	37.5%
Paper 2 UK Geographical Issues	Rivers, Coasts, UK Cities, Fieldwork	1hr 30mins	37.5%
Paper 3 People and Environment Issues – Making Geographical Decisions	Environment, Biosphere, Forests Decision Making	1hr 30mins	25%

During Year 10, students will study the topics relating to papers 1 and 2, whilst developing key geographical skills. These include analysing a range of resources, interpreting OS maps, developing coherent extended written responses, and applying numerical data analysis. Each exam will include a range of question styles, from multiple choice to longer structured written responses. As this is a new course there are no past papers available, but sample assessment material will be made available to students. Students will be assessed during lesson time at the end of each taught unit. The content and skills required for Paper 3 will be delivered during Year 11.

Paper 2 – Fieldwork Component

For Paper 2, **all** students must conduct **two** fieldwork enquiries, and questions based on the techniques employed and data collected will be included within the exam at the end of Year 11. The two pieces of fieldwork are as follows:

1. **A River Study**: A one day trip to Epping Forest Field Studies Centre in May 2017 (Year 10)
2. **An Urban Study**: Students can choose either a one day trip to London or a residential trip to Birmingham to study rebranding during October 2017 (Year 11)

Following each fieldtrip, students will write up the fieldwork techniques used, and present and analyse their findings during lesson time over a period of 3 weeks. This will aid the preparation for their exam, but no formal write-up will be submitted.

Home Learning:

Home Learning will be set approximately twice a week which will be based on or extend the lesson content. This could include research using ICT, practise exam questions and revision or tasks from the course textbook.

Useful resources

Each student will have access to an electronic copy of the textbook which supports the course which they can access from home; GCSE Geography Edexcel B Students Book, Bob Digby ISBN 978-0-19-836657-7.

For further information please contact Miss S Kent

HISTORY

Examination Board: Edexcel

Paper 3: 30% of final mark

Examined Summer Year 11 (1hr 15 mins)

The USA, 1954-75: Conflict at home and abroad

Topics include:-

- The development of the civil rights movement, 1954-60
- Protest, progress and radicalism, 1960-75
- US involvement in the Vietnam War, 1954-75
- Reaction to, and the end of, US involvement in Vietnam, 1964-75

Students will:-

- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- Explain and analyse historical events and periods studied using second-order historical concepts (similarity, difference, change, continuity, consequence, significance, and causation).
- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Paper 1: 30% of final mark

Examined Summer Year 11 (1hr 15 mins)

Warfare through time, c1250-present

Students will follow the course chronologically covering four distinct periods in British History.

Each period will look at the following:-:

- The nature of warfare
- The experience of war
- A case study of the period

In addition there will be a study on 'London and the Second World War, 1939-1945'.

Students will:-

- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- Explain and analyse historical events and periods studied using second-order historical concepts (similarity, difference, change, continuity, consequence, significance, and causation).
- Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

Home Learning:

The aim of each Home Learning task at Key Stage 4 is to develop independent research and subject specific skills tailored to the exams. Each teacher will decide, based on their class, what skills need to be developed, this could include: completion or correction of exam questions, research of individuals or events, more detailed research to find sources and preparation for presentations. At some points in the year students will be expected to use their time for revision. In addition some tasks will be put on Google Classroom for students to access from home. Please note that all courses are new and therefore past papers are not available.

For further information please contact Ms D Esmizadeh

COMPUTING

Examination: OCR Computing (J276)

Introduction

A modern course for a modern world Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether you want to be a scientist, develop the latest 'must have' application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge.

WHAT WILL I LEARN

Topics include:

Computer hardware

Software

Databases

Programming

Fundamentals of computer systems

Representation of data in computer systems

Computer communications and networking

ENTRY REQUIREMENTS

You will be expected to have a keen interest in Computing. This may mean that you have already written a computer program, set up a network at home, built a PC from scratch, installed software on your PC, are able to trouble shoot problems and fix issues that occur at home for example. However, even if you have not done any of the above, if you have an inquisitive and investigative mind and have a real interest in how computers work then this course could be for you.

HOW WILL I BE ASSESSED?

Unit 1 Exam: Computer systems - This unit covers the body of knowledge about computer systems on which the examination will be based. 1 hour 30 minutes written paper (**40%**)

Unit 2 Exam: Computational Thinking, Algorithms and Programming - This unit covers the data representation and computational logic and programming techniques. 1 hour 30 minutes written paper (**40%**)

Unit 3 Controlled Assessment: Programming project - Learners will need to design, create and test a fully coded solution. 20 hours programming task (**20%**)

Home Learning:

Home Learning tasks will be set weekly linked to the project they are completing.

For further information please contact Mr J Goddard

INFORMATION & COMMUNICATION TECHNOLOGY

Level 2 OCR Cambridge Nationals in ICT

ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly to all levels of business personnel; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities.

The mandatory modules are:

Unit R001 Understanding computer systems:

Students will learn to understand how ICT can be used to meet business needs ICT to create business solutions. 1 hour Written exam.

Unit R002: Using ICT to create business solutions:

This unit will enable learners to develop ICT skills that would equip them to operate effectively in a business environment. Centre assessed tasks.

The optional modules which may be offered:

Unit R005:- Creating an interactive product using multimedia component

This unit will enable learners demonstrate creative flair by combining multimedia components to create a vibrant, energetic or stimulating www, webpage, or interactive product. Centre assessed tasks.

Unit R007:-Creating dynamic products using sound and vision

This unit will enable learners to learn skills that enable them to create, edit, enhance and save different types of digital video, sound and image. Centre assessed task.

Home Learning:

Home Learning tasks will be set weekly linked to the project they are completing.

For further information please contact Mr J Goddard

MODERN FOREIGN LANGUAGES: French, German and Spanish

GCSE Examination Board: - AQA

Course Content:

Students will learn language in the context of three themes:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Skills:

Listening: Understanding and responding to different types of spoken language
Speaking: Communicating and interacting effectively in speech for a variety of purposes
Reading: Understanding and responding to different types of written language
Writing: Communicating effectively in writing for a variety of purposes

Assessment:

Formal exams in all four skills will take place in the summer term of Year 11. The speaking exam will be conducted by the class teacher. Each skill will be worth 25% of the student's final GCSE grade. Students will be entered for foundation or higher tiers. Students must be entered at the same tier for all four skills. Students will be continually assessed throughout the course and will sit practice papers in the summer term of Year 10 and the autumn term of Year 11.

Home Learning: Tasks and timings:

Two sets of home learning per week, lasting 30 minutes (which may be split across two tasks).

- Vocabulary learning
- Grammar practice
- Translation
- Preparation for oral exam
- Extended writing

Useful resources

www.aqa.org.uk Exercise books.

www.languagesonline.org.uk / www.wordreference.com / www.linguascope.com

For further information please contact

Mrs S R Lutz, Head of MFL i/c German

Miss B Ashton, Head of French

Mrs H Duckworth, Head of Spanish (Acting)

MUSIC

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

- 1. My Music**
Students will study, perform and compose music that is relevant to them, their tastes, and their instruments.
- 2. The Concerto through time**
Students cover the broad developments in Western Classical Music by focussing on the development of the concerto, a famous musical form.
- 3. 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.
- 4. 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.
- 5. Film Music**
Students study some of the most famous music written for films and video game.

Coursework and Examinations:

Performing Music (30%)

Students produce two performances during the course, one solo and one ensemble. They will be given the opportunity to rehearse and refine performances in their chosen discipline or genre, developing technical control, expression and interpretative skills.

Composing Music (30%)

During the course students will produce two compositions. One composition is totally free, and the other is based on a stimulus provided by the exam board. Students are given the opportunity to compose in any style, using any resources. Guidance and advice on composition is provided throughout the course.

Listening and Appraising (40%)

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.

Home Learning Policy:

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

Composition tasks will be set to prepare students for the Composing Music unit. These will usually be confined to lesson times, though some improvements to, and recordings of work will be expected outside of lesson times, depending on the task.

To prepare for the Listening and Appraising unit, students will be set short pieces of homework that will include writing about, or listening to certain pieces of music.

In general students can expect to be set, on average, one piece of home learning, of equivalent 30mins duration, once every two weeks. This will, however, fluctuate throughout the course due to the nature of the subject and the work covered.

Home Learning information will be posted on the blog at www.musicatbeaumontschool.blogspot.com.

Students are encouraged to follow the department's Twitter account at www.twitter.com/beaumontmusic as additional listening and other information is also posted here.

The accredited study guide for this course is available through Rhinegold Publishing. Its authors are Steven Berryman, Hanh Doan, David Guinane and Paul Terry.

For further information please contact Mr D Guinane

RELIGIOUS STUDIES (Philosophy, Ethics and Religion)

Examination board: AQA

Syllabus Content:

The course is divided into two sections: Study of two religions (Christianity and Islam) and Philosophical and Ethical themes.

Study of Religions (Christianity and Islam)

Christianity (Beliefs and teachings)	Islam (Beliefs and teachings)
Nature of God, beliefs about creation, Jesus, afterlife and judgement, heaven and hell, sin and salvation	Nature of God, Sunni and Shi'a Islam, angels, predestination, life after death, prophethood and Adam, Ibrahim, Muhammad and the Imamate, holy books
Christianity (Practices)	Islam (Practices)
Worship, prayer, baptism, eucharist, pilgrimage, festivals, role of church in local community, mission and evangelism, Church persecution, Church's response to world poverty	Five Pillars, the Ten Obligatory Acts, Jihad, Id-ul-Fitr and Id-ul-Adha, Ashura

Philosophical and Ethical themes

- A. **Relationships and families:** human sexuality, sex before marriage, adultery, contraception, marriage, divorce and remarriage, nature and purpose of families in 21st Century, gender equality.
- B. **Religion and life:** origins of the universe, value of the world, environment, pollution, use and abuse of animals, origins of human life, abortion, euthanasia, death and the afterlife.
- C. **The existence of God and revelation:** design argument, First Cause argument, miracles, arguments against the existence of God, special revelation and enlightenment, general revelation, different ideas about the divine.
- D. **Religion, crime and punishment:** different types of crime, aims of punishment, attitudes to lawbreakers, attitudes to suffering, treatment of criminals, attitudes to forgiveness, attitudes to death penalty.

Assessment

There is no coursework or controlled assessment in Religious Studies GCSE. Students will sit two written examination papers (one on the Study of Religions and one on the Philosophical and Ethical themes) each of one hour and 45 minutes duration at the end of Year 11.

To prepare students for the style of the final exam, students will set an end of unit test for each topic. They will be expected to revise thoroughly and it will be completed in exam conditions.

Home Learning

Students will receive several pieces of home learning per topic. This take the form of completing notes started in class, research, completing an exam style question or revision for tests/end of unit exam questions. These tasks will usually take one week's home learning.

Useful resources

Follow @Beauphilosophy on Twitter

BBC Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/rs/>

Key textbooks:

- Religious Studies Specification A by Lesley Parry, Jan Hayes, Sheila Butler
- Religious Studies A Christianity by Marianne Fleming, Peter Smith, David Worden
- Religious Studies A Islam by Marianne Fleming, Peter Smith, David Worden

For further information please contact Mrs L Sidney