

A CATHOLIC ACADEMY FOR ARTS AND SCIENCE



ST BERNARD'S HIGH SCHOOL



**Key Stage 4
Curriculum Information
2019/2020**

INTRODUCTION

The Key Stage 4 curriculum is a two-year programme, designed to ensure that all students receive a broad, balanced and relevant educational experience, which fits them for life-long learning in an ever-changing society. In addition, as a school with a Catholic ethos, we also believe that the spiritual and moral dimension of education is an essential part of personal growth and academic development.

Our Key Stage 4 Curriculum is broad so that pupils can experience a range of opportunities across the curriculum; balanced because it is unwise for pupils to narrow down their options before the age of 16; relevant to pupils' individual needs and to the demands of a rapidly-changing world; and personalised so that the level and type of work are suited to the ability and learning style of each individual pupil.

In Key Stage 4, pupils have enhanced time for the core subjects of English and Maths. As a faith school, it is right that all pupils follow a GCSE RE course. The time allocated to PE for all students recognises the importance of health and fitness in our lives. Save for a very small group of students who need additional time to focus on the core subjects, all students have the opportunity to become confident in a foreign language.

Our curriculum offers flexibility and choice within a guided structure. In creating our offer, we are careful to listen to pupil demand and where possible we will add extra classes for popular subjects. Within this framework, which promotes the 'English Baccalaureate', pupils usually take ten GCSE qualifications: Religious Education, English Language and Literature, mathematics, science, a modern foreign language and three options subjects.

A full tutorial programme is offered which focuses on the needs of young adults as they make the transition from the school environment. Students have regular tutorial time each week covering PSHE topics, as well as preparation for the next stages in their learning journey.

Many extracurricular activities are available: approximately 90 students undertake the Bronze Duke of Edinburgh award; some students undertake the Arts Leader award; clubs in Art, Dance, Drama, Music, Photography are available, as well as sports teams and revision classes. The library and computer rooms are available at lunchtimes, with study facilities also available before and after the school day.

This booklet aims to provide you with information about the courses which your daughter is studying during Years 10 and 11. Useful dates relating to Year 10 and Year 11 students are included for your reference. As you move through the booklet there is detailed information on each of the GCSE courses.

In a number of subjects, the completion of Controlled Assessments is required. Information about the nature of this and its percentage contribution to the final GCSE grade, is included within the subject pages.

Controlled Assessments will take place at various points in the school year. There is no set time for when Controlled Assessments take place as there is with formal examinations. The timing of Controlled Assessments is considered carefully and reviewed throughout Years 10 & 11 in order to minimise disruption to lessons and spread the load for students.

KEY STAGE 4 - KEY DATES

Date	Year	Event
Tuesday 17 September 2019	10 & 11	KS4 Information Evening
Wednesday 13 November 2019	11	Sixth Form Open Evening
Friday 20 December 2019	11	Sixth Form Applications Deadline
Tuesday 14 January 2020	10	Work Experience Parent Information Evening
Tuesday 14 January 2020	11	Parents' Consultation Evening
Tuesday 11 February 2020	10	Parents' Consultation Evening
Week com. 24 February 2020	10 & 11	Lenten Services of Reconciliation begin
Tuesday 3 March 2020 Wednesday 4 March 2020 Thursday 5 March 2020	11	Leadership Conference—Walsingham House
Week com. 16 March 2020	11	Year 11 Full Reports Issued
Tuesday 28 April 2020	10	Meet the Professionals Event for students
Monday 11 May 2020	10 & 11	Public Exams begin
Monday 22 June 2020	11	Year 12 Induction Day
Week com. 29 June 2020	10	Year 10 Full Reports Issued
Friday 26 June 2020	11	Year 11 Celebration Day
Friday 26 June 2020	10 & 11	Public Exams end
Monday 29 June 2020	10	Work Experience begins
Friday 10 July 2020	10	Work Experience Ends
Wednesday 15 July 2020	10	School Celebration Morning for students and families
Thursday 20 August 2020	11	GCSE Results Day

CURRICULUM STRUCTURE

At Key Stage Four we aim to ensure that all students receive a broad, balanced and relevant educational experience—one which fits them for life long learning in an ever changing technological society. In addition, as a school with a religious character, we also believe that the spiritual and moral dimension of education is essential. The structure of the curriculum provides students with the opportunities they need to progress to further study and prepares them to make informed choices about their future.

In Key Stage Four, students follow a core curriculum. This consists of: -

English Language	Mathematics
English Literature	Science

In addition, all students at Key Stage Four will study Sex & Relationships Education (delivered as part of the PSHE programme). They will also continue to study to GCSE examination level Religious Education and a Modern Foreign Language.

The curriculum offer at St Bernard's includes the following non-GCSE examination subjects for all students:

Citizenship (delivered as part of the PSHE programme)
Physical Education

Finally, your daughter will have chosen three optional subjects from the list below:

OPTIONS

3D Art	Graphic Communication
Art, Craft and Design	History
Biology, Chemistry, Physics	Information Technologies
Dance	Music
Drama	Physical Education (GCSE)
Food Preparation and Nutrition	Textiles
Geography	

ADDITIONAL COURSES

Some students will have taken the opportunity to extend and enrich their curriculum by studying additional courses, e.g. Astronomy.

Subject Information

Information concerning subjects is to be found on the pages shown together with the name of the teacher best placed to offer detailed advice:-

Course	Page	Contact
Core Subjects		
English Language/Literature	7	Mrs Barrett-Porter
Mathematics	11	Miss March
Modern Foreign Language	12	Ms Vennero
Personal, Social & Health Education	14	Mrs Barnes
Physical Education	15	Miss Clarke
Religious Studies	16	Mrs Abel
Sciences	17	Mr Goodfellow
Options		
Three-dimensional Art	19	Mr Galton
Art, Craft and Design	20	Mr Galton
Sciences (Biology, Chemistry, Physics)	21	Mr Goodfellow/Mrs Panter
Dance	24	Mrs Alexander
Drama	25	Mrs Bell
Food Preparation and Nutrition	26	Mrs Pestana
Geography	27	Mr Bartlett
Graphic Communication	29	Mrs Pestana
History	30	Mrs Rix
Information Technologies	32	Mrs Bennett
Music	33	Miss Chapman
Physical Education—GCSE	34	Miss Clarke
Textiles	36	Mrs Pestana
Additional Courses		
Astronomy	38	Mr Goodfellow

CORE SUBJECTS

SUBJECT: ENGLISH LANGUAGE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8700

Specification:

This is a linear course. It consists of two externally examined components and one endorsement for Spoken Language. Students must complete all assessment in the same series.

Students will study a range of 20th–21st century non-fiction texts (including literary non-fiction; develop skills to analyse, evaluate and compare non-fiction extracts; develop transactional writing skills for a variety of forms, purposes and audiences and use spelling, punctuation and grammar accurately.

All texts in the examination will be unseen

Assessment:

Paper 1: Explorations in Creative Reading and Writing (50% of the total GCSE)

Section A: Reading

- one literature fiction text (40marks)

Section B: Writing

- descriptive or narrative writing (40 marks)

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Assessment duration: 1 hour 45 minutes

Paper 2: Writer's views and perspectives (50% of the total GCSE)

Section A: Reading one non-fiction text and one literary non-fiction text (40marks)

Section B: Writing

- writing to present a viewpoint (40marks)

Assessment duration 1 hour 45 minutes (80 marks)

Separate endorsement: Spoken Language

What's assessed

- presenting
- responding to questions and feedback
- use of Standard English

Tiers on Entry:

Level 1 / Level 2 GCSE (9-1)

(This subject will be using the new GCSE grading 9-1 which replaces GCSE A*-G).

SUBJECT: ENGLISH LANGUAGE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8700

Deadlines:

Externally assessed
Availability: May/June

Career Opportunities:

Almost all jobs and careers require you to have English GCSE. It is an important foundation for many of the courses you may take in employment or Further Education, and a requirement for many University courses. English will be invaluable, particularly in areas such as Teaching or Law.

SUBJECT: ENGLISH LITERATURE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8702

Specification:

This is a linear course. It consists of two externally examined components.

Students will study a Shakespeare play and a post-1914 British play or novel; develop skills to analyse how the language, form, structure and context of texts can create meanings and effects and develop skills to maintain a critical style and informed personal response.

Assessment: Component 1

Paper 1 Shakespeare and the 19th century novel (40% of the total GCSE)

- **Shakespeare play**
- **The 19th century novel**

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Assessment duration: 1 hour 45 minutes (total number of marks available is 64)

Assessment: Component 2

Section A : Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text.

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.

Section C : Unseen poetry:

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Closed book (texts are not allowed in the examination).

Assessment duration: 2 hours 15 minutes (total number of marks available is 96)

SUBJECT: ENGLISH LITERATURE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8702

Tiers on Entry:

Level 1 / Level 2 GCSE (9-1)

(This subject will be using the new GCSE grading 9-1 which replaces GCSE A*-G).

Deadlines:

Externally assessed

Availability: May/June

Career Opportunities:

Almost all jobs and careers require you to have English GCSE. It is an important foundation for many of the courses you may take in employment or Further Education, and a requirement for many University courses. English will be invaluable, particularly in areas such as Teaching or Law.

SUBJECT: MATHEMATICS

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1MA1

Specification:

GCSE Mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life and because of this it is a compulsory subject for all students in Years 10 and 11.

The knowledge and skills are grouped into five areas:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Statistics and Probability

You will use a lot of what you learn in GCSE Mathematics in the other GCSEs that you study; for example, in Science, you may be asked to use formulae and solve equations and in other subjects you may need to handle statistics and draw and interpret charts and diagrams.

Assessment:

Three written examinations of equal weighting. (The use of a calculator is not permitted in the first of these exams), there is no Controlled Assessment or Coursework. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks.

Tiers of Entry:

Higher Tier - grades available 9-4

Foundation Tier - grades available 5-1

(There is an overlap in the tiers at grades 4 and 5. Students who fall slightly below the grade 4 boundary on Higher Tier may be awarded a grade 3).

Career Opportunities:

Almost all jobs and careers require you to have Mathematics GCSE. It is an important foundation for many of the courses you may take in employment or Further Education, and a requirement for many University courses.

SUBJECT: MODERN FOREIGN LANGUAGE

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1FR0 (FRENCH)
1INO (ITALIAN)
1SPO (SPANISH)

Specification:

The Pearson Edexcel GCSE (9-1) consists of four externally examined papers based on the following skills: Listening, Speaking, Reading and Writing. Each paper is available at Foundation Tier or Higher Tier. Students must be entered for a single tier across all papers. The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Paper 1 Listening and understanding in French/Italian/Spanish

Foundation Tier: 35 mins, including 5 mins reading time; 50 marks

Higher Tier: 45 mins, including 5 mins reading time; 50 marks

25% of total qualification

Paper 2 Speaking in French/Italian/Spanish

Internally conducted and externally assessed.

Foundation Tier: 7-9 mins, plus 12 mins preparation time; 70 marks

Higher Tier: 10-12 mins, plus 12 mins preparation time; 70 marks

25% of total qualification

Paper 3 Reading and Understanding in French/Italian/Spanish

Written examination

Foundation Tier: 45 mins; 50 marks

Higher Tier: 1 hour; 50 marks

25% of total qualification

Paper 4 Writing in French/Italian/Spanish

Written examination

Foundation Tier: 1 hour 10 minutes; 60 marks

Higher Tier; 1 hour 20 minutes; 60 marks

25% of total qualification

Assessment:

Paper 1—Listening and understanding in the target language

Students are assessed on their understanding of the standard spoken language by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French/ Italian/ Spanish speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in the target language.

Paper 2 Speaking in the target language

Students are assessed in their ability to communicate and interact effectively through speaking in the target language for different purposes and in different settings. There are 3 tasks that must be conducted in the following order:

Task 1—a role play based on one topic that is allocated by Pearson.

Task 2—questions based on a picture stimulus based on one topic that is allocated by Pearson.

Task 3—a conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings are then submitted to Pearson for external marking.

SUBJECT: MODERN FOREIGN LANGUAGE

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1FR0 (FRENCH)
1INO (ITALIAN)
1SP0 (SPANISH)

Assessment cont:

Paper 3 Reading and understanding in the target language

Students are assessed on their understanding of written target language across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the 3 sections:

- Section A is set in English
- Section B is set in the target language
- Section C includes a translation passage from the target language into English

Paper 4 Writing in the target language

Students are assessed in their ability to communicate effectively through writing in the target language for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in the target language. The instructions are in the target language. Word counts are specified for each question.

Foundation Tier: 3 open response questions and translation into the target language.

Higher Tier: 2 open response questions and translation into the target language.

Themes and Topics

Questions across all 4 skills address a range of relevant contemporary and cultural themes. They are organised into themes, each broken down into topics and subtopics. The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

All themes and topics must be studied in the context of both the students' home country and that of the countries with communities where the target language is spoken.

Career Opportunities:

Useful in a number of areas. A modern foreign language will be invaluable, particularly in areas such as work abroad, International Business, Law and International Law, Teaching, Journalism, Interpreting, Translating and Tourism. It is also looked upon favourably by the Russell Group Universities.

**SUBJECT: PERSONAL, SOCIAL AND HEALTH
EDUCATION**

EXAMINATION BOARD: N/A

EXAMINATION SYLLABUS: N/A

Specification

This is an important aspect of our education and enables students to explore a number of themes and ideas as a Citizen of Society. These include an understanding of our rights and responsibilities as a member of our society, issues of citizenship, sex and relationship education, health education, independent careers education, advice and guidance, work experience and an opportunity to develop the knowledge and skills which are considered essential to living in the 21st Century. Within this, a positive focus on relationships and lifestyle is taught.

Crucial to the course is the development of creative and thinking skills and students will be expected to develop independent and collaborative learning. The subject stresses the importance of students recognising their place in the world and their responsibilities from a global, as well as a local and national, perspective.

PSHE makes a significant contribution to students' spiritual, moral, social and cultural development. In addition, the PSHE Programme actively seeks to engage students in their learning, improving their capacity to understand the process of learning; and thus achieve their full potential.

The school is a member of the PSHE Association. The key areas of the Programme of Study are to provide students with accurate and relevant knowledge on the key areas of exploration, giving opportunities to enhance personal understanding; to provide students with opportunities to explore, clarify and challenge their area and others' values and attitudes; and to provide opportunities to acquire the skills needed to be resilient learners and live safe, responsible and fulfilling lives.

The course is delivered by tutorial teams.

SUBJECT: PHYSICAL EDUCATION (CORE)

EXAMINATION BOARD: N/A

EXAMINATION SYLLABUS: N/A

Specification:

All students are required to follow the compulsory Physical Education course, which is aimed towards preparing and encouraging students to participate in some form of sport in the local community, once they have left St Bernard's.

We believe that it is important for all students to lead an active lifestyle in order to maintain a good level of fitness and maintain their general health and well being. Students are strongly encouraged to develop their leadership and evaluation skills throughout their physical education lessons.

We also stress the importance of lifelong leisure, to encourage students to veer away from a sedentary lifestyle that is often common, and motivate students to benefit from increasing leisure time.

The focus of the Year 10 Physical Education curriculum is 'Building mental health and managing pressure'. Alongside the development of skills and tactics in sports, emphasis will also be placed on having fun, increased self-esteem and stress release.

The focus of the Year 11 Physical Education curriculum is 'Making active lifestyle choices and balance'. Alongside the development of skills and tactics in sports, emphasis will also be placed on the importance of physical activity and sport when students leave school and to maintain a balanced approach to sport and study.

SUBJECT: RELIGIOUS EDUCATION

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: SPECIFICATION A
- Linear

Specification:

Paper 1: Component 1: Catholic Christianity

Content overview:-

Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics:

- Creation
- Incarnation
- The Triune God
- Redemption
- Church
- Eschatology

The examination will last for 1 hour and 45 minutes and is worth **50% of the qualification**
There are 96 marks available in this paper, plus 3 for spelling, punctuation and grammar.

Paper 2: Component 2: Perspectives on Faith

Content overview:

1. A study of the Jewish religion with focus on:

- Beliefs and Teachings
- Practices

2. Religious, philosophical and ethical studies with focus on:

- Religion, relationships and families
- Religion, human rights and social justice

The examination will last for 1 hour and 45 minutes and is worth **50% of the qualification**
There are 96 marks available in this paper, plus 3 for spelling, punctuation and grammar.

Assessment:

The course is assessed as follows in Year 11. 100% examination.

Three written papers:

Paper 1 50% - 1 hr 45 mins
Paper 2 50% - 1 hr 45 mins

Tiers of Entry:

Common papers

Career Opportunities:

Useful in a number of areas due to the skills learned e.g. Law, Teaching, Politics, Social Work, Nursing, Medical professions and Research work as the subject encourages learners to look at issues from different perspectives and research information.

SUBJECT: SCIENCES

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: GCSE (9–1) in Combined Science B (Twenty First Century Science) J260

Specification:

This course emphasises scientific literacy. It focuses on the knowledge and understanding with which students need to engage, as informed citizens, with science based issues. This course is designed to focus on the topics of Science which are relevant to the modern world, and to explore, research, and discover just why Science is so important in the 21st Century.

Students will become aware of many of the topics of study, since there is a strong emphasis on the way Science is reported in the media, such as newspapers, television, radio and the internet.

The course is split into 19 chapters:

- You and your genes; (taught in Year 9); Keeping healthy; Living together – food and ecosystems
- Using food and controlling growth; The human body – staying alive; Life on Earth – past, present and future
- Air and water (taught in Year 9); Chemical patterns; Chemicals of the natural environment
- Material choices; Chemical analysis; Making useful chemicals
- Radiation and waves; Sustainable energy (taught in Year 9); Electric circuits
- Explaining motion; Radioactive materials; Matter – models and explanations
- Ideas about Science

Assessment:

This course is examined in May/June of Year 11. It leads to an award equal to two GCSEs in Science.

There are 4 papers all of 1 hour 45 min duration, one each for Biology, Chemistry and Physics each contributing 26.4% of the total mark and a more general paper on Ideas about Science that contributes 20.8% of the total mark.

To gain the award students must be given the opportunity to carry out experimental and investigative work throughout the course.

Tiers of Entry:

Two grades are issued as this award equals two GCSEs

Higher Tier - grades available are 9-9, 9-8, 8-8, 8-7, 7-7, 7-6, 6-6, 6-5, 5-5, 5-4, 4-4

Foundation Tier - grades available are 5-5, 5-4, 4-4, 4-3, 3-3, 3-2, 2-2, 2-1, 1-1

Career Opportunities:

This course provides a sound foundation for students intending taking 'A' levels in either Physics and /or Chemistry and /or Biology. Science qualifications at 'A' level and University level are the cornerstone of many fields of employment including those in:

- medicine and other health related roles, agriculture, forensic science
- the engineering and communications industries, banking and finance
- the chemical and pharmaceutical industries.

The logical and analytical skills developed are also valued in many non-science roles.

OPTIONS

SUBJECT: THREE-DIMENSIONAL ART

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1TD0

Specification:

Students have the opportunity to work with a multitude of three-dimensional materials, including clay, wire, card, paper, wax and many more. In using these materials students can explore jewellery making, sculpture, ceramics and both interior and architectural design.

Students of Three-dimensional Design will need to demonstrate an ability to plan their outcomes through technical and free-hand drawings and translate them into the three-dimensional world.

Students will learn:-

- the use of formal elements and visual communication through a variety of approaches
- the use of observational skill to record from sources and communicate ideas
- characteristics of materials such as resistance, malleability, recyclability and sustainability
- the elements of three-dimensional design such as light, space, form, scale and proportion
- how to express and record personal ideas by developing skills in using three dimensional materials.
- how to present finished work to its best advantage.

Assessment:

This will be two units, worth 60% of the overall result. Students will complete one unit of work, which consists of a personal portfolio of work, based on two themes.

Externally Set Task

10 hours - 40% of total marks

- Students must respond to their chosen starting point.
- Preparation time and 10 hours of sustained focused study.
- Response to all assessment objectives required.
- Set by Edexcel, centre-assessed and moderated by Edexcel.

Deadlines:

Year 10—Project 1—October 2019

Year 10—Project 2—March 2020

Year 10—Project 3—June 2020

Year 11—Project 4—December 2020

Year 11—Practical Examination—May 2021

Career Opportunities:

Interior Designer, Architect, Product Designer, Stage Designer, Landscape Gardener, Exhibition Designer, Jewellery Designer, Ceramicist, Environmental Designer, Display specialist.

SUBJECT: ART, CRAFT AND DESIGN

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1AD0

Specification:

Students will get involved in, and work with, a wide range of media applications. Possibilities for personal expression are endless. The qualification can lead to Art and Design related employment or to courses such as AS/A2 Level and Vocational A levels which, in their turn, can lead to Higher Education Courses.

Students will learn how to:

- Express and record personal ideas by developing skills in using two and/or three dimensional materials (painting, printing, basic photography, textiles, graphic design, clay and related 3D materials).
- Investigate possibilities through observation, analysis and experimentation.
- Understand different styles, genres and traditions.
- Present a final piece in response to a theme.

Assessment:

There are two aspects of assessment which both involve presentation of practical work:

Controlled Assessment

This will be two projects, worth 60% of the overall result. Students will complete the controlled assessment work, which consists of a personal portfolio of work, based on two themes.

Externally Set Assignment

40% of the overall result

Work produced for assessment under controlled conditions will consist of approximately 30 hours of supervised activity, including 10 hours of sustained focus.

Set by EDEXCEL: centre assessed and moderated by EDEXCEL

Deadlines:

Year 10—Project 1—March 2020

Year 11— Project 2—January 2021

Year 11— Externally Set Assignment—April 2021

Career Opportunities:

Illustrator, Teacher, Graphic Designer, Interior Designer, Textile Designer, Product Designer, Stage Designer, Landscape Gardener, Display specialist, Freelance Artist, Commercial Artist, Fashion Designer

SUBJECT: BIOLOGY

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: GCSE (9–1) in Biology B (Twenty First Century Science) J257

Specification:

This course, taken alongside GCSE Chemistry and GCSE Physics, is an optional alternative intended for students who have an enthusiasm for the Sciences and would appreciate the opportunity of extra time to broaden their studies.

This course emphasises scientific literacy. It focuses on the knowledge and understanding with which students need to engage, as informed citizens, with science based issues. This course is designed to focus on the topics of Biology which are relevant to the modern world, and to explore, research, and discover just why Biology is so important in the 21st Century.

Students will become aware of many of the topics of study, since there is a strong emphasis on the way Science is reported in the media, such as newspapers, television, radio and the internet.

The course is split into 8 chapters:

- You and your genes; (taught in Year 9); Keeping healthy; Living together – food and ecosystems
- Using food and controlling growth; The human body – staying alive; Life on Earth – past, present and future
- Ideas about Science; Practical Skills

Assessment:

This course is examined in May/June of Year 11. It leads to the award of a GCSE in Biology.

There are 2 written papers, each lasting 1 hour 45 minutes and each contributing 50% to the total mark.

To gain the award students must be given the opportunity to carry out experimental and investigative work throughout the course.

Tiers of Entry:

Higher Tier - grades available are 9, 8, 7, 6, 5, 4
Foundation Tier - grades available are 5, 4, 3, 2, 1

Career Opportunities:

The progression routes are the same as for Combined Science.

This combination of Biology, Chemistry and Physics at GCSE provides a sound foundation for students intending taking 'A' levels in either Physics and /or Chemistry and /or Biology. Science qualifications at 'A' level and University level are the cornerstone of many fields of employment including those in:

- medicine and other health related roles, agriculture, forensic science
- the engineering and communications industries, banking and finance
- the chemical and pharmaceutical industries.

The logical and analytical skills developed are also valued in many non-science roles.

SUBJECT: CHEMISTRY

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: GCSE (9–1) in Chemistry B (Twenty First Century Science) J258

Specification:

This course, taken alongside GCSE Biology and GCSE Physics, is an optional alternative intended for students who have an enthusiasm for the Sciences and would appreciate the opportunity of extra time to broaden their studies.

This course emphasises scientific literacy. It focuses on the knowledge and understanding with which students need to engage, as informed citizens, with science based issues. This course is designed to focus on the topics of Chemistry which are relevant to the modern world, and to explore, research, and discover just why Chemistry is so important in the 21st Century.

Students will become aware of many of the topics of study, since there is a strong emphasis on the way Science is reported in the media, such as newspapers, television, radio and the internet.

The course is split into 8 chapters:

- Air and water (taught in Year 9); Chemical patterns; Chemicals of the natural environment
- Material choices; Chemical analysis; Making useful chemicals
- Ideas about Science; Practical Skills

Assessment:

This course is examined in May/June of Year 11. It leads to the award of a GCSE in Chemistry.

There are 2 written papers, each lasting 1 hour 45 minutes and each contributing 50% to the total mark.

To gain the award students must be given the opportunity to carry out experimental and investigative work throughout the course.

Tiers of Entry:

Higher Tier - grades available are 9, 8, 7, 6, 5, 4
Foundation Tier - grades available are 5, 4, 3, 2, 1

Career Opportunities:

The progression routes are the same as for Combined Science.

This combination of Biology, Chemistry and Physics at GCSE provides a sound foundation for students intending taking 'A' levels in either Physics and /or Chemistry and /or Biology. Science qualifications at 'A' level and University level are the cornerstone of many fields of employment including those in:

- medicine and other health related roles, agriculture, forensic science
- the engineering and communications industries, banking and finance
- the chemical and pharmaceutical industries.

The logical and analytical skills developed are also valued in many non-science roles.

SUBJECT: PHYSICS

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: GCSE (9–1) in Physics B (Twenty First Century Science) J259

Specification:

This course, taken alongside GCSE Chemistry and GCSE Biology, is an optional alternative intended for students who have an enthusiasm for the Sciences and would appreciate the opportunity of extra time to broaden their studies.

This course emphasises scientific literacy. It focuses on the knowledge and understanding with which students need to engage, as informed citizens, with science based issues. This course is designed to focus on the topics of Physics which are relevant to the modern world, and to explore, research, and discover just why Physics is so important in the 21st Century.

Students will become aware of many of the topics of study, since there is a strong emphasis on the way Science is reported in the media, such as newspapers, television, radio and the internet.

The course is split into 8 chapters:

- Radiation and waves; Sustainable energy (taught in Year 9); Electric circuits
- Explaining motion; Radioactive materials; Matter – models and explanations
- Ideas about Science; Practical Skills

Assessment:

This course is examined in May/June of Year 11. It leads to the award of a GCSE in Physics.

There are 2 written papers, each lasting 1 hour 45 minutes and each contributing 50% to the total mark.

To gain the award students must be given the opportunity to carry out experimental and investigative work throughout the course.

Tiers of Entry:

Higher Tier - grades available are 9, 8, 7, 6, 5, 4
Foundation Tier - grades available are 5, 4, 3, 2, 1

Career Opportunities:

The progression routes are the same as for Combined Science.

This combination of Biology, Chemistry and Physics at GCSE provides a sound foundation for students intending taking 'A' levels in either Physics and /or Chemistry and /or Biology. Science qualifications at 'A' level and University level are the cornerstone of many fields of employment including those in:

- medicine and other health related roles, agriculture, forensic science
- the engineering and communications industries, banking and finance
- the chemical and pharmaceutical industries.

The logical and analytical skills developed are also valued in many non-science roles.

SUBJECT: DANCE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8236

Specification:

The specification focuses on the aesthetic and artistic qualities of dance and use of movement to express and communicate ideas and concepts through the processes of performance, choreography and appreciation. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

Learning Outcomes

The course encourages students to:

- Learn to choreograph, perform and appreciate dance as an art form.
- Inform their development as creative and artistic individuals and broaden their aesthetic, social and cultural experience through a holistic engagement with dance.
- Engage as choreographers through creative and imaginative response to a range of stimuli. Application of knowledge, skills and understanding of choreographic forms and devices.
- Engage as performers through the application of knowledge, skills and understanding of performing; development of physical, technical and expressive skills. Communication of choreographic intention and artistry.
- Appreciate dance through the articulation of knowledge and critical reflection to inform artistic practice; critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts and critical analysis, interpretation, evaluation and appreciation of professional dance works.

Assessment:

Component 1: Performance and Choreography

Performance—30% of GCSE, 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

Choreography—30% of GCSE, 40 marks

- Solo or group choreography—a solo (two to two and a half minutes) or a group dance for 2-5 dancers (three to three and a half minutes).

Component 2: Dance Appreciation—40% of GCSE, written exam: 1 hour 30 minutes, 80 marks

Questions based on students' own practice in performance and choreography and the GCSE Dance Anthology, including:

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

Career Opportunities:

Dancer, Choreographer, Teacher, Arts Administrator, Therapist, Performer, Presenter, Education Outreach Worker and further education to gain a degree in Dance and the Performing Arts.

SUBJECT: DRAMA

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8261

Specification:

Within the course we look at a wide variety of plays, with most of the work being approached through practical workshops. Students will explore the potential of styles, such as physical and grotesque theatre and how the work of practitioners and playwrights have influenced theatre as we know it today.

Students will study and explore one set text and at least one free choice text. Visits to the theatre to see a broad range of productions is an important part of the course, and generally take place out of school hours. We do our best to keep the costs down. Students are required to see at least one live production over the course of the two years.

Many rehearsals take place out of school hours. Students must realise that they are expected to attend all rehearsals and commit themselves fully to the subject.

A student does not need a special talent for this course but certainly requires passion, commitment and a willingness to try their hardest in every project in which they partake.

Good attendance is essential for this GCSE.

Tiers of Entry N/A

Assessment:

Practical Components

1. Acting—performing 2 extracts from a playtext of the student and teacher's choice (20%) (externally assessed).
2. Devising Drama—written devising log (30%) and devised performance (10%).

Written Component 40% (1 x 1 hour 45 minutes paper)

Answering these areas of study:-

1. Multiple choice questions about the theatre industry.
2. Study of a set of text.
3. Evaluation of a piece of live theatre.

Controlled Assessment:

Drama practical assessment dates will be set appropriately throughout the two years—devised Drama assessment takes place in Year 10 and the acting performance takes place in Year 11.

Career Opportunities:

Media, Journalism, Acting, Teaching, Directing, Producing, Scriptwriting and many more.

SUBJECT: FOOD PREPARATION AND NUTRITION

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: J309

Specification:

OCR's GCSE (9-1) in Food Preparation and Nutrition is a new and exciting qualification, that is relevant to the world of food today. It replaces the previously taught qualification of 'Food Technology'. This qualification aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage learners to cook and make informed decisions about their food choice that not only are relevant to the examination, in this subject, but also develop and foster life skills that enable them to feed themselves and others well and affordably, now and in later life. Furthermore Food Preparation and Nutrition could form the foundation to a wide range of career opportunities.

Students will be encouraged to:

- develop skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Assessment:

GCSE (9-1) in Food Preparation and Nutrition Assessments

Written Examination Paper—1 hour 30 minutes, examination paper—50% of GCSE

Food investigation task—15% of GCSE (NEA)

Food preparation task—35% of GCSE (NEA)

Both NEA (Non-examined Units) are completed in lesson time

Tiers of Entry:

No tiers

Careers:

A wide range of food based career opportunities exist. The Food Industry is one of the biggest employers in the UK. Potential career paths include the Catering Industry, Food Retailing, Medicine and NHS and Private Health Services, Health & Fitness, Journalism, Adult Education, Teaching and Child Care.

SUBJECT: GEOGRAPHY

EXAMINATION BOARDS: Edexcel

**EXAMINATION SYLLABUS: GCSE in Geography
(8035)**

Specifications:

The **Edexcel GCSE in Geography** is a course that is issues-based and counts towards the English Baccalaureate.

Unit 3.1.2: The Living World, Unit 3.2.2: The Changing Economic World and **Unit 3.2.3 The Challenge of Resource Management** are largely covered in Yr 9, through our global issues work. They will be revisited and extended during Yr 10, and considered within the national, UK context. Students have a free choice between Food, Water or Energy for an independent enquiry.

Unit 3.2.1: Urban Issues and Challenges is covered in the early part of Yr 10. This deals with the problems associated with urban growth in both the UK and developing countries. Fieldwork will be offered to allow students to see first-hand how urban deprivation can be reduced through redevelopment and the move towards sustainable urban living.

Urban work is followed by the study of UK economic futures and **Unit 3.1.3: Physical Landscapes in the UK**, with a focus on Glacial Landscapes and tourism and Coastal Landscapes and management. Rural/remote residential fieldwork will be offered to provide a contrast to the urban work. Fieldwork is a compulsory element of the course; examined in the geographical applications exam paper.

The remaining topic area, **Unit 3.1.1: The Challenge of Natural Hazards** is covered in Yr 11. This unit deals with the problems associated with earthquakes and volcanoes, tropical storms, UK weather hazards and climate change.

A unique feature of this particular syllabus is the way in which the most important geographical skills are assessed. **A pre-release resource booklet is made available 12 weeks before the students sit Paper 3.** This allows for plenty of preparation time for the issues evaluation and assessed fieldwork component.

The course is well supported by materials on the school website/VLE, which should be consulted for more details. All deadlines for major items of work and events will be posted there. ICT use is a strong presence, together with applied GIS work.

Assessment:

The AQA GCSE in Geography examination has 3 written papers, assessing different subject content and **each paper covers elements of geographical skills**. All students sit the same papers at the end of the course in the Summer of Yr 11 and there are no controlled assessments, nor coursework.

Papers 1 and 2 have a similar format, with multiple choice, short answer, levels of response and extended prose questions, which are mainly compulsory:

SUBJECT: GEOGRAPHY

EXAMINATION BOARDS: Edexcel (B)

EXAMINATION SYLLABUS: GCSE 9-1 (1GB0)

Assessment cont:

Paper 1: Global Geographical Issues-covering Natural Hazards, Development Dynamics and Challenges of an Urbanising World. 1 hour 30 minutes (37.5% of the total marks)

Paper 2: UK Geographical Issues-covering The UK's evolving physical landscape, The UK's evolving human landscape, and Geographical investigations, including one physical fieldwork investigation and one human fieldwork investigation. 1 hour 30 minutes (37.5% of the total marks)

Paper 3: People and environmental issues—Making Geographical Decisions covering People and the Biosphere, Forests under threat, Consuming energy resources, and Making a geographical decision. As with the other two papers, there are multiple choice, short answer, levels of response and extended prose questions. 1 hour 30 minutes (25% of the total marks)

Tiers of Entry:

All students sit the same papers at the end of the course.

Career Opportunities:

Useful in most areas due to the skills learned and the opportunity to work towards obtaining the English Baccalaureate. The course promotes a strong international, as well as UK outlook and cross-cultural awareness—the tools students need to move into the global market place. Students cover most units in detail and develop personal learning and thinking skills which will help with their intended further study and career paths. This course will provide the ideal preparation for A levels and a wide range of careers including Civil Servant, Diplomat, Pollution Analyst and Town Planner.

SUBJECT: GRAPHIC COMMUNICATION

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8203

Specification:

Graphic Communication is the art and practice of planning and projecting ideas and experiences with visual and textual content. The form of the communication can be physical or virtual and may include images, words or graphic forms. The experience can take place in an instant or over a long period of time. The work can happen at any scale, from the design of a single postage stamp to a national signage system, or from a company's digital avatar to the sprawling and interlinked digital and physical content of an international brand. It can also be for any purpose whether commercial, educational, cultural or political. The field of graphic design represents a large profession, one of the largest in the world. The profession embraces change, requiring those pursuing graphic communication careers to learn new and diverse skills continually.

Students are required to work in one or more area of graphic communication including: communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design (including web, app and game), multi-media, motion graphics, signage and exhibition graphics. Students have the opportunity to explore overlapping areas and combinations of areas. Students are expected to develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to graphic communication and their selected area of study.

Assessment:

This qualification is linear, meaning that students will submit their Portfolio elements and their Externally Set Assignment at the end of the course.

Component 1 /8203C: Portfolio/60% of GCSE/ Non-Exam Assessment.

A portfolio that evidences explicit coverage of the four assessment objectives. It also includes a sustained project showcasing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course.

Component 2 /8203X: Externally Set Assignment/40% of GCSE.

Students respond to an Externally Set Assignment paper as issued by AQA.

Careers:

Employment opportunities and career opportunities are varied and include: Graphic Designer, Product Designer, Engineer, Architect, Advertiser, Animator, Interior and Spatial Designer, Illustrator, Marketing Specialist, Publisher, Teacher, Web Designer, App Designer, Art Director, Game Designer and many other careers which demand an understanding, appreciation and application of design and the creative process.

SUBJECT: HISTORY

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1HI0

Specification:

Paper 1

Crime and punishment in Britain, c1000-present and Whitechapel, c1870-1900: crime, policing and the inner city.

Students will complete a thematic study, covering:

- Crime and punishment in medieval England
- Crime and punishment in early modern England
- Crime and punishment in eighteenth and nineteenth century Britain
- Crime and punishment in modern Britain
- Whitechapel, c1870-c1900: crime, policing and the inner city

Paper 2

Early Elizabethan England 1558-88

Students will complete a depth study of Elizabethan England, covering the following:

- Queen, government and religion, 1558-69
- Challenges to Elizabeth at home and abroad, 1569-88
- Elizabethan society in the Age of Exploration, 1558-88

The American West c1835-c1895

Students will complete a period study, exploring:

- The early settlement of the west, c1835-c1862
- Development of the Plains, c1862-c1876
- Conflicts and conquests, c1876-c1895

Paper 3

Weimar and Nazi Germany

Students will complete a modern depth study, exploring:

- The Weimar Republic, 1918-29
- Hitler's rise to power, 1919-33
- Nazi control and dictatorship, 1933-39
- Life in Nazi Germany, 1933-39

Assessment:

The course is assessed by three written papers totalling 100%

Examination: Year 11

Paper 1—1hr 20 mins

Paper 2—1hr 45 mins

Paper 3— 1hr 20 mins

SUBJECT: HISTORY

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1HI0

Tiers of Entry:

N/A

Careers:

History is particularly useful for entering careers like Law, Journalism, Research with Radio and Television, Administration, Management and Local Government, as well as for work specifically to do with History such as the Museum Service, Archives or Teaching.

SUBJECT: Cambridge National Certificate in INFORMATION TECHNOLOGIES

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: J808

Specification:

The course is split into two units:

Unit R012: Understanding tools, techniques, methods and processes for technological solutions

You will sit an exam to assess your knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information. You will also be assessed on what the phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with your knowledge of various information technologies, you will be prepared to develop technological solutions.

You will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. You also need to understand how such risks can be mitigated.

This knowledge and understanding will help you to make decisions and appropriate choices when developing a technological solution, which you will be asked to do in the practical assignment.

Unit R013: Developing technological solutions

This assessment focuses on how effectively you use your skills when developing a technological solution. You will be given a project to develop a technological solution that processes data and communicates information. You will follow the project life cycle phases of initiation/planning, execution, communication and evaluation, demonstrating the practical skills you have acquired such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and/or presenting data through web-based technologies; keeping your project on track through on-going, iterative reviews.

You will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.

Assessment:

The course is assessed as follows:

Unit R012: Written Paper 1hr 45m – 50%

Unit R013: Controlled Assessment of 20 hours – 50%

Career Opportunities:

This qualification supports the skills required for a wide range of A level subjects as well as further and higher education. It will also provide transferable skills for employment.

Careers in ICT vary widely but include IT Consultancy, Defence, Teaching & Research, Business Analyst, Journalist, Architect and Graphic Designer.

SUBJECT: MUSIC

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1MU0

Specification:

This comprises of 3 Units:

Unit 1 : Performing - 30%

Any combination of voice or instrument.

1 solo - recorded for assessment

1 ensemble - recorded for assessment

Unit 2 : Composing - 30%

Controlled Assessment

2 compositions (total of 4 minutes)

Recorded for assessment

Unit 3 : Appraising - 40%

Musical elements, musical contexts and musical language.

4 areas of study :

Area of study 1 - Instrumental Music 1700-1820

Area of study 2 - Vocal Music

Area of study 3 - Music for Stage and Screen

Area of study 4 - Fusions

Assessment:

- By a 1 hour 45 minute written paper.
- Recording of two performances and two compositions.

Examinations: Year 11

Practical – Two days are set by for recording of individual and ensemble pieces and compositions

Written – 1 hour 45 minutes

Tiers of Entry: N/A

Deadlines:

2 compositions starting Spring Year 10 and finish February half term Year 11

Career Opportunities:

Teacher, Music Therapist, Music Administrator/Concert Organiser, Recording Engineer, Instrument Designer/Dealer, Performer, Composer and Publisher.

SUBJECT: PHYSICAL EDUCATION—GCSE

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1PE0

Specification:

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education consists of two externally examined papers and two non-examined assessment components.

Components 1 and 2 will be assessed in May/June in any single year. Components 3 and 4 may be assessed at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examination.

Assessment:

Component 1: Fitness and Body Systems (Component code: 1PE0/01)

Written examination: 1 hour and 45 minutes

36% of the qualification

90 marks

Content Overview

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Assessment Overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Component 2: Health and Performance (Component code 1PE0/02)

Written examination: 1 hour and 15 minutes

24% of the qualification

70 marks

Content Overview

Topic 1: Health, fitness and well-being

Topic 2: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data

Assessment Overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Component 3: Practical Performance (Component code: 1PE0/03)

Non-examined assessment: internally marked and externally moderated.

30% of the qualification.

105 marks (35 marks per activity)

Content Overview:

Skills during individual and team activities

General performance skills

SUBJECT: PHYSICAL EDUCATION—GCSE

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1PE0

Component 3 Cont.

Assessment Overview

The assessment consists of students completing **three** physical activities from a set list.

One must be a **team** activity.

One must be an **individual** activity.

The final activity can be a **free** choice.

Students must participate in three separate activities.

Students will be assessed against set assessment criteria found in the Pearson Edexcel Level1/Level 2 GCSE (9-1) in Physical Education practical performance assessment guide document on their website. Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.

Component 4: Personal Exercise Programme (PEP) (Component code: 1PE0/04)

Non-examined assessment: internally marked and externally moderated.

10% of the qualification

20 marks

Content overview

Aim and planning analysis

Carrying out and monitoring the PEP

Evaluation of the PEP

Assessment Overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.

Career Opportunities:

GCSE Physical Education can act as a stepping stone for a career in Sport, Fitness, Teaching, Health Industry, Outdoor Education, Leisure Industry and Physiotherapy.

SUBJECT: TEXTILES

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8204

Specification:

Textiles is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles.

Areas of Study

In component 1 and component 2 students are required to work in one or more areas of textile design, including:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface design
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles
- Installed textiles
- Students must develop and apply the knowledge and understanding and skills specified to realise personal intentions relevant to textiles design and their selected area of study

Assessment:

This qualification is linear, meaning that students will submit their Portfolio elements and their Externally Set Assignment at the end of the course.

Component 1 /8204C: Portfolio/60% of GCSE/ Non-Exam Assessment.

A portfolio that evidences explicit coverage of the four assessment objectives. It also includes a sustained project showcasing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course.

Component 2 /8204X: Externally Set Assignment/40% of GCSE.

Students respond to an externally set assignment paper.

Career Opportunities:

Employment opportunities and career opportunities are varied and include: Fashion designer, textiles designer, costume designer, wardrobe mistress, fashion buyer, interior designer and many other careers which demand an understanding, appreciation and application of design and the creative process pertaining to the Textile and Fashion industries.

ADDITIONAL COURSES

SUBJECT: ASTRONOMY

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1AS0

Specification:

Astronomy is offered as an enrichment activity to students, it will begin in Year 9 or Year 10 with students taking the examination 2 years after they start. The group meets on Monday from 4:00pm to 5:30pm. This is less time than is typically allocated to a GCSE course so we move at a fast pace. A commitment to homework is required. In addition students attend observing sessions on Friday evenings 6:30pm to 8:30pm, typically once a month from Autumn to Spring, dependent on the weather, in Frances Field Paglesham (where the sky is darker).

Most people are fascinated by the night sky and are interested in stories about our continuing exploration of our Solar System and Universe. This course has been developed to build on that interest and to give an introduction to the subject of astronomy. The course will enable students to understand our position in the Universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. Students will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the Universe in which we live.

The course is divided into 16 topics:

Naked Eye Astronomy

- Planet Earth
- The lunar disc
- The Earth-Moon-Sun system
- Time and the Earth-Moon-Sun cycles
- Solar System observation
- Celestial observation
- Early models of the Solar System
- Planetary motion and gravity

Telescopic Astronomy

- Exploring the Moon
- Solar astronomy
- Exploring the Solar System
- Formation of planetary systems
- Exploring starlight
- Stellar evolution
- Our place in the Galaxy
- Cosmology

Observational Skills

Throughout the course, students should will develop their observational skills by carrying out observational tasks in their own time. Some tasks will be without the aid of a telescope or binoculars, others will require the use of an optical instrument. While students who have their own telescope may use it, this is not required and equipment may be borrowed from the school when needed. The best observations are taken during the long, clear (and therefore cold) winter nights and students must be prepared to commit the required time to these activities.

Assessment:

Assessment is by 2 written papers each of 1 hour 45 minutes. Each paper is worth 50% of the available marks.

SUBJECT: ASTRONOMY

EXAMINATION BOARD: EDEXCEL

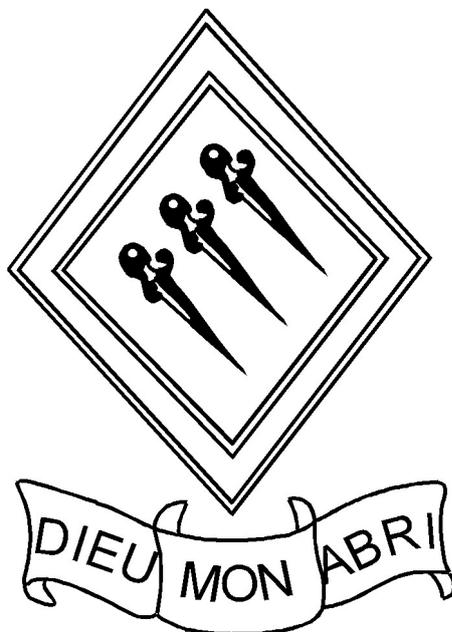
EXAMINATION SYLLABUS: 1AS0

Tiers of Entry:

There is only one tier of entry: grades 9-1

Career Opportunities:

Most study Astronomy purely for interest and for some it may develop into a long term hobby. It compliments their study of other Science subjects and develops similar skills. Many of the themes in Astronomy are developed further in AS and A level Physics and any students inspired to consider Astronomy as a career would need to consider both Physics and Mathematics for their Sixth Form studies.



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