



# **YEAR 11**

## **Course Information Booklet**

### **2016 - 2017**



## **INTRODUCTION**

This booklet is primarily designed to give parents/carers further information about the assessment and coursework/Controlled Assessment requirements of the GCSE courses during your child's examination year. It also contains information on Home Learning which is part of the school's policy.

GCSE assessment may include several components:-

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

The booklet provides detailed information about the nature of the coursework/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 21<sup>st</sup> 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 pathways available Post 16.

The curriculum consists of :

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

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

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

In addition to the core subjects your child will be studying up to four of the following option subjects: Art, Drama, Business and Economics, second Modern Foreign Language, Geography, History, ICT, Link Support, Music, Religious Studies (Philosophy and Ethics), Design and Technology (**one** of Food Technology, Resistant Materials, Textiles, Product Design), BTEC Performing Arts (acting), BTEC Performing Arts (dance) 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 Ms Cleverly (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.

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

**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 <sup>th</sup> Century Novel   | Paper 2: Modern Texts and Poetry  |
|---|---|
| <b>What's assessed</b> <ul style="list-style-type: none"> <li>- Shakespeare – <i>Romeo and Juliet</i></li> <li>- The 19<sup>th</sup> Century Novel – <i>The Strange Case of Dr Jekyll and Mr Hyde</i> – Robert Louis Stevenson</li> </ul>   | <b>What's assessed</b> <ul style="list-style-type: none"> <li>- Modern Texts – <i>An Inspector Calls</i> – J.B. Priestley</li> <li>- Poetry – <i>Power and Conflict</i></li> <li>- Unseen Poetry</li> </ul>   |
| <b>How it's assessed</b> <ul style="list-style-type: none"> <li>- Written exam: 1 hour 45 minutes</li> <li>- 64 marks</li> <li>- 40% of GCSE</li> </ul>   | <b>How it's assessed</b> <ul style="list-style-type: none"> <li>- Written exam: 2 hours 15 minutes</li> <li>- 96 marks</li> <li>- 60% of GCSE</li> </ul>  |
| <b>Questions</b> <p><b>Section A Shakespeare:</b> 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><b>Section B The 19<sup>th</sup> Century Novel:</b> 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> | <b>Questions</b> <p><b>Section A Modern Texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B Poetry:</b> 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><b>Section C Unseen Poetry:</b> 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**

## **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**

All students will select a pathway of activity to follow throughout their core PE lessons in Year 10 and 11.

The pathways include areas of activity such as Health, Invasion games, Striking and Fielding games, Net / Wall games, Aesthetic Activities and Athletics Activities.

No home learning will be given in PE for core lessons.

**For further information please contact Mr A Tolley**

## **SCIENCE**

### **Exam Board: AQA**

#### **Triple Science:**

Students continue the study of GCSE Additional Science, usually finishing the syllabus in December. They then commence the GCSE Further Additional Science course, which introduces many concepts which will be studied further in A-level courses.

Both qualifications consist of a theory paper in each science and an Investigative Skills Assessment (ISA), each element counting 25% towards the relevant GCSE.

#### **Double Science:**

Students study GCSE Additional Science, which develops many of the fundamental ideas underlying each science subject. It is examined in June by three theory papers, together with an Investigative Skills Assessment (ISA), each element counting 25% towards the final grade.

#### **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 workbooks and 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, set 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 Sciences Revision Guide (provided by the school)

AQA GCSE Sciences textbook, publ. Nelson Thornes (class sets provided in school)

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](http://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 you will focus on a single material area and develop the knowledge, skills and understanding introduced in the lower school. You may choose **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:**

BO01 Year 10 Unit 1 total 30%, three short tasks; two practical and one investigative.

Each task 10% (7 hours each)

BO02 Year 11 Unit 2 total 30%, food study tasks (22 hours)

BO03 Year 11 Unit 3 total 40% 90 minutes written exam A\* - G single tier.

#### **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 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.

In the Spring term home learning will be used to support revision for the final GCSE written examination.

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](http://designandtech.com). Students of Food 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](http://www.dtatbeaumontschool.blogspot.com)

**For further information please contact Ms C Atsiaris**

## **DRAMA**

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

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

### **Unit 1: Drama Exploration - 30%**

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

#### **Controlled Assessment:**

Six hour practical exploration.

Documentary evidence - 2000 words.

### **Unit 2: Exploring Play Texts - 30%**

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

#### **Controlled Assessment:**

Six hour practical exploration.

Documentary evidence - 1000 words

Written response to live theatre - 2000 words

Parents/carers are informed if a student does not hand in an assignment. Home learning includes theatre visits, reading, researching, learning lines and rehearsals.

### **Unit 3: Drama Performance - 40%**

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

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

Completed written coursework is essential for examination entry.

(Texts include ‘DNA’ by Dennis Kelly and ‘The Curious Incident of the Dog in the Night-Time’)

#### **Home learning:**

##### **Tasks and timings:**

Home Learning in Drama will be to support work completed in class. This may involve learning lines, preparing for controlled assessments, extra rehearsals or design work.

#### **Autumn 1: Controlled Assessment – Human Disasters**

#### **Autumn 2: Controlled Assessment – Human Disasters**

**Spring 1:** Final Exam. Home Learning will be line learning

**Spring 2:** Final Exam. Home Learning will be line learning and extra rehearsals

**Summer 1:** Final exam. Home learning will be extra rehearsals

**Useful resources (including textbooks and websites/blogs etc)**

[www.dramaatbeaumontschool.blogspot.com](http://www.dramaatbeaumontschool.blogspot.com)

Edexcel GCSE Drama Student Book

Twitter: @Beaumontdrama

**For further information please contact Ms Z Shepherd**

## **BTEC First Certificate in Performing Arts (Acting)**

**Examination Board: Edexcel**

### **Course structure:**

The three units to be studied in Drama lessons are:

Core Unit: Individual Showcase

Core Unit: Preparation, Performance and production

Optional Specialist Unit: Acting

### **Assessment:**

Throughout the course students are regularly assessed. They complete a variety of assignments. These are practical assignments and result in a performance. Two of the units are core and are externally assessed. The other is an optional specialist unit which is internally assessed by the tutor and externally verified.

The outcomes are pass, merit and distinction. Students may be asked to keep rehearsal diaries, complete video diaries and to answer reflective questions to form an evaluation.

### **Home learning:**

#### **BTEC Performing Arts**

Students will be expected to learn lines and meet deadlines for performing scripted plays and Acting Unit assessment. There will be a requirement to rehearse in their own time in preparation for assessment and complete log books/video diaries on a weekly basis.

#### **Useful resources (including textbooks and websites/blogs etc)**

[www.dramaatbeaumontschool.blogspot.com](http://www.dramaatbeaumontschool.blogspot.com)

Edexcel GCSE Drama Student Book

Twitter: @Beaumontdrama

**For further information please contact Ms Z Shepherd**

## **ECONOMICS AND BUSINESS—EDEXCEL**

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

At the end of the year students sit 2 written examinations which make up 75% of the final GCSE.

The final 25% is made up of the controlled assessment completed in Year 11 in spring term.

## **BTEC BUSINESS STUDIES—EDEXCEL**

In Year 11 students will study the financial side of setting up a business including understanding how businesses can increase their revenue to generate larger profits. Students will also study how retailing has changed in the UK and how it is closely linked to the political and economic environment.

## **ECONOMICS AND BUSINESS GCSE BTEC BUSINESS STUDIES HOME LEARNING**

### **Tasks and timings:**

Home Learning will be set as one mid topic assessment of some length per half-term, which will be based on or extend the topic content. This could include research using ICT, past exam questions or tasks from the course textbook.

**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.

### **Useful resources (including textbooks and websites/blogs etc)**

Edexcel GCSE Business: Introduction to Economic Understanding, Student Book, by Keith Hurst and Jonathan Shields (ISBN: 978-1846904998).

BTEC First Business will each receive a Business Student textbook (ISBN 978-1446901366).

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](http://www.beaumontbusiness.blogspot.com)

**For further information please contact Mrs B Austin**

# GEOGRAPHY

**Exam Board: Edexcel B**

## **Course Content:**

At the end of Year 11, students will sit the following three externally assessed exam papers:

| <b>Paper</b>                                     | <b>Topics Examined</b>   | <b>Exam Length</b> | <b>Weighting</b> |
|--|--|--------------------|------------------|
| <b>Unit 1:<br/>Dynamic Planet</b>                | Tectonics, Climate, Biosphere, Water, Oceans, Coasts                                       | 1hr 15mins         | 25%              |
| <b>Unit 2:<br/>People and the Planet</b>         | Population, Resources, Globalisation, Urbanisation, UK Settlements, Development            | 1hr 15mins         | 25%              |
| <b>Unit 3:<br/>Making Geographical Decisions</b> | Based on a case study revealed through a detailed resource booklet given in the final exam | 1hr 30mins         | 25%              |

In Year 11, students will be completing the remaining topics for Units 1 and 2 of the course, as well as spending some lesson time developing the skills required for the Decision Making Paper. This will include analysing resources, drawing conclusions, justifying choices and developing extended answers which utilise supporting evidence effectively.

### **Unit 4: Controlled Assessment: 25% of final mark**

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

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

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

### **Home Learning:**

#### **Tasks and timings:**

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, past exam questions, revision or tasks from the course textbook.

**Useful resources (including textbooks and websites/blogs etc)**

Each student will have access to a copy of the textbook which supports the course; GCSE Geography Edexcel B Students Book, second edition, Bob Digby ISBN 978-0-19-839221-7

There is also a lot of revision material and support on the department blog:

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

**For further information please contact Miss S Kent**

## **HISTORY**

Examination Board: Edexcel

### **Paper 2: 40% of final mark**

Examined Summer Year 11 (1hr 45 mins)

This paper is made up of two periods.

#### **1. Anglo-Saxon and Norman England, c1060-88**

Topics include:-

- Anglo Saxon Society
- Key Individuals of the period
- The Norman Invasion
- Control & resistance

#### **2. Spain and the 'New World', c1490-1555**

Topics include:-

- Spanish exploration
- Columbus and the Spanish Empire (Its impact on the New World)
- Pizarro and the conquest of the Incas

Skills tested:-

- 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).

### **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 (J275)

### 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 21<sup>st</sup> 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 A451 Exam:** Computer systems and programming - 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 A452 Controlled Assessment:** Practical investigation - An investigative computing task which assesses the following: research, technical understanding, analysis of problem, historical perspective, use of technical writing skills, recommendations/evaluation. Controlled Assessment – investigative task (30%)

**Unit A453 Controlled Assessment:** Programming project - Learners will need to design, create and test a fully coded solution. Controlled Assessment – programming task (30%)

### 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](http://www.aqa.org.uk) Exercise books.

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) / [www.wordreference.com](http://www.wordreference.com) / [www.linguascope.com](http://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)**

## **MODERN FOREIGN LANGUAGES:**

### **YEAR 11 FAST TRACK FRENCH AND GERMAN**

Year 11 fast track classes have completed their GCSE course. They will continue their language learning over a range of cultural topics. There will be no home learning and no exam.

**For further information please contact Mr Gearing (French) or Mrs Hawkins (German)**

# MUSIC

**Examination Board: Edexcel**

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

## **Course Content:**

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

- 1. Western Classical Music 1600-1899 (AoS1)**  
Area of Study 1 gives students a broad overview of nearly 300 years of classical music, beginning with the Baroque period, passing through the Classical period and ending in the Romantic period. Students study works including masterpieces by Handel, Mozart and Chopin.
- 2. Music in the Twentieth Century (AoS2)**  
Students approach the tumultuous twentieth century through classical music, music for theatre and film, as well as improvised music such as jazz. Students become well acquainted with works by composers Arnold Schoenberg, Leonard Bernstein and Steve Reich.
- 3. Popular Music in Context (AoS3)**  
Students learn about popular music through a number of avenues, looking at guitar-based rock, cool jazz of the 1960s and the beginning of electronic music. Works by influential artists as diverse as Jeff Buckley, Miles Davis and Moby are studied in detail.
- 4. World Music (AoS4)**  
Students will gain an understanding of works from around the world, from Africa and India, as well as folk music from the British Isles.

## **Coursework and Examinations:**

### **Unit 1: 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.

### **Unit 2: Composing Music (30%)**

During the course students will produce two compositions. Each composition will be based on one of the Areas of Study outlined above, giving students a framework to produce individual and musical works. Students may compose using any instrumental forces, as well as technology.

### **Unit 3: Music – Listening and Appraising (40%)**

Throughout the course students study landmark works from the Areas of Study outlined above. Their understanding of these works is assessed by a 90 minute examination taken at the end of the course. Students will need to be able to identify the key musical features in each work. They should understand the context within which the set works were composed and their place within the Area of Study as a whole.

### **Home Learning:**

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 on-going 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 30 minutes duration, once every two weeks. This will, however, vary 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](http://www.musicatbeaumontschool.blogspot.com).

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

**For further information please contact Mr D Guinane**

# RELIGIOUS STUDIES (Philosophy and Ethics)

Examination board: OCR

## Syllabus Content:

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

### Ethics:

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

### Philosophy:

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

## Assessment

There is no coursework or controlled assessment in Religious Studies GCSE. Students will sit two written examination papers (one on Philosophy and one on Ethics) each of two hours 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

### Tasks and timings:

Students will receive several pieces of home learning per topic. This takes 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 (including textbooks and websites/blogs etc)

Follow @Beauphilosophy on twitter

BBC Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/rs/> (Only the topics covered in the OCR specification)

<http://www.rsrevision.com/GCSE/shortcourse/index.htm>.

Key textbooks:

- GCSE Religious Studies: Philosophy and Applied Ethics for OCR B by Jon Mayled and Jill Oliphant
- Ethics Through Christianity for OCR B GCSE Religious Studies by Lorraine Abbott
- Philosophy Through Christianity for OCR B GCSE Religious Studies by Lorraine Abbott

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