



ST BERNARD'S HIGH SCHOOL



**Year 9 Curriculum
Information for GCSE
Examination in 2025
Issued: January 2023**

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.

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 choose three optional subjects from the list below. She will need to choose one subject from each block, plus a reserve subject.

OPTIONS

Block A	Block B	Block C
History	Dance	Psychology
Drama	Biology, Chemistry, Physics	Music
Physical Education	Art, Craft and Design*	Drama
Textile Design*	Psychology	Computing
Graphic Communication*	Geography	Geography
Art, Craft and Design*	Graphic Communication*	Biology, Chemistry, Physics
Food Preparation and Nutrition	Business	Food Preparation and Nutrition
3D Design*	History	Spanish
Spanish		

* Only one of these subjects can be taken, they cannot be combined

Students must achieve a secure Grade 4 in Science by the end of Year 9 to study Biology, Chemistry, Physics.

Unfortunately, we are unable to offer GCSE Italian at Key Stage 4. This means that students are not required to study a language at Key Stage 4, but they may choose to study Spanish if they have studied it at Key Stage 3 or already have the required level of Spanish to start the GCSE. We will continue to see whether the offer of GCSE Italian can be offered as an extracurricular activity but cannot guarantee this.

INTRODUCTION

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	8	Mrs Barrett-Porter
Mathematics	12	Mr Miller
Personal, Social & Health Education	13	Mrs Every and Mr Maddison
Physical Education	14	Miss Clarke
Religious Studies	15	Mrs Abel
Sciences	16	Mrs James, Mr Clarkson-Hull, Mrs Panter
Options		
Three-Dimensional Design	18	Mr Galton
Art, Craft and Design	19	Mr Galton
Sciences (Biology, Chemistry, Physics)	20	Mrs James, Mr Clarkson-Hull, Mrs Panter
Business	23	Mrs Moore
Computer Science	24	Mrs Moore
Dance	25	Mrs Alexander
Drama	26	Mrs Bell
Food Preparation and Nutrition	27	Mrs Englander
Modern Foreign Language—Spanish	28	Miss Dubois
Geography	30	Mr Bartlett
Graphic Communication	32	Mrs Rainey
History	33	Ms Lynch
Music	35	Mrs Githu
Psychology	36	Mrs Berridge
Physical Education—GCSE	38	Miss Clarke
Textile Design	40	Mrs Stanborough

Other Staff Involved From Whom Advice Can Be Sought

Form Tutor 9A	Mr A Bartlett
Form Tutor 9C	Mrs M Bell / Mrs A Wood
Form Tutor 9F	Mrs S Stanborough
Form Tutor 9H	Miss A Alessi / Mrs C Tobin
Form Tutor 9M	Mrs S Phillips
Form Tutor 9R	Miss D Abankwa
Head of Year	Miss O Donnell
Careers Coordinator	Mrs H Li
Options Coordinator	Miss E March
EAL Coordinator	Ms Wagstaff
Learning Mentors	Miss Figueiredo, Miss Law, Mrs Skelton, Miss Wiggins
Pastoral Manager	Mrs Wells

Curriculum Guidance

At St Bernard's, the Core Curriculum ensures students have a broad and balanced base from which they can progress to Further and Higher Education/Apprenticeships and future employment.

When making the three choices of Option subjects there are a number of areas to consider:

- The EBACC
- Thinking about Higher Education
- Oxford and Cambridge Applications
- Future career aspirations
- Vocational direction

The English Baccalaureate (EBACC) is an extra qualification students achieve if they pass GCSEs in English Language, Mathematics, Double/Triple Science, History or Geography and a foreign language. It is difficult to gauge the importance the English Baccalaureate may have in future years, but since the subjects involved are well respected by Sixth Forms, Universities and Employers, it will always be a useful combination of subjects for progression to further or Higher Education.

If you have already got a particular career in mind, it is important to understand which qualifications will be necessary for further study, e.g. Architecture courses often require Art A Level, and therefore an Art GCSE would be important.

If you think you will be in a position to apply to the top Universities including Oxford and Cambridge, then it is going to be important that you achieve grades at GCSE to the best of your ability in order to put yourself in the strongest possible position. We know that these Universities often like to see students with a grade profile of mainly 7-9 grades. In the 9-1 grading system for GCSE 8 and 9 are the highest grades.

Many college courses will require Grade 4 or above in 5 GCSEs including English and Mathematics.

If you are uncertain about what you want to do post 16 or post 18, *the curriculum structure at St Bernard's will ensure you have a wide range of options available to you.*

Making Your Choices What to do Next

1. You should enjoy the subject you choose or, in the case of a subject you have not studied before, you need to enjoy the type of work involved.
2. You should have shown some ability in the subject or in related subjects.
3. You should take possible careers into account.
4. You should keep a balance of subjects which will give you a broad education.
5. Make the choice to suit yourself, not just because a friend is choosing it.
6. Talk over your plans with the following people, all of whom are ready to help:-
 - a. your Parents/Carers
 - b. your Form Tutor
 - c. your Head of Year
 - d. your Subject Teachers
7. Remember to visit the Careers Coordinator, Mrs Li to seek information about possible careers and subjects you are considering.

If you have any problems please see your Form Tutor or your Head of Year very quickly. They will try to help you.

Finally, if after you have made your choices you have doubts, let your Form Tutor know urgently; changes may be possible and **most of all we want students to make the right choices.**

Please note the following dates:

Tuesday 24 January 2023	Curriculum Information Booklet and Options presentation available to students and parents via Teams
Tuesday 31 January 2023	Year 9 Parents' Evening
Thursday 2 February 2023	9A to submit online options form during form time
Friday 3 February 2023	9C to submit online options form during form time
Monday 6 February 2023	9F to submit online options form during form time
Tuesday 7 February 2023	9H to submit online options form during form time
Thursday 9 February 2023	9M to submit online options form during form time
Friday 10 February 2023	9R to submit online options form during form time

Friday 10 February 2023

DEADLINE the online form will be closed for editing—ensure you have **saved** your choices

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)

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

- transactional 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)

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)

60% of the total GCSE

SUBJECT: ENGLISH LITERATURE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8702

Tiers on Entry:

Level 1 / Level 2 GCSE (9-1)

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: PERSONAL, SOCIAL AND HEALTH
EDUCATION**

EXAMINATION BOARD: N/A

EXAMINATION SYLLABUS: N/A

Specification

Our approach to supporting pupils' and delivering a well-planned PSHE curriculum, is informed by and is threaded through the school's Christian vision and Mission Statement.

"Love one another. As I have loved you."

John 3:34

PSHE provides a breadth and depth of study that allows students to have a wide and varied knowledge base that enriches their life experience empowering them in their choices for higher education, employability, and global citizenship. It will openly teach skills and knowledge in a learning sequence that delivers students' progress.

The impact of our PSHE curriculum will ensure our young people are prepared for life now and for their next steps. It will create confident, engaged, independent learners who are experience, skill, knowledge, and language rich. Students should understand what constitutes, staying safe, to recognise risk and are aware of the support available to them.

The course is delivered through a series of drop-down days across the school year.

Students explore themes including rights and responsibilities as a member of our society, issues of citizenship, sex and relationship education, mental and physical health education, independent careers guidance, work experience and an opportunity to develop the knowledge and skills which are considered essential to living in the 21st Century and those required for industry. Within this, a positive focus on relationships and lifestyle is taught, in line with the ethos of the school.

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 STUDIES

EXAMINATION BOARD: AQA

**EXAMINATION SYLLABUS: SPECIFICATION B
- 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.

Two 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: AQA

**EXAMINATION SYLLABUS: Combined Science
(Trilogy) 8464**

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 24 units across three chapters:

- **Biology:** Cells Biology, organisations, infection and response, Bioenergetics, Homeostasis and response, inheritance, variation and evolution.
- **Chemistry:** Structure and periodic table, bonding, structure and the properties of matter, Quantitative chemistry, chemical changes, Energy changes. The role and extent of chemical changes, organic chemistry, chemical analysis, chemistry and the atmosphere and using resources
- **Physics:** Electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnets

Assessment:

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

There are 6 papers all of 1 hour 15 min duration, two each for Biology, Chemistry and Physics each contributing 16.7% 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 DESIGN

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 form, colour, space and texture
- 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—June 2024

Year 11— Project 2—January 2025

Year 11—Project 3—May 2025

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—April 2024

Year 11— Project 2—January 2025

Year 11— Externally Set Assignment—May 2025

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: AQA

**EXAMINATION SYLLABUS: GCSE (9–1) in Biology
8461**

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

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: AQA

**EXAMINATION SYLLABUS: GCSE (9–1) in Chemistry
8462**

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; Chemical patterns; Chemicals of the natural environment
- Material choices (taught in Year 9); 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

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: AQA

**EXAMINATION SYLLABUS: GCSE (9–1) in Physics
8463**

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

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: BUSINESS

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: (9–1) in Business
IBSO/01 and IBSO/02

Specification:

You will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, you will learn about planning, finance, marketing and economics and discover some of the methods and techniques used to analyse an organisation's performance. This will be covered in two themes

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business

Topic 1.1 Enterprise and entrepreneurship

Topic 1.2 Spotting a business opportunity

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the business effective

Topic 1.5 Understanding external influences on business

Theme 2 focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources

Topic 2.1 Growing the business

Topic 2.2 Making marketing decisions

Topic 2.3 Making operational decisions

Topic 2.4 Making financial decisions

Topic 2.5 Making human resource decisions

Assessment:

There are two written examinations where a variety of tasks are undertaken. Both papers are divided into three sections and consist of calculations, multiple-choice, short-answer and extended-writing questions.

Theme 1 (Investigating Small Business) is examined by written examination lasting 1 hour and 30 minutes. The paper consists of questions totalling 90 marks and is worth 50% of the qualification. Paper code IBSO/01.

Theme 2 (Building a Business) is examined by written examination lasting 1 hour and 30 minutes. The paper consists of questions totalling 90 marks and is worth 50% of the qualification.

Paper code IBSO/02.

Tiers of Entry:

Level 1/Level 2 GCSE (9–1)

Students complete all assessment in May/June of the final year

Career Opportunities:

A GCSE in Business allows students to understand more about the business world and provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers such as banking, sales, product management and general management.

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, Business, History, Geography, Economics and Psychology.

SUBJECT: COMPUTER SCIENCE

EXAMINATION BOARD: EDEXCEL

**EXAMINATION SYLLABUS: (9–1) in
Computer Science (1CP2)**

Specification:

Computer Science, like mathematics and physics, underpins a huge range of subjects, and has concepts and ways of working that do not change quickly over time, including programming, algorithms and data structures.

A key skill that is developed is 'computational thinking' and this offers insightful ways to view how information operates in many natural and engineered systems.

The course is a mixture of both theory and practical program development.

Paper 1— Principles of Computer Science

Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

Topic 2: Data – understanding of binary, data representation, data storage and compression.

Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.

Topic 4: Networks – understanding of computer networks and network security.

Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

Paper 2—Problem solving with programming. The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.

Assessment:

Paper 1 (1CP2/01) consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items

Written examination: 1 hour and 30 minutes 50% of the qualification 75 marks

Paper 2 is problem solving with programming. The main focus of this paper is:

understanding what algorithms are, what they are used for and how they work in relation to creating programs

understanding how to decompose and analyse problems

ability to read, write, refine and evaluate programs.

Onscreen examination: 2 hours 50% of the qualification 75 marks

Tiers of Entry:

Level 1/Level 2 GCSE (9–1)

Students complete all assessment in May/June of the final year

Career Opportunities:

This course is an excellent basis for an A Level in computer science. This can open the door to a huge number of degrees and apprenticeships such as Computer Systems Engineering, App Development, Networks, Artificial Intelligence, Games Design, Web Development and Electronic Engineering.

Current areas of job growth have been in games design, cyber security and big data analytics.

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 (14 marks for set phrases and 26 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:

Drama is an exciting, energetic and rigorous GCSE. It provides opportunities for students to develop a passion for Drama and Theatre and to understand how culture and society is enriched by it. It encourages a growth in confidence and an ability to work with a range of different people. Students will continue to develop the strength and range of their vocal and physical performance skills and explore a variety of styles and genres across the 2 year course.

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 play text 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 performance assessment takes place in Year 10 and the scripted performance assessment takes place in Year 11.

Career Opportunities:

Media, Journalism, Acting, Teaching, Directing, Producing, Stage Management, 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 an 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, food provenance, 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: MODERN FOREIGN LANGUAGE (SPANISH)

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1SP0

To be able to choose this option, students must have been studying Spanish at KS3.

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 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 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 Italian/Spanish

Written examination
Foundation Tier: 45 mins; 50 marks
Higher Tier: 1 hour; 50 marks
25% of total qualification

Paper 4 Writing in 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 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 (SPANISH)

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1SP0

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: GEOGRAPHY

EXAMINATION BOARDS: Edexcel

**EXAMINATION SYLLABUS: GCSE (9-1)
Geography B (1GB0)**

Specification:

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

Unit 1: Global Geographical Issues. This component focuses on three topics: Topic 1 is Hazardous Earth. The students will study global atmospheric circulation and the different ways in which heat is distributed around the Earth, along with the natural and human causes of climate change. They will then go onto study Tectonic activity across the world Topic 2 is Development Dynamics, and involves the study of different countries development status, and how the development of a country is measured. This topic will focus on a case study of India and its uneven development. Topic 3 is Urban Challenges. This topic looks closely at the challenges and opportunities that occur within increasingly populated urban areas.

Unit 2: UK Geographical Issues. This component consists of three topics: Topic 4 is the UK's Evolving Physical landscape, and will include the study of the UK's changing coastal landscape, and the processes that are affecting these changes. It will also look at the costs and benefits involved in managing these changes. This will be followed by the study of the UK's rivers and the challenges involved with issues linked to rivers. For example, the increasing risk of flooding. There will also be a case study of the River Severn. Topic 5 is the UK's Evolving Human Landscape, and will include the study of the challenges and opportunities of changing urban and rural areas, with a focus on the city of Birmingham and its surrounding areas. Topic 6 is Geographical Investigations. This topic involves a human and physical fieldwork investigation, where students have to carry out investigations based on a key hypothesis or enquiry question.

Unit 3: People and Environment Issues-Making Geographical Decisions. This component includes topic 7, which is People And The Biosphere. This topic looks into the location and challenges linked to the worlds largest biomes, and how to manage these challenges. Topic 8 is Forests Under Threat, which involves the case study of two contrasting Forest biomes, Tropical rainforests and the Taiga forest. Students will study the challenges faced by both of these forest biomes, and why it is important to manage these challenges. Topic 9 is Consuming energy Resources. This topic looks at the increasing demand for resources, including energy. The students will study the contrasting ways in which energy can be provided, and why there is a real need to switch from fossil fuel energy to renewable energy.

Assessment:

The students will take three separate examination question papers based on each study component. The questions in each paper will combine short response questions and questions that require critical thinking with extended writing responses required. The examinations will take place during the summer period of Year 11 studies

There will be no coursework linked to the GCSE Geography studies.

SUBJECT: GEOGRAPHY

EXAMINATION BOARDS: Edexcel

EXAMINATION SYLLABUS: GCSE (9-1)
Geography B (1GB0)

Assessment cont:

Component 1: Global Geographical issues

Written examination :1 hour and 30 minutes
37.5% of the qualification
94 marks

Assessment overview:

Section A Hazardous Earth

Section B Development Dynamics

Section C Challenges of an urbanising world

Component 2: Geographical issues

Written examination 1 hour and 30 minutes
37.5%of the qualification
94 marks

Section A The UK's evolving physical landscape

Section B The UK's evolving human landscape

Section C Geographical investigations, including coastal change (physical Geography) and Dynamic urban areas (human Geography)

Component 3: People and Environment issues—making Geographical Decisions

1 hour and 30 minutes
25% of the qualification
64 marks

Section A People and the biosphere

Section B Forests under threat

Section C Consuming energy resources

Section D Making a geographical decision

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 defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. The research, design and practical activities within this subject seek to develop creativity and confidence in the student's ability to explore, experiment, reflect and communicate their ideas using a range of equipment and materials. Students will not only learn new skills and techniques, but also grasp the importance of innovative thinking within the Graphics industry. There continues to be a range of creative opportunities that lie within this industry, which lead to varying disciplines such as graphic design, editorial design, illustration, web design, UX/UI design, and motion graphics.

Areas of Study:

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

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography

They may explore overlapping areas and combinations of areas.

Assessment:

This qualification is assessed holistically meaning that all work produced can be submitted for assessment. Students must produce the following units;

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. They explore briefs in typography, infographics and product promotion, before starting their sustained project. Students submit this before Christmas in Year 11.

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

Students respond to an externally set assignment paper from which they choose a brief to explore. At the end of the assignment students sit a 10 hour practical examination where they are required to develop their ideas into a practical outcome. They are required to work independently during the examination.

Career Opportunities:

Employment opportunities and career opportunities are varied and include: Graphic designer, animator, creative director, illustrator, game designer, UX/UI designer, editorial designer, web designer, set designer, and more. The transferable skills developed from this subject include: creativity, communication skills, time management, research skills, presentation skills and analytical skills, which could lend themselves well to a wide range of careers.

SUBJECT: HISTORY

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1HI0

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

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

SUBJECT: HISTORY

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1HI0

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

Career Opportunities:

Studying History helps develop many transferable skills which are essential to many future careers, such as critical thinking, analysis, research, communication, problem solving, creating an argument, justifying a point of view, and thinking critically about sources of information.

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: 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 end of February Year 11

Career Opportunities:

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

SUBJECT: PSYCHOLOGY

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8182

Specification:

Psychology is one of the most interesting and dynamic fields in the world currently. With the increasing prominence of mental health and related issues, psychology has never been more important to the national discussion. Through Psychology, we can examine the human mind in terms of mental behaviours and psychological functions. Psychologists will then try to understand how it functions, responds, if it can be improved and how it can be kept in a stable state. Studying GCSE psychology, you will get to grips with the core principles and theories that underpin this social science.

Paper 1: Cognition & Behaviour

Memory

This includes the process, structure and process of memory. You will explore the different kinds of memory and how they are formed. You will also touch on how memories can influence our reality, including accuracy of memories, false memories and context.

Perception

Perception refers to the way we organise and interpret sensory information. You will study the difference between sensation and perception, Gibson's direct theory of perception including the role of motion parallax in everyday perception. You will also explore Gregory's constructive theory of perception, studying the influence of nurture and the perceptual effects of culture, motivation, emotion and expectation.

Development

Developmental psychology examines how and why human beings change over the course of their life. You will understand the four stages of development and the role of these stages in education, egocentricity and social interactions. Originally concerned with infants and prepubescent children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan.

Research methods

This module teaches you how to carry out scientific research including how to form a testable hypothesis, the types of variables and sampling methods. You will also understand planning research, ethical considerations and the importance of data.

Paper 2: Social Context & Behaviour

Social influence

Social influence explores the affect of conformity and major influence on an individual depending on a variety of factors. Including anonymity, peer group, personality and others. You will also study the concepts of obedience and prosocial behaviour that influences the individual in order to alter behaviour.

Language, thought & communication

This module examines the relationship between language and thought and how this can alter your view on the world. You will study the differences between human and animal communication as well as the significance of non-verbal communication in human interactions.

Brain & neuropsychology

You will study the structure and function of the nervous system. This is essential to understanding our fight or flight response and the James-Lange theory of emotion. You will also study the structure of neurons and the brain itself and their respective roles to play in our conscious and unconscious lives.

Psychological problems

Psychological problems is an introduction to mental health issues, the significance of these challenges and the impact they can have on society. You will also look at clinical depression, therapies, the characteristics of addiction and theories underpinning that.

Assessment:

This qualification is linear, meaning that students will sit all their examinations at the end of the course. There are two written examination papers, both are 105 minutes long and each examination is worth 50% of the course. All four sections including multiple choice, short answer & ext. writing Qs. (25marks per section). No coursework.

AO1 – knowledge & understanding 35%; AO2 – application 35%; AO3 – analysis & evaluation 30%.

Research methods questions are 20% of the overall marks with half of those marks (10% of the overall marks) being mathematics based.

Tiers of Entry:

There are no tiered examinations. All students take the general level.

Career Opportunities:

Studying GCSE psychology is an excellent way to give yourself a foundational knowledge of how the human mind works, understand social behaviour and human development. GCSE psychology will also give you the basis upon which to build deeper knowledge in the form of A Level psychology and an undergraduate degree.

If you're interested in human behaviour, then GCSE psychology can go some way to answering your questions and providing valuable insight. It will help you to understand human behaviour and what compels people to make the decisions they do.

You can then build on this knowledge, leading towards a number of exciting career opportunities including:

- Clinical psychologist.
- Counselling psychologist.
- Educational psychologist.
- Forensic psychologist.
- Health psychologist.
- High intensity therapist.
- Occupational psychologist.
- Teacher.

The expertise that you will possess as a psychologist will assist you in a range of sectors, including mental health, social work, education, business and even sport and fitness. Indeed, psychology will help you in any work that involves working with, or for people—so that's most jobs!

SUBJECT: PHYSICAL EDUCATION—GCSE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8582

Specification:

If you love playing sports, have bundles of energy and enjoy learning about movement then studying PE at GCSE and beyond could be a good career move for you. Physical education is not just about sports though. You'll learn a lot about health, well-being and the human body.

Physical education has clear links with a range of other GCSE courses some being, Health and social care, psychology, science and food and nutrition.

Component 1: The human body and movement in physical activity and sport

Component 2: Social-cultural influences and well-being in physical activity and sport

Component 3: Practical Performance in physical activity and sport & Analysis and evaluation of performance to bring about improvement in one activity

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Assessment:

Component 1: The human body and movement in physical activity and sport

Written examination: 1 hour and 15 minutes

30% of the qualification

78 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.

Component 2: Social-cultural influences and well-being in physical activity and sport

Written examination: 1 hour and 15 minutes

30% of the qualification

78 marks

Content Overview

Topic 1: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Health, fitness and well-being

Topic 4: Use of data

Assessment Overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.

1.

SUBJECT: PHYSICAL EDUCATION—GCSE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8582

Assessment cont:

Component 3: Two elements

- 1. Practical Performance in physical activity and sport**
- 2. Analysis and evaluation of performance to bring about improvement in one activity**

Content Overview:

Skills during individual and team activities
General performance skills

Practical Performance in physical activity and sport

Non-examined assessment: internally marked and externally moderated.
30% of the qualification
75 marks

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 AQA list of approved sporting activities. These will be assessed by the teacher in class and moderated by AQA.

Analysis and evaluation of performance to bring about improvement in one activity

10% of qualification
25 marks

Students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. Evidence can be written or verbal (audio visual recording must be provided for moderation if verbal).

Career Opportunities:

You can then build on this knowledge, leading towards a number of exciting career opportunities including:

- Sport
- Fitness
- Teaching / coaching
- Health and well-being
- Industry specific
- Outdoor education
- Leisure Industry
- Physiotherapy
- Sports nutrition

SUBJECT: TEXTILE DESIGN

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 8204

Specification:

The research, design and practical activities within this subject seek to develop creativity and confidence in the student's ability to explore, experiment, reflect and communicate their ideas using a range of equipment and materials. Students will not only learn new skills and techniques, but also grasp the importance of innovative thinking within the Textiles and Fashion industry. There continues to be a range of creative opportunities that lie within this industry, which lead to varying disciplines such as fashion design, print design, interior design, styling, fashion promotion and many more.

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 and accessory design
- Constructed textiles
- Printed and dyed textiles
- Surface design
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles

Assessment:

This qualification is assessed holistically meaning that all work produced can be submitted for assessment. Students must produce the following units;

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. Students submit this before Christmas in Year 11.

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

Students respond to an externally set assignment paper from which they choose a brief to explore. At the end of the assignment students sit a 10 hour practical examination where they are required to develop their ideas into a practical outcome. They are required to work independently during the examination.

Career Opportunities:

Employment opportunities and career opportunities are varied and include: Fashion designer, textiles designer, costume designer, fashion writer, 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.



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