

# ARCHBISHOP BLANCH SCHOOL

## KEY STAGE 4 BOOKLET

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Dear Student,

***What are you going to do with the rest of your life?***

What a big question to ask! Perhaps you have a very clear idea about what you want to do. Or perhaps (like me, when I was 15) you have no idea at all.

Either way, you will soon need to start making choices about what you study in Year 10. In some areas you do not have much choice – for example, everyone must continue with D&T, English, Maths, MFL, PE, RE and Science but there is a fair amount of choice about other subjects that you could take.

These are important decisions. They will affect the rest of your education, even after you leave school. They could affect the rest of your life. It's important that you think carefully about what you want to do, and choose wisely from the options you are given.

We will help you choose – whether you have a clear idea about the future, or no idea at all. You will have an interview with a member of staff to help you decide what to do. Also we would very much like you to come to the Parents' Evening on Wednesday 10th March. Do come along: if you're going to make a *good* choice, it needs to be an *informed* choice.

We look forward to seeing you there.

Yours sincerely,

**MISS J GRIFFITHS**  
Headteacher



Dear Parent(s)

The beginning of Year 10 marks a very important development in the education of your daughter. The next two years of study will play a large part in determining pupils' future prospects.

The aim of this booklet is to explain to parents and pupils the curriculum which will be offered in Years 10 and 11 and to give advice on how to choose subjects wisely.

All pupils will study the subjects in the "Core Curriculum". These include:

**Design and Technology**  
**English Language**  
**English Literature (majority of pupils)**  
**Mathematics**  
**A Modern Language**  
**Science (first examination in Year 10)**  
**Religious Education (examined at the end of Year 10)**  
**Physical Education**  
**Personal, Social, Health Education and Citizenship**  
**Work Related Learning and Enterprise**

Pupils will then have the choice of three subjects from the Options

**In choosing subjects please consider the following points:**

- 1 If your daughter has a definite job or career in mind it is important to check if there are any particular subject requirements.
- 2 If your daughter hopes to continue into the Sixth Form it is advisable that subjects are not dropped in Year 10 which might be favoured 'A' level choices.
- 3 If your daughter does not have any idea about a future career then it is advisable to keep a wide choice of subjects suitable for several different careers.
- 4 It is also important for girls to choose subjects which they like and which they are good at. If your daughter is not sure how good she is in a particular subject she must ask the advice of her teacher.

Girls must always ask for help regarding the choice of subjects. Each student will have an individual interview to which you will be invited. As parents, you have an important role to play by encouraging your daughter to discuss careers and choices with you.

**Continued/.....**

A major element in many subjects at GCSE level is coursework which is completed over a two-year period. It is important that pupils and parents recognise the necessity of keeping up to date with assignments and regular attendance is essential in order to achieve this. Pupils will benefit from parental encouragement and support in planning their work systematically.

Please remember that Form Tutors, Year Tutor- Mrs J Rees, Miss E Jones- Head of Careers, and Senior Staff are always on hand to answer queries and to give advice.

Yours sincerely

**MISS H M LLOYD**  
**Assistant Head, Curriculum**

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# CAREERS

If you are to choose your options wisely you will need to consider the following:

- 1 Your own interests, abilities and hopes for the future.
- 2 What the different subjects involve in Years 10 and 11.
- 3 How balanced your choice of subjects is and its affect on your future.

To help you make a wise choice of options you have been shown what information is available in the Careers Room so that you can carry out research for yourselves. You have just completed the Careers Guidance programme during PSHE lessons. In these lessons you have been encouraged to think about your strengths and weaknesses. You should now examine the options open to you and the consequences your choices will have on your future career possibilities.

You have also been given a copy of the brochure 'Which Way Now'. Your parents have also received a copy of a brochure giving them advice on how to help you make your subject choices. (This information can also be found by visiting [www.connexions-direct.com/parentcarer](http://www.connexions-direct.com/parentcarer)) You will be given information about subjects which are new to you, and finally you will receive information at the Key Stage 4 Curriculum Evening held in school. Following this you will be interviewed by your Form Tutor or another member of staff to ensure that your choices are appropriate.

Future career avenues can also be explored during Year 10 when you will have two weeks work experience in an area of work in which you have an interest. During Year 11 you will be invited either for an individual or group careers interview with our Careers Officer to help you with your post-16 choices – either continuing your education, opting for training or applying directly for employment.

**Miss E Jones**  
**Careers Co-ordinator**

## TIMETABLE OF GUIDANCE

<b>October - February</b>	Pupils take part in a Careers Guidance Programme during PSHE lessons to help with Options choices
<b>3<sup>rd</sup> March</b>	Letter sent to parents inviting them to attend Key Stage 4 Curriculum Evening
<b>5<sup>th</sup> March</b>	Information booklet given out to pupils
<b>January/February</b>	Subject staff talk to pupils about new subjects offered in the Options
<b>10<sup>th</sup> March</b>	Year 9 Consultation & Key Stage 4 Curriculum Evening for parents and pupils. You are invited to find out more information about Years 10 and 11 Curriculum from Senior Staff and to consult Heads of Department, Subject Staff, Careers Staff and Year Tutor, Mrs J Rees. Distribution of Straw Poll
<b>12<sup>th</sup> March</b>	Straw poll to be returned
<b>20<sup>th</sup> April onwards</b>	Miss Griffiths, Mrs McElhinney-Samson, Ms Newman, Miss Lloyd, Mr Mottram, Mrs Teasdale, Mrs Barnes, Mrs Rees and Miss Ellie Jones, involved in counselling each pupil on an individual basis about option choices. Parents will be invited to attend these interviews.
<b>April</b>	Letter to parents about Design and Technology options
<b>May</b>	MFL department establishes with students already studying French and Spanish which language they will take as their core language.
<b>May</b>	Letter to parents to confirm final option choices for next year.

## **ENGLISH**

English is a compulsory core subject. All pupils will be entered either for GCSE English (probably the two lower sets) or GCSE English Language **and** GCSE English Literature (the four higher sets). You will need a grade C in either English or English Language to be allowed onto any degree course in Higher Education.

Assessment is by a mixture of end of unit Examinations and Controlled Assessments. Tasks for Controlled assessments will be discussed and prepared in class and at home, but all the actual writing will be completed in lesson time. You are allowed to have copies of any texts with you and in the Controlled Assessments you may also take brief notes into the classroom.

### **GCSE ENGLISH**

<b>Exam Board</b>	<b>AQA</b>
<b>Unit 1: Examination</b>	<b>40%</b>
<b>Unit 2: Speaking &amp; Listening</b>	<b>20%</b>
<b>Unit 3: Controlled Assessment</b>	<b>40%</b>

Higher Tier awards grades from A\* to D. Foundation awards grades C to G.

The three units will be studied in Years 10 and 11, with opportunities for assessment in January and June of each year.

The 2 hour examination is equally weighted between Reading and Writing: Understanding and Producing Non-fiction Texts.

In Speaking and Listening you will be assessed on three different activities involving presenting; discussing and listening; and role playing.

The two Controlled Assessment tasks will be completed in English lessons. In the first task you will write about your study of literary texts, drawing on a Shakespeare play, a text from the English Literary Heritage and a text from a different culture. The second task requires two pieces of creative writing.

## **GCSE ENGLISH LANGUAGE & ENGLISH LITERATURE**

<b>Exam Board</b>	<b>AQA</b>
<b>English Language:</b>	
<b>Unit 1: Examination</b>	<b>40%</b>
<b>Unit 2: Speaking &amp; Listening</b>	<b>20%</b>
<b>Unit 3: Controlled Assessment</b>	<b>40%</b>
<b>English Literature:</b>	
<b>Unit 1: Examination</b>	<b>40%</b>
<b>Unit 2: Examination</b>	<b>35%</b>
<b>Unit 3: Controlled Assessment</b>	<b>25%</b>

Higher Tier awards grades from A\* to D. Foundation awards grades C to G.

Work on the six units will begin in the Summer Term of Year 9, with assessment opportunities in January and June of Years 10 and 11.

The 2 hour English Language examination is equally weighted between Reading and Writing: Understanding and Producing Non-fiction Texts.

In Speaking and Listening you will be assessed on three different activities involving presenting; discussing and listening; and role playing.

There are three elements to the Controlled assessment, which will all be completed in English lessons: Extended Reading, based on a text studied in class (this text may also be studied for English Literature); two Creative Writing tasks; and a Spoken Language Study.

The first English Literature exam is divided between questions on a modern prose or drama text and on a text from a different culture.

The second Literature exam is based on the study of a cluster of 15 poems, together with questions on a previously unseen poem.

In the Literature Controlled assessment you make links between a Shakespeare play and another text from the English Literary Heritage.

## **FRENCH GCSE**

<b>Examination Board:</b>	<b>WJEC</b>
<b>Scheme A:</b>	<b>100% Terminal examination incorporating a written examination</b>
<b>Scheme B:</b>	<b>70% Terminal examination 30% coursework</b>
<b>Differentiated papers:</b>	<b>Yes</b>
	<b>Foundation level: grades G-C</b>
	<b>Higher level: grades D-A*</b>
<b>Dictionary use:</b>	<b>Not permitted in the examination except for coursework</b>

A GCSE in at least one foreign language is now becoming an essential qualification at all levels for future employment either in the UK or in Europe and the world.

In Archbishop Blanch the majority of students will study French. Those who have taken German or French in Year 9 may choose to do German as their core language with the possibility of taking French as an option.

The examination, which involves a 25% written coursework option, will reflect the new areas of experience outlined below:

- A Everyday Activities
- B Personal and Social Life
- C The World Around Us
- D The World of Work
- E The International World

In order to accommodate and reward a wide range of skills and abilities, two levels of examination, Foundation and Higher, are offered in all skill areas. Students are advised and guided in the coursework option, all of which is written in school time, in lessons.

Our course-books will help prepare students. GCSE students also benefit from the Foreign Language Assistants help with speaking skills. A growing Resource Base of modern materials, dvd's, computer software, readers, listening centres and the opportunity to communicate with and/or visit young people their own age abroad are available to GCSE candidates, and will, we firmly believe, serve to motivate and enrich our students' appreciation and command of foreign languages. Visits to French speaking countries form an integral part of the course and are offered regularly allowing pupils to meet native speakers and practise in real-life situations, while enjoying themselves at the same time.

## GERMAN GCSE

<b>Examination Board:</b>	<b>WJEC</b>
<b>Scheme A:</b>	<b>100% Terminal examination</b>
<b>Scheme B:</b>	<b>70% Terminal examination 30% coursework</b>
<b>Differentiated papers:</b>	<b>Yes</b>
	<b>Foundation level: grades G-C</b>
	<b>Higher level: grades D-A*</b>
<b>Dictionary use:</b>	<b>Not permitted in the examination except for coursework</b>

A GCSE in at least one foreign language is now becoming an essential qualification at all levels for future employment either in the UK or in Europe and the world.

In Archbishop Blanch the majority of students will study French. Those who have taken German and French in Year 9 may choose to do German as their core language with the possibility of taking French as an option.

The examination, which now involves a 30% written coursework option, will reflect the areas of experience outlined below:

- A Everyday Activities
- B Personal and Social Life
- C The World Around Us
- D The World of Work
- E The International World

Our course-books, Logo and Echo will help prepare students for this. GCSE students also benefit from the Foreign Language Assistants help with speaking skills. An abundant Resource Base of modern materials, videos, computer software, readers, listening centres and the opportunity to communicate with and/or visit young people their own age abroad are available to GCSE candidates, and will, we firmly believe, serve to motivate and enrich our students' appreciation and command of foreign languages.

## SPANISH GCSE

<b>Examination Board:</b>	<b>AQA</b>
<b>Scheme A:</b>	<b>100% Terminal examination</b>
<b>Scheme B:</b>	<b>75% Terminal examination 25% coursework</b>
<b>Differentiated papers:</b>	<b>Yes</b>
	<b>Foundation level: grades G-C</b>
	<b>Higher level: grades D-A*</b>
<b>Dictionary use:</b>	<b>Not permitted in the examination</b>

A GCSE in at least one foreign language is now becoming an essential qualification at all levels for future employment either in the UK or in Europe and the world.

In Archbishop Blanch French is the compulsory language, it is however possible to choose Spanish or German as an optional language, providing these languages were studied in Year 9.

The examination, which now involves a 25% written coursework option, will reflect the new areas of experience outlined below:

- A Everyday Activities
- B Personal and Social Life
- C The World Around Us
- D The World of Work
- E The International World

Our course-book will help prepare students for this. GCSE students also benefit from the Foreign Language Assistants help with speaking skills. A growing Resource Base of modern materials, videos, computer software, readers, listening centres and the opportunity to communicate with and/or visit young people their own age abroad are available to GCSE candidates, and will, we firmly believe, serve to motivate and enrich our students' appreciation and command of foreign languages. Visits abroad are also arranged which are both a valuable aid to language learning, and provide an enjoyable insight into the culture of Spanish speaking countries.

# MATHEMATICS

<b>Examination Board:</b>	<b>Edexcel</b>		
<b>Examination:</b>	<b>100%</b> <b>(50% Calculator - 50% Non Calculator)</b>		
<b>Differentiated Papers:</b>	<b>Yes</b>	<b>Higher</b> <b>Foundation</b>	<b>A* - D</b> <b>C – G</b>

Mathematics, like English and Science, is one of the core subjects and so all pupils must continue to study this important subject in Years 10 and 11. At the end of Year 11, pupils are assessed by public examination for GCSE.

Pupils have been assessed throughout Years 7 to 9 (or Key Stage 3) on their classwork, homework, mental skills, test results and ability to investigate, explore and solve mathematical problems. Using this evidence pupils begin Year 10 following a course in a suitable ability tier. Pupils' progress is monitored carefully throughout the Key Stage to ensure that they are studying the most appropriate tier.

Throughout the course, appropriate use of calculators is made. A scientific calculator is essential for work at both tiers. (It is worth pointing out though that the first written GCSE examination paper does not allow the use of a calculator).

Looking ahead to 'A' level, it is essential that pupils have a thorough understanding of the higher levels (8 and extension) of the Mathematics National Curriculum. In practical terms 'A' level Mathematics would be most suitable to those pupils who achieve at least a grade A in their GCSE.

Pupils thinking of taking an A Level in mathematics may also be invited back in to attend a short course on algebraic topics. This will be in the period between they've finished their examinations and the summer holidays. This work will mainly cover fractions and grade A material.

This information is based on the requirements for examination in 2010 and could be subject to change.

# RELIGIOUS STUDIES G.C.S.E.

**Examination Board:** AQA Specification A

**Examination:** 100%

**1C**                      **The Christian Life and The Gospel**                      **50%**

**2A**                      **Effects of Christianity on Behaviour, Attitudes and Lifestyles**    **50%**

The principal aims of the course are to promote an enquiring, critical and sympathetic approach to the study of Christianity, especially in its individual and corporate expression in the contemporary world, and to help candidates appreciate the contribution of religion in the formation of patterns of belief and behaviour.

Although entry for examination is not automatic it is intended that all pupils will take a public examination in Religious Studies **at the end of Year 10**. This is an excellent opportunity to gain experience from, preparing for, and entering one public examination at this stage. Pupils who reach pass standard, particularly those who achieve a high grade, certainly gain confidence for the much more extensive examination demands in Year 11.

## **SCIENCES – GCSE**

There is a national requirement that the majority of students study the equivalent of two GCSEs in Science which includes aspects of Biology, Chemistry and Physics. There is a range of courses offered, to suit the ability and career options of all of our students.

**All students at Archbishop Blanch will begin their GCSE course in Year Nine. Most students will follow the AQA Core Science GCSE.**

**Some students will follow the Edexcel BTEC Applied Science course.**

### **For students following AQA courses:**

Students who study the AQA Core Science course (AQA science, specification A)

will be assessed through six short (thirty minute) multiple choice examinations in June of Year 9 plus the November, March and June of Year ten.

The answer papers are marked by the examination board and the results are returned to school approximately six weeks later.

Using this system of examination allows pupils to understand exactly how they are performing in the Science GCSE and allows any concerns to be addressed.

The six multiple choice papers are combined and account for 75% of the overall GCSE mark.

### **Practical assessment**

Practical assessment, which counts for the final 25% of the marks at GCSE, involves a written examination, on a piece of practical work which has been previously carried out. There is no coursework component to this examination.

### **Level of entry**

Students can be entered for foundation tier, which accesses grades (C-G), or for higher tier, which accesses grades (A\*-D). Different tiers can be attempted in each of the three Sciences. This means that there is much more flexibility about level of entry.

As well as covering the material from the National Curriculum in Biology, Chemistry and Physics, there will be a strong emphasis on procedural science (how scientists work to make new discoveries).

### **After completion of the AQA Science A course:**

The AQA Science A course will be delivered during Year Nine and the first half of Year Ten. After this there will be further choices for students as to which Science course they then follow.

The majority of students will study a second Science GCSE called Additional Science. This course fully equips student for further study of science at AS/A2 level, and contains elements of Biology, Chemistry and Physics.

There will be some students who wish to broaden their scientific knowledge further, and follow the Separate Science courses. This means they will use their examination results from Year Ten towards three GCSE grades in Biology, Chemistry and Physics. Due to the large amount of content that needs to be delivered, there may be some lunchtime or after school lessons for students following this route. Any students wishing to undertake the three separate sciences at GCSE must be fully committed to attending all of these extra lessons.

**For students following the Edexcel BTEC course from Year Nine:**

We have chosen to deliver an applied course to some of our students as we appreciate that not all of them will wish to pursue a career in a scientific field. This BTEC Applied Science course is internally assessed and if pupils are well motivated then there is the potential to gain a qualification that is equivalent to up to four GCSE grades.

Students who will be especially well suited to this BTEC First course will be girls who are hardworking and well motivated in class, but who prefer not to take public examinations. They will be pupils who do not wish to pursue an A Level in a pure science, but who realise that they may benefit from gaining GCSE equivalent grades which will help them gain entry to sixth form or college courses in other subject areas.

It is important to note that the BTEC courses do not equip students to take up an AS Level in Biology, Chemistry or Physics. It does however, lead on to an AS Level in Applied Science, should students be successful and wish to pursue this route.

**Details of the Year Ten and Eleven BTEC course:**

Students who take this course will study a BTEC First in Applied Science. This is a course that is equivalent to GCSE.

A small group of pupils will study science for three hours each week and undertake a BTEC First Certificate which is equivalent to two GCSEs in science.

Another, larger group of pupils will study science for five hours each week (this is the same amount of teaching time as pupils on the AQA courses) and will have the opportunity to gain a BTEC First Diploma which is equivalent to four GCSEs in science.

# **AQA GCSE DESIGN & TECHNOLOGY**

## **FOOD TECHNOLOGY**

This is a two year course, consisting of two units, which leads to a GCSE qualification

### **Unit 1: Written Paper**

#### **Materials and Components**

*Students should:*

- understand the nutritional and functional properties of food
- know the effects of combining different ingredients/effects of acids and alkalis
- understand the appropriate proportions in mixtures
- understand the use of standard components (e.g. ready-made frozen pastry)
- demonstrate a competence in a range of practical food skills to produce high quality food outcomes

#### **Design and Market Influences**

*Students should:*

- carry out analysis of existing commercial products
- identify the stages, and follow them, in the design of a food product
- develop a prototype of the product
- understand labelling, packaging and product information
- consider the social, economic, cultural and environmental impacts on food production

#### **Processes and Manufacture**

*Students should:*

- understand the use of natural and artificial additives in food products
- demonstrate the safe and hygienic use of a wide range of both small and large pieces of technological equipment
- select and use appropriate pieces of equipment
- know about the storage of food
- understand different commercial methods of food production
- have an awareness of smart new food materials and consumer concerns about them

This unit is assessed through an examination paper set and marked by AQA. The examination paper will consist of multiple-choice, short-answer and extended-writing type questions.

**This will take 2 hours and is worth 120 marks (40% of the total marks)**

### **Unit 2: Designing and Making Practice**

**Students complete a design and make activity.**

**Each student must provide their own A3 folder, apron, camera, food materials, serving dishes and container for these practical lessons.**

These activities can be linked (combined design and make) or separate (design one product, make another).

**This should take 45 hours and is worth 90 marks (60% of the total marks).**

**It is internally assessed and externally moderated.**

**Photographic evidence is expected at various stages of making, including photographs of the finished products.**

The development of the student's design folder and manufacture of the product(s) must take place under examination conditions. Students will be supervised by a teacher at all times. Student's work must be collected in at the end of the lesson and handed back at the beginning of the next lesson. Student's work must be produced individually.

Centres will be given a list of broad themes for test setting.

**Suggested controlled assessment design tasks include:**

- 1      **Special dietary needs**, for example:
  - a range of products for children
  
- 2      **Multi-cultural**, for example:
  - a range of products influenced by Italian recipes
  - a range of products influenced by Asian recipes

# GCSE DESIGN AND TECHNOLOGY

## Textiles Technology 4570

### Examination Board: AQA

### Weighting remains: 60% controlled Assessment (coursework) and 40% examination.

This is a two year course in which the students will develop their subject knowledge and practical skills.

During the first year of the course the focus is on Unit 1, which is the written paper. Students will develop a working knowledge of textiles materials and components appropriate to modelling, prototyping and manufacturing. They will be taught how to analyse textile products and processes. They will be made aware of new developments in technology and current social issues that may influence product design. They will use appropriate manufacturing techniques available in the classroom, including CAD and CAM, whilst gaining an understanding of commercial and industrial practice.

They will do this through a series of focused tasks and mini design and make assignments. During this first year students will gain enough subject and practical knowledge to enable them to make informed decisions when choosing their Design brief for Unit 2, which is the coursework.

The coursework is a single design and make activity selected from a choice of set tasks, consisting of development of a made outcome and a concise and well presented design folder. The students will spend approximately 45 hours on this activity.

For this course it is expected that the student has prior experience of the subject. It is important that the student has a genuine interest in Textiles and is creative and hardworking. At this level, students will be expected to carry out some self directed study, so self motivation is paramount.

## **PERSONAL AND SOCIAL & HEALTH EDUCATION/CITIZENSHIP** **YEARS 10 AND 11**

All girls take this in form groups for one 40 minute slot per week. The PSHE/Citizenship course is structured in order to deliver the five cross-curricular themes of self-awareness and careers, health education, environmental education, citizenship and economic and industrial understanding.

The course aims to develop awareness of personal strengths and weaknesses, build confidence and help students to meet the demands of adolescence and adulthood. It also stimulates an interest in current affairs and wider social issues. The study skills required for successful academic learning are also developed with particular attention being paid to the demands of GCSE coursework and external examinations.

Many aspects of career choices and guidance on education Post 16 will also form part of the PSHE/Citizenship programme.

It is hoped that pupils of all abilities will be encouraged to make the best possible use of their last compulsory years in school. Given the time constraint many areas can only be visited briefly. However, it is hoped that interest will be sufficiently stimulated for further investigation in pupils' own time.

## **WORK RELATED LEARNING AND ENTERPRISE EDUCATION**

Work related learning is not a subject, in the same way as, say Science. It can take place across the curriculum, with different subjects and courses providing students with the opportunities and contexts in which to develop work-related skills, knowledge and understanding. There is no necessity, therefore, for discrete curriculum time.

Work-related learning is defined as planned activity that uses work as a context for learning. It encompasses a broad range of activities that allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts.

The aim of work-related learning in Key Stage 4 is to enable all young people to:

- Fulfil their academic and vocational potential
- Apply their learning in a work context
- Acquire the skills, attitudes and behaviours required in the work place, including those necessary for health and safety
- Be enterprising and to support enterprise in others
- Develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work.

# G.C.S.E. ART and DESIGN

<b>Examination Board:</b>	<b>AQA</b>
<b>Portfolio of Work:</b>	<b>60%</b>
<b>Externally Set Task:</b>	<b>40%</b>
<b>Differentiated Papers:</b>	<b>No</b>

The G.C.S.E. examination course in Art builds on the knowledge and understanding achieved through previous experience with due regard for continuity and progression.

Candidates are encouraged to develop appropriate skills and explore a variety of relevant materials, processes and techniques. They are also encouraged to explore the work of artists, craft persons and designers from their own and other cultures.

The course of study will give students the opportunity to work in drawing, painting, print-making, graphics, textiles and three-dimensional studies from which they may select an area which best suits their interests and abilities. They must produce work in a minimum of two areas.

At the end of the course students will be entered for G.C.S.E. Art and Design. For this examination they will be expected to produce work under two headings.

## 1 **Externally Set Task**

The examination will be set by AQA and the paper will provide a number of starting points. Candidates will be expected to respond to one starting point or design brief. This assignment will be completed under examination conditions.

## 2 **Portfolio of Work**

Candidates must produce a portfolio of work which demonstrates an ability to sustain projects from initial starting points to the realisation of intentions. They must include evidence of research, development of ideas and meaningful links with contextual sources such as the work of other artists.

To achieve success on this course ability is of great importance but it is even more important that candidates should have a good attitude to work and a high level of interest and commitment in Art and Design.

**CHILDREN'S CARE, LEARNING AND DEVELOPMENT**  
**BTEC LEVEL 2 EXTENDED CERTIFICATE**  
**DOUBLE AWARD**

**Examination board: Edexcel / BTEC**

**Coursework: 100%**

This is a two year BTEC course covering aspects of Child Development. It is a double award, meaning it is the equivalent of two GCSE's. The assessment criterion is all coursework and assignment based and candidates will be awarded a **PASS, MERIT, DISTINCTION OR DISTINCTION\***.

The course consists of three core units for completion of the qualification.

<b>UNIT</b>	<b>CORE UNITS</b>
1	Understanding Children's Development
2	Keeping Children Safe
3	Communication with Children and Adults

Each unit will be covered by different assignments; two of which each require 30 hours of work placement to be completed. This would be covered in allocated work experience time, so it is essential that the student carries out her work experience placement in an environment related to the subject.

Students will be taught about children's development through the Physical, Intellectual, Emotional and Social aspects. They will learn how to observe and record children's development and understand the importance of planning in supporting children's needs and development. During the work placement times they will be able to demonstrate their understanding by putting the knowledge they have gained into practise.

Although this course has no examination at the end of it; there will be regular deadlines set and so it does require a lot of enthusiasm and self motivation from students. Students will be expected to be independent in their learning for a lot of the time throughout the course. Therefore a genuine interest in the subject is essential.

# CLASSICAL CIVILISATION

<b>Examination Board:</b>	<b>OCR</b>
<b>Controlled Assessment:</b>	<b>25%</b>
<b>Examination:</b>	<b>75%</b>

GCSE examination - consisting of four units

The GCSE Course is enjoyable and rewarding, involving the study of four separate topics about the literature, society and values of the Greeks and Romans. The course provides an opportunity to read ancient stories in translation and to find out about two fascinating ancient cultures.

**Unit 1: City Life in the Classical World - Rome.** Written examination 1 hour

Three main areas of Roman life are studied:

- Religion - the gods and their powers;
- the family in Rome – the rights of the head of the household, the lives of slaves;
- entertainment and recreation in Rome – gladiator shows and chariot-racing.

**Unit 2: Epic and Myth - Homer The Odyssey** Written examination 1 hour

Pupils study the adventures of the Greek hero Odysseus after the Trojan War.

Study concentrates on

- the role and characterisation of Odysseus and other characters (the women he meets and the monsters!);
- the role of the gods;
- the role of women.

**Unit 3: Community Life in the Classical World - Pompeii.**

Written examination 1 hour

Pupils assess the evidence provided by the town destroyed by the volcano, Vesuvius. Study concentrates on:

**Destruction** -The earthquake of 62 AD and volcanic eruption of 24–26 August 79 AD

**Houses** -typical design, layout, mosaics and wall paintings;

**The Theatre** -Comedies and their production, use of masks, audience attitudes;

**The Amphitheatre** - The building and the layout, the gladiatorial shows, their purposes, the riot of 59 AD.

**Unit 4: Culture and Society in the Classical World** Controlled Assessment

The aim of this unit is to encourage pupils to research and enquire into the classical world. Pupils study **one** out of a choice of six options, which include study of a Greek tragic or comic play, the Olympic games, Virgil The Aeneid (a Roman epic), Pliny's Letters and Roman Britain.

The subject is studied through the use of videos, slides and computer software as well as through the use of textbooks.

This course is open to **all** pupils, those who have studied Latin in Years 8 and 9, as well as those who have studied Classical Studies. There is no need to have studied Classical Civilisation previously.

# DRAMA GCSE

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Practical and Written Coursework:</b>	<b>60%</b>
<b>Performance Examination:</b>	<b>40%</b>

*The course we follow views drama as a practical, artistic subject which has its roots in exploration through improvisation. Pupils are taught the skills of improvisation, role play and performance, allowing them to explore plays and issues through the different media and forms of drama. Pupils are taught technical skills and learn hands-on how to operate and design lighting and sound effects. Pupils express their understanding of the drama they create and experience through their written work and will build up a confident vocabulary of drama language. GCSE Drama fosters in the pupils an awareness of issues and curriculum themes as well as matters related to their own lives. It also allows pupils to explore plays in a practical from Shakespeare to modern day texts. Lessons are taught in a purpose-built drama studio with state-of-the art lighting and sound facilities.*

## **60% Practical and Written Coursework**

- **Unit 1: Drama Exploration** is about using drama to explore themes and issues in response to different stimuli chosen from different times and / or cultures. Pupils show their response to this through practical and written work.
- **Unit 2: Exploring Plays** is about exploring a complete play from the point of view of a director, performer and designer. Pupils again show their response to this through practical and written work. A theatre review is also completed after one of their theatre trips.

The written work is completed by pupils under controlled conditions, using their notes from their practical work and theatre trips.

## **40% Drama Performance Examination.**

Pupils work in groups to perform their own devised drama or script extract to a visiting examiner. Instead of acting, some pupils can choose to be examined on lighting, costume, make-up or sound design. This examination takes place just before study leave in May of Year 11.

## **Skills Required**

You should take Drama if you love performing; working in a team; exploring issues, ideas and feelings through drama; seeing live theatre; are keen to learn new technical skills.

During the two-year course you learn to communicate confidently through the language of drama. It is essential to co-operate with others in group situations and be prepared to discuss your work and that of others. The more confident you become at using drama forms in groups, the more imaginatively you can explore issues, ideas and feelings.

A committed and enthusiastic approach is essential. **Excellent attendance** is also essential as practical lessons missed cannot be repeated and when preparing drama over an extended period of time in groups, absences can seriously affect a group's progress.

The department organises relevant theatre trips to prepare pupils for their controlled assignment and to enrich their study of Drama. Contributions from parents will be necessary for many of these experiences.

A good standard of written English will also be of great benefit on this course. Pupils who find written work challenging must display competent improvisation skills in order to be considered.

## **Why Choose Drama?**

*Drama helps us to make sense of the world in which we live. Most of the time, you are responsible for creating the drama, expressing your own ideas and opinions through your work. GCSE Drama nurtures valuable interpersonal skills of team-building and communication. These skills are highly desirable in the world of work.*

*There is no Drama at Key Stage 3 at ABS so it is a challenging course for those with no previous experience of Drama. If you already have some experience of Drama, this is extremely beneficial and this is an excellent course for developing your skills. If you are considering studying Drama after Year 11, then this course will give you a firm basis on which to build your theatrical skills.*

*Drama at GCSE level can be a most memorable experience that stays with you long after you leave school!*

# GEOGRAPHY

<b>Examination Board:</b>	<b>AQA Specification A</b>
<b>Coursework:</b>	<b>25%</b>
<b>Examination:</b>	<b>75%</b>
<b>Differentiated papers :</b>	<b>Yes</b>
<b>Modular:</b>	<b>Yes</b>

The Geography GCSE course gives pupils opportunities to:

- Find out about a range of places, environments and patterns at many scales from local to global
- Learn about physical and human processes
- Develop a sense of place and increase awareness of the environment
- Understand how and why decisions are made which affect the environment and human activities
- Develop skills useful in a variety of situations including, mapwork, fieldwork and I.T. and also to carry out a fieldwork investigation to collect data outside the classroom
- Become aware of the opportunities, challenges and problems facing people in different places

These aims are achieved during a study of the following topics

## **PHYSICAL GEOGRAPHY**

Restless Earth (Earthquakes, volcanoes and tsunamis)  
Water on the land (Rivers)  
Rocks, Resources and Scenery

## **HUMAN GEOGRAPHY**

Population  
Changing rural environments  
Tourism

There are two examination papers, **the first of which will be taken by the pupils at the end of year 10.**

**Unit 1** (37 ½ % of the total GCSE marks) lasts 1 ½ hours and is on **Physical Geography**

Contains 3 resource based, structured questions, one on each of the physical Geography topics studied

**Unit 2** (37 ½ % of the total GCSE marks) lasts 1 ½ hours and is on **Human Geography**

Contains 3 resource based, structured questions, one on each of the Human Geography topics studied.

Either, neither or both of the papers could contain a question based on an Ordnance survey map. As part of the course, pupils will be given opportunities to develop the following skills:

- Use of atlases
- Comparing maps and photographs
- Drawing, labelling and interpreting sketch maps
- Using and interpreting ground, aerial and satellite photographs
- Labelling and annotating diagrams, maps, graphs, sketches, photographs etc
- Constructing and interpreting graphs
- Drawing sketches from photographs and observations
- Extracting information from a variety of sources including GIS, websites, newspapers, tables, quotes etc

**Unit 3** (25% of the total GCSE marks) will be a local **fieldwork** investigation. This will be in the form of an extended piece of work prepared under controlled conditions and taking approximately 20 hours of class time, 6 of which will be under examination conditions. No work on this assessed item will be permitted at home. This unit requires pupils to use fieldwork to investigate a question or hypothesis at a local scale. In order to do this, pupils will be given the opportunity to collect primary data on a **field trip**. As the examination board will set different topics each year, the nature of the field trips will change each year. However, in recent years, we have taken GCSE groups to measure a river in North Wales, looked at quarrying and limestone landscapes in Derbyshire, compared the shopping areas of Liverpool city centre and Mold and examined farming techniques in Cheshire.

The Geography department aims to present information about the world around us in an exiting and innovative way, using a wide variety of up to date resources. These include computers (software including Comic Life, Moviemaker, Powerpoint presentations), video (including podcasting and making videos), text books, periodicals, simulation games and creativity (modelling, creative writing, song composition etc) In these ways, Geography aims to equip students with a variety of skills which will be of use in future career paths. Geography is uniquely placed to observe the rapid changes taking place in the world today and to provide students with the experience to look at how developments taking place in the social, industrial and recreational aspects of life affect their future roles in society.

# HISTORY

<b>Examination Board:</b>	<b>AQA Syllabus B Modern World History</b>
<b>Coursework:</b>	<b>25%</b>
<b>Examination:</b>	<b>75%</b>
<b>Differentiated Papers:</b>	<b>No</b>

Girls opting for History will follow a course in Modern World History. The scheme of assessment will consist of three components:

## **UNIT 1 – International Relations – Conflict and Peace the Twentieth Century (37.5%)**

This unit focuses on studying the major events of the 20<sup>th</sup> Century and their consequences:

eg     The First World War  
       The 2<sup>nd</sup> World War  
       The Cold War

It is possible that students may be entered for this examination at the end of Year 10.

## **UNIT 2 – Twentieth Century Depth Studies (37.5%)**

This unit allows more in-depth investigation of aspects of the 20<sup>th</sup> Century. Possible topics to be studied include:

- The USA in the 1920's.
- Depression and the New Deal in the USA.
- Hitler's Germany.
- Stalin's Dictatorship of the USSR.

Students will take this examination at the end of Year 11.

## **UNIT 3 - COURSEWORK - 25%**

This unit will be assessed by means of controlled assessment. Candidates will submit their responses to two questions on Britain in the 20<sup>th</sup> Century.

Tasks will be set by AQA and topics include:

- The British People in War.
- Britain at War.
- Britain and the Aftermath of War.

Each Historical Enquiry will focus on the evaluation of sources.

The examination and coursework will test the candidates' ability to:

1.       Recall, evaluate and select knowledge relevant to the context and to deploy it in a clear and coherent form.
2.       Understand and make use of the concepts of cause and consequence, continuity and change, similarity and difference.
3.       Show an ability to look at events and issues from the perspective of people in the past.
4.       Show the skills necessary to study a wide variety of historical evidence which will include both primary and secondary sources, statistical and visual material, textbooks and orally transmitted information to make informed judgements.

# GCSE ICT

## **Entry**

There is one tier of entry.  
Results will be graded on a scale from A\* to G.

## **Aims of the course**

- To enable students to develop a broad range of ICT skills and to know about the uses of ICT in vocational contexts
- To enable students to become independent users of ICT, able to make informed decisions about its use and to be aware of its implications for individuals, organisations and society
- To help students to apply creative and technical skills, knowledge and understanding of ICT in a range of contexts
- To help students to understand the impact of new technologies on methods of working in the outside world
- To develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT
- To help students to recognise potential risks when using ICT, and develop safe, secure and responsible practice

## **Course Content**

Students who successfully complete the course will have learnt about software and hardware issues, the role of ICT in organisations and how systems are developed to satisfy the needs of users, employers and customers. They should hence be able to enter the world of work with practical skills, knowledge and understanding of the application of ICT in a number of scenarios.

## **Study Areas**

ICT and Me  
ICT and Organisations

## **Software Applications**

Communications systems (email, msn etc)  
Word processing, Databases, Spreadsheets, DTP, Presentation, Web Design, Graphics, Animation, Multimedia (video/ images/ music)  
Students will learn more about:  
Virtual Learning Environments, Podcasts, Micro Blogging, Virtual Worlds

## **Assessment**

The scheme of assessment for the course consists of 2 controlled assessments (60%) and a terminal examination (40%). In the controlled assessments, which will take place in lesson time, students will produce a working solution to an IT problem.

## **LATIN LEVEL 2 CERTIFICATES**

*You can get two for the price of one!*

**Level 2 certificates are the same value as GCSE Higher papers.**

**You get a grade from A\* - C**

**One certificate in Latin language and Roman Civilisation**

**One certificate in Latin literature**

<b>Examination Board:</b>	<b>WJEC</b>
<b>Controlled Assessment:</b>	<b>Possibility of doing 33% of one certificate and 50% of the other</b>
<b>Examination:</b>	<b>Two papers for each qualification</b>

The Latin language certificate aims to develop skills in problem-solving, logic and thinking. Language skills are also developed. 60% of English words come from Latin. Italian, Spanish, French, Portuguese and Romanian all come from Latin and English grammar is based on the Latin model. Students will also learn about ancient times; about the Roman people, their beliefs and achievements.

The literature certificate will introduce students to the best and most interesting works of Roman writers. These will be read in the original Latin with opportunities to discuss the ideas expressed, and to comment upon the authors' style.

Students will consolidate the language work and vocabulary learning begun lower down the school and continue to study the background material on Roman life at each stage. The subject is studied through the use of videos, slides and computer software, as well as through the use of textbooks.

### **Latin language and Roman Civilisation**

- Paper 1 Written examination. Translation and comprehension of a story from Roman life, history or mythology. One hour 15 minutes. 67% of the qualification
- Paper 2 Written examination on Roman Civilisation - Questions on Daily Life in Roman Society or Roman Britain. One hour. 33% of the qualification  
**OR** Controlled Assessment 1,500-1,750 words 33% of the qualification

### **Latin literature**

- Paper 1 Written examination. Themes –the works of Catullus and other writers on love and marriage. 1 hour. 50% of the qualification. Text and vocabulary provided in the examination
- Paper 2 Written examination. Tacitus' account of the story of Nero's murder of his mother Agrippina. 1 hour. 50% of the qualification. Text and vocabulary provided in the examination
- **OR** controlled assessment to replace one of the above. 1000 to 1300 words 50% of the qualification

**Pupils should automatically be entered for both certificates, leading to two awards of Grades A\* - C but, in exceptional circumstances, it would be possible to be entered for only one of the certificates or to be entered at level 1- equivalent to a Foundation GCSE.**

# MUSIC GCSE

Examination Board:

AQA

**Unit 1 Listening to and Appraising Music (examination) 20%**

**Unit 2 Composing and Appraising (coursework) 20%**

**Unit 3 Performing Music (coursework) 40%**

**Unit 4 Composing Music (coursework) 20%**

Music GCSE is suitable for students who have a love of practical music making and performance. It is expected that pupils choosing this course will participate in at least one of the departmental choirs or orchestras on a regular basis.

## **Unit 1 Listening to and Appraising Music (examination)**

This will take the form of a written listening test at the end of the course. Recorded extracts will be played and pupils will answer questions about the music in an examination paper. Questions are linked to music for The Western Classical Tradition, Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries and World Music.

## **Unit 2 Composing and Appraising (coursework)**

The students are taught to compose pieces of music with the aid of music software. They choose their favourite style to compose in and to link their composition to a strand chosen by AQA. These are then completed under 20 hours of supervised composing time and an appraisal of their composition is then written.

## **Unit 3 Performing Music (coursework) 40%**

Students perform on any instrument or voice two pieces. The first one can be unaccompanied or accompanied and the second one must be accompanied or be a group piece.

These performance can be recorded during the year or at the end of the course and the pupils are allowed to perform more than once and can choose the pieces they wish to play themselves, with guidance from the music staff.

The standard needed for performance ranges from about grade 2 to grade 4 and an emphasis is put on quality of performance rather than the difficulty of the piece.

## **Unit 4 Composing Music (coursework) 20%**

This composition is done over 25 hours of supervision and is linked to the elements of music called Areas of Study. Music software is used to help with the composition and students can compose in a style that suits their abilities and interests.

# PHYSICAL EDUCATION & GAMES G.C.S.E.

Examination Board:	OCR
Practical:	50%
Examination:	30%
Analysis and Evaluation: (Practical and Examination)	20%
Differentiated Papers:	NO

From 2009 the GCSE is made up of **FOUR** mandatory units:

Yr 10 **B451 and B452**

Yr 11 **B453 and B454**

## 1. PRACTICAL PERFORMANCE

**B452** to be completed at the end of **Year 10**

**B454** to be completed at the end of **Year 11**

**In Year 10** assessment is in the role of the performer and/or coach or official.

Students must demonstrate effective performance, the use of tactics and strategies and to observe rules and conventions in **TWO** chosen activities. They must be able to demonstrate the ability to analyse performance and identify fitness weaknesses and to plan appropriate training to improve in one of the activities – this can be different from the one area they perform.

**In Year 11** practical performance is developed and pupils are required to demonstrate their ability to produce an Analysing Skill Performance Task in **ONE** area (these are small pieces of written work to supply evidence of the student's understanding).

### Activity Profiles

Invasion Games

Net/Wall Games

Gymnastic Activities

Martial Arts

Dance Activities

Athletic Activities

Outdoor and Adventurous Activities

Swimming Activities

## 2. WRITTEN PAPER

B451 to be examined in Year 10

B453 to be examined in Year 11

Each of ONE hour duration and comprising of multiple choice and structured questions with 60 marks.

### UNIT B451

- The healthy and active body
- Exercise and training the body for an active, healthy lifestyle
- Acquiring movement skills and motivation to enable effective involvement in physical activity and to follow an active healthy lifestyle
- Opportunities and pathways for involvement in Physical Activity in a range of roles

### UNIT B453

Developing Knowledge in Physical Education.

Develop the knowledge gained in Unit B451 and assume that the content has been covered.

<b>Examination Board:</b>	<b>AQA</b>
<b>Examination:</b>	<b>Unit 1 Setting up a Business (1 hour) 40%</b>
<b>Examination:</b>	<b>Unit 2 Growing as a Business (1 hour) 35%</b>
<b>Controlled Assessment:</b>	<b>Unit 3 Investigating Businesses 25%</b>

**Differentiated Papers:**                    **No tiers of entry**

If you want to broaden your academic horizons and learn about the world of business then this is the course for you.

The course starts with setting up a business and in growing as a business looking at:

- Aims and Objectives
- Business Organisations
- Marketing
- Finance
- Human Resources
- Production
- Location of Business

To achieve a good grade you will need to be interested in topical issues, have an enquiring mind and be able to cope with written and practical work. You need to have the maturity to work individually, be able to develop your own ideas and to use your initiative. Research plays an important role in the course and you will need to be able to do this on your own and then evaluate your results.

You must also be able to meet the deadlines set for homework and research.

This is a demanding course which complements all combinations of subjects and provides a good grounding for 'A' Level Applied Business and employment.

### **Assessment**

Internal tests are taken at the end of each unit.

### **Examination**

GCSE Business Studies – grades A\*-G

The final mark is composed of 25% controlled assessment and 75% final examination of 2 written examination papers. Unit 1 is taken at the end of Year 10 and Unit 2 at the end of Year 11.

## **BUSINESS AND COMMUNICATION SYSTEMS GCSE**

<b>Examination Board:</b>	<b>AQA</b>
<b>Coursework</b>	<b>None</b>
<b>Examination</b>	<b>3 units (2 exam and 1 controlled assessment)</b>
<b>Theory Paper</b>	<b>Unit 8 ICT Systems in Business</b>
<b>Written paper</b>	<b>(1 hour) 40% (60 marks)</b>
<b>Computer based examination</b>	<b>Unit 9 Using ICT in Business (1.5 hours) 35% (60 marks)</b>
<b>Controlled Assessment</b>	<b>Unit 10 Investigating ICT in Business 25% (40 marks)</b>
<b>Differentiated Papers</b>	<b>No tier of entry</b>

This course is designed to show students the theoretical and practical aspects of the use of ICT in business. It also allows students to gain insight into the business environment.

The course includes five units covering the following areas:

- ◆ The Business Environment
- ◆ Workplace Organisation
- ◆ Human Resources
- ◆ Communication
- ◆ ICT in the Business Environment

To achieve a good grade, students will need to be interested in the business world. Much of the course will involve the use of computers. This will involve the use of databases, spreadsheets and word processing. Students must be able to work on their own and use their initiative.

You must be able to meet deadlines set for homework and research.

This is an interesting course and provides a good grounding for working in an office or future courses in ICT and Business.

### **Assessment**

Internal tests are taken at the end of each unit.

### **Examination**

GCSE Business and Communication Systems – grades A\*-G

The final mark is composed of 40% theoretical paper and 35% practical paper requiring the use of computers. A controlled assessment will be 25% of the final grade.

## **EXPLANATION OF SOME TERMS USED IN THE DETAILS OF SUBJECTS**

### **1 COURSEWORK**

This is also often referred to as assignment work. It means a piece of work done at home and/or school, which is initially marked by the teacher. At the end of the course the marks awarded are moderated by the Examining Board. The coursework then contributes to the final grade received by the pupil at the end of the course.

### **2 DIFFERENTIATED PAPERS**

GCSE is designed to cover a wide range of ability. In many subjects this range can be catered for in a single set of papers but in other subjects this is not possible. Pupils will then be entered for the paper(s) best suited to their abilities. The final decision on the choice of papers is usually made by the Head of Department after the mock examination in Year Eleven.

### **3 CERTIFICATES OF ACHIEVEMENT**

Subject syllabuses for this award deliver an entitlement curriculum and promote positive achievement by students who would be unlikely to achieve a grade 'G' in a particular subject.

# Design Technology

A separate booklet will be  
published in April

# Core Curriculum

Design & Technology

English Language and Literature

French/German

Mathematics

Religious Education

Science

Careers

Personal, Social, Health Education & Citizenship  
Work Related Learning and Enterprise

## Options:

Art

Business Studies

Business and Communication Studies

Children's Care, Learning and Development

Classical Civilisation

Drama

Geography

History

Information Technology

Latin

Music

Physical Education