

A CATHOLIC ACADEMY FOR ARTS AND SCIENCE



ST BERNARD'S HIGH SCHOOL



**Key Stage 4
Curriculum Information
2014/2015**

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

Course Page Contact

Core Subjects

English Language/Literature	7	Ms McGonagle
Mathematics	8	Miss Kapsis
Modern Foreign Language	9	Ms Vennero
Personal, Social & Health Education	10	Mr Walls
Physical Education	11	Mrs Lomax
Religious Studies	12	Mrs Barnes
Science (Double Award) Core	13	Mr Goodfellow
Science (Double Award) Additional	14	Mr Goodfellow

Applied Design and Tech.

Food Technology	16	Mrs Johnson
Graphic Products	17	Mrs Pestana
Textiles Technology	18	Mrs Seabrook
3-Dimensional Art	19	Mr James
ICT	20	Mrs Bennett

Options

Art and Design	22	Mr James
Dance	23	Mrs Alexander
Drama	25	Miss Carlile
Extended Science (Triple)	26	Mr Goodfellow/Mrs Panter/ Mr O'Shaughnessy
Geography	28	Dr Nowicki
Health and Social Care	32	Mrs Wonnacott
History	34	Mrs Rix
Music	37	Mrs Maltby
Physical Education—GCSE	38	Mrs Lomax
BTEC Level 1/2 Award in Sport	38	Mrs Lomax

Additional Courses

Astronomy	41	Mr Goodfellow
Statistics	42	Ms Kapsis

INTRODUCTION

Welcome to the Key Stage 4 Booklet. This Booklet aims to provide you with information about the courses which your daughter is studying during Years 10 and 11.

Useful dates relating to Year 10 and Year 11 students are included for your reference. As you move through the Booklet there is detailed information on each of the GCSE courses.

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

Controlled Assessments will take place at various points in the school year. There is no set time for when Controlled Assessments take place as there is with formal examinations. The timing of Controlled Assessments is considered carefully and reviewed throughout Years 10 & 11 in order to minimise disruption to lessons and spread the load for students. Parents/Carers will receive information about forthcoming Controlled Assessments, and when they take place in which subjects, at several points during the course of the year.

KEY STAGE 4—KEY DATES

Date	Year	Event
Monday 1 September 2014	11	Work Experience begins
Friday 12 September 2014	11	Work Experience Ends
Wednesday 17 September 2014	10 & 11	KS4 Information Evening
Wednesday 5 November 2014	10 & 11	Sports & DOE Presentation Evening
Wednesday 19 November 2014	11	Sixth Form Open Evening
Friday 19 December 2014	11	Sixth Form Applications Deadline
Monday 19 January 2015	10 & 11	Mentoring Fortnight begins
Monday 19 January 2015	11	Year 11 Interim Progress Grades issued
Wednesday 21 January 2015	11	Parents' Consultation Evening
Friday 30 January 2015	10 & 11	Mentoring Fortnight ends
Monday 23 February 2015	11	Lenten Services of Reconciliation begin
Wednesday 25 February 2015	10	Work Experience Parent Information Evening
Tuesday 3 March 2015	10	Lenten Services of Reconciliation begin
Wednesday 11 March 2015	10	Parents' Consultation Evening
Monday 27 April 2015	10 & 11	Mentoring Fortnight begins
Tuesday 28 April 2015	10	Meet the Professionals Event for students and families
Friday 1 May 2015	10 & 11	Mentoring Fortnight ends
Monday 11 May 2015	10 & 11	Public Exams begin
Wednesday 24 June 2015	10 & 11	Public Exams end
Friday 26 June 2015	10	Days of Retreat begin
Wednesday 1 and Thursday 2 July	11	Year 12 Induction Days
Friday 3 July	10	Reports Issued
Friday 10 July 2015	10	Days of Retreat end
Tuesday 14 July 2015	10 & 11	School Celebration Morning for students and families
Thursday 20 August 2015	11	GCSE Results Day

CURRICULUM STRUCTURE

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

In Key Stage Four, students follows 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) and 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)
Computing (as a curriculum enrichment day)
Physical Education

All students will study to GCSE examination level a Modern Foreign Language and an Applied Design/ Visual Arts subject.

Within Applied Design there are 5 distinct courses. Your daughter will study one of these:

Food Technology
Graphic Products
Textiles Technology
3-Dimensional Art
ICT

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

Art and Design	Health and Social Care
Dance	History
Drama	Music
Extended Science (Triple Award)	Physical Education (GCSE)
Geography	BTEC Level 1/2 Award in Sport

ADDITIONAL COURSES

Some students will be extending and enriching their curriculum by studying Astronomy.

CORE SUBJECTS

SUBJECT: ENGLISH / ENGLISH LITERATURE

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 2EN01/2ET01

Specification

All students follow both courses, leading to two GCSEs at the end of two years.

During the course, students will study a variety of poetry, drama and prose texts – including texts from the literary heritage and different cultures, together with a Shakespeare play. Students develop both their reading skills in analysing contemporary non-fiction as well as their ability to write for a specific audience and purpose. The Spoken Language component enables students to develop their skills in speaking and listening, analysing spoken language and writing for the spoken voice.

Assessment:

ENGLISH LANGUAGE:

Controlled Assessment:

- English Today—reading and writing non-fiction **20%**
- The Spoken Language –reading, writing and speaking & listening **20%**

Examination:

- The Writer’s Voice—responding to prose from different cultures and writing for a purpose and audience **60%**

ENGLISH LITERATURE:

Controlled Assessment:

- Shakespeare and Contemporary Drama **25%**

Examination:

- Understanding Prose—Literary heritage text and different cultures text **50%**
- Understanding Poetry **25%**

All papers will examine spelling, grammar and punctuation.

Controlled Assessment—Throughout Year 10 and Examinations in Year 11

Tiers on Entry:

Higher Tier : A*-D

Foundation Tier : C-G

Deadlines:

English Language: Four pieces of writing—throughout the course
Oral work—throughout the course

English Literature: Two pieces of writing—throughout the course

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, Law or the profession of Librarians.

SUBJECT: MATHEMATICS

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 1MA0

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 four areas:

- Number and algebra
- Shape and space
- Data handling

The fourth area is using and applying the mathematics contained in these areas to a range of problems.

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:

Two 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.

Tiers of Entry:

Highest Tier - grades available are A*, A, B, C, D

Foundation Tier - grades available are C, D, E, F, G.

Career Opportunities:

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

SUBJECT: MODERN FOREIGN LANGUAGE

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: FRENCH 2FR01 Yr 10 & 11
GERMAN 2GN01 Yr 11 only

Specification

All students study a foreign language to GCSE.

In the world of work, competence in at least one foreign language is becoming more and more of a necessity. We are now bound more closely than ever to the rest of Europe, and in the 21st Century many young people will work and live abroad for at least a part of their career.

The Russell Group Universities favour students who have a GCSE in a language.

Learning a foreign language encourages interest in other countries, their people and their cultures, helping to broaden minds and to foster tolerance and understanding for others.

The GCSE examination tests students in listening, speaking, reading and writing skills. Students are entered at either Foundation or Higher tier according to ability for the listening and reading papers. For the speaking and writing papers the tier is decided by outcome. Students' performance is regularly monitored during the course and this ultimately decides the level at which they are entered.

Assessment:

Final examination in listening (20%) and reading (20%). Speaking (30%) and writing (30%) are assessed at specific points during the course. Writing is marked by external examiners; speaking is marked internally and moderated by the Exam Board.

Controlled Assessment:

Year 10: Writing — Task 1— November/December (15% of GCSE grade)

Writing — Task 2—February/March (15% of GCSE grade)

Speaking — Task 1—June/July (15% of GCSE grade)

Year 11: Speaking—Task 2— October (15% of GCSE grade)

Tiers of Entry:

Higher Tier—Grades available: A*, A, B, C

Foundation Tier—Grades available: C, D, E, F, G

Career Opportunities: Work overseas, International Business, International Law, Teaching, Interpreting Transporting, Travel and Tourism.

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

EXAMINATION BOARD: N/A

EXAMINATION SYLLABUS: N/A

Specification

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

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

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

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

The course is delivered by tutorial teams.

SUBJECT: PHYSICAL EDUCATION

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 reasonable level of fitness and maintain their general health and well being. Students are strongly encouraged to develop their leadership and evaluation skills.

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.

SUBJECT: RELIGIOUS EDUCATION

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS:
SPECIFICATION A (FULL COURSE) – Linear

Specification

Students will study St. Mark's Gospel and its effects on the lives of Christians in the UK. There are four sections covering discipleship, conflict and argument, death and resurrection and the identity of Jesus.

Students will also study the relationship between Roman Catholic Christianity and life in the UK. There are four sections covering believing in God, Matters of Life and Death, Marriage and the family and Religion and Community cohesion. This unit is based on a study of Roman Catholic Christianity, but students will be expected to be aware of the broader Christian tradition.

For both modules students will be required to express their own responses to the issues and questions raised by the specifications using reasoning and evidence; evaluate alternative points of views about these issues and questions.

Assessment:

Two exams in Year 11 = 100% examination

Examination:

St Mark's Gospel: 1½ hours

Religion and life based on a study of Roman Catholic Christianity: 1½ hours

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: SCIENCE

Year 10

EXAMINATION BOARD: OCR (21st Century Science Suite)

EXAMINATION SYLLABUS: Science A (J24I)

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 9 modules:

- You and your Genes (studied in Year 9); Air Quality (studied in Year 9); The Earth and Universe (studied in Year 9);
- Keeping Healthy (studied in Year 9); Material Choices; Radiation and Life (studied in Year 9);
- Life on Earth; Chemicals in our Lives: Risks and Benefits, Sustainable Energy

Teaching for this course will be completed towards by middle of Year 10.

Assessment:

This course is examined in May/June of Year 11. It leads to one GCSE in Science.

There are 3 papers: The written papers account for three quarters of the total marks.

Controlled Assessment:

The coursework has two components:

- A Case Study where students find out about and report on a controversial issue in Science.
- A task where students perform an experiment and analyse and evaluate the data.

Each controlled Assessment requires advance preparation for homework and is then completed in school time. It contributes one quarter of the total marks.

Tiers of Entry:

Higher Tier - grades available are A*, A, B, C.

Foundation Tier - grades available are C, D, E, F, G.

Controlled Assessment:

Case Study—one full day

Practical Data analysis

Career Opportunities:

Students would progress from this core Science course to **Additional Science** in Year 11.

SUBJECT: ADDITIONAL SCIENCE

Year 11

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: J242

Specification

The Additional Science course centres on developing scientific concepts. It would suit students who are seeking a deeper understanding of basic scientific ideas. The course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit.

The course is split into 9 modules:

- The Processing of Life, Growth and Development (studied in Year 10), Brain and Mind.
- Chemical Patterns (studied in Year 10), Chemical in the Natural Environment, Chemical Synthesis.
- Explaining Motion, Electric Circuits, Radioactive Materials (studied in Year 10).

Assessment:

This course is assessed in May/June of Year 11. It leads to a second GCSE in Science. The grade obtained need not be the same as that gained in the Science core.

There are 3 papers: The written papers account for three quarters of the total marks.

Controlled Assessment:

You would design, carry out and report on one complete scientific investigation.

This Controlled Assessment requires advance preparation for homework and is then completed over one full school day. It contributes one quarter of the total marks.

Tiers of Entry:

Higher Tier - grades available are A*, A, B, C.

Foundation Tier - grades available are C, D, E, F, G.

Controlled Assessment:

One full day—TBA

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.

APPLIED DESIGN AND TECHNOLOGY

SUBJECT: FOOD TECHNOLOGY

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: J302

Specification

Food Technology is an ever-changing subject taking into account the ongoing debate in our society of food and diet within the context of the family, the food industry and the increasing awareness of the impact our choices have on the environment. Rarely does a week go by without some reference in the media to the foods we eat, the nutritional implications, their impact on our health and the way they are produced. GCSE Food Technology not only prepares students for the examination within the subject but it also equips them with life skills and enables them to make informed choices as they develop into young adults.

Students work in a modern, bright, well-equipped Food Technology room with good access to ICT suites, for the presentation of their folder work.

Skills and knowledge are gained over the two year course through a series of focused tasks where they are involved in:

- Making a variety of food products using a wide range of tools, equipment and ingredients.
- Investigating the nutritional content of foods, and the dietary implications.
- Evaluating existing products.
- Considering the needs of the consumers by carrying out questionnaires and surveys.
- Researching the wider moral, social and environmental issues concerning food and food packaging.
- Considering issues relating to sustainable design when choosing and preparing a wide variety of foods.

The course also deals with the industrial production of food from the raw ingredients, where and how they are produced, through to the packaging and marketing, which also gives students an insight into the wide range of career opportunities within the food industry.

Assessment:

Unit A521—Controlled Assessment (project 1): 30% of total GCSE marks

Unit A523—Controlled Assessment (project 2): 30% of total GCSE marks

Unit A525—Examination 90 minutes: 40% of GCSE marks

Tiers of Entry:

No tiers

Controlled Assessment Project

Year 10 Unit A521

Year 11 Unit A523

Career Opportunities:

A vast number of food based career opportunities exist. The Catering Industry, at all levels, is an obvious outlet but a knowledge of food and diet are useful in Medical Fields, Teaching and Child Care, Health and Fitness and the Food Retail Industry.

SUBJECT: GRAPHIC PRODUCTS

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 4550—(45501 and 45502)

Specification

This specification has been designed to encourage candidates to design and make products with creativity and originality, using a wide range of graphic and modelling materials.

Students are encouraged to, for example:

- Use, understand and apply the principles of good/iconic design.
- Design and make product(s) using a diverse range of graphic media.
- Explore, understand and apply within their design solutions, a range of technologies (both traditional and new), including for example, biomimetics and a range of smart and modern materials.
- Consider sustainability and the environmental impact of their designs.
- Develop fit-for-purpose marketing, promotional and advertising campaigns.

Assessment:

Unit 1 /45501: (40%) A two hour written paper. Pre-release material issued.

Unit 2 /45502: (60%). Design and Making Controlled Assessment. This unit consists of a single design and make activity selected from a range of tasks set by AQA.

Tiers of Entry:

Higher only

Careers:

Career opportunities are numerous and can be found in Graphic Design, Product Design, Architecture, Advertising, Interior Design, Engineering and careers which require creativity.

SUBJECT: TEXTILES

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 4570 FULL

Specification

The course follows a problem solving and investigative approach. Subject content includes a study of fibres and fabrics, tools and equipment, consumer awareness, colour, design, differing techniques in textile production and investigation of the effect of the environment on textile design.

The new course also pays close attention to new technology and the impact of Textiles manufacture on the environment.

Included in the course is an element requiring written and practical evidence of textile products reviewed, disassembled and evaluated.

Students produce a textiles product of their own design, plus a design folder evidencing the design process.

Assessment:

Assessment of Course

Portfolio and Garment (60%)

- Design and make task
- Investigate a product to be produced in a manufacturing environment

(40 hours supervised project time)

Written Examination (40%)
2 hours duration.

Tiers of Entry:

Foundation and Higher

Deadlines:

Year 11—Garment February 2015
Folder March 2015

Career Opportunities:

Fashion Design and Marketing, Theatrical Costume Design, Textiles Design and Manufacturing.

SUBJECT: THREE-DIMENSIONAL ART

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 5TD02

Specification

Students are required to work in one or more areas of Ceramic Design such as those listed below:

- Coil building
- Hand building techniques
- Slab building
- Glazing and under-glazing

Students will learn how to:-

- Express and record personal ideas by developing skills in using three dimensional materials.
- Investigate possibilities through observation, analysis and experimentation.
- Understand the different styles, genres and traditions.
- 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—March 2015

Year 11— Project 2—December 2015

Year 11—Project 3—March 2016

Career Opportunities:

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

SUBJECT:

INFORMATION AND COMMUNICATION TECHNOLOGY

EXAMINATION BOARD: Edexcel**EXAMINATION SYLLABUS:** Single Award (2IT01)**Specification:**

The course is split into two units:

Unit 1: Living in a Digital World

This unit asks students to explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts. They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Unit 2: Using Digital Tools

This unit is a practical unit. Students are asked to broaden and enhance their skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

The technologies referred to during the course are updated annually to ensure that the course remains relevant by including new and emerging technologies.

Assessment:

The course is assessed as follows:

Unit 1: Living in a Digital World – Written Paper 1hr 30m- 40%

Unit 2: Using Digital Tools – Controlled Assessment – 60%

Career Opportunities:

This qualification will allow students to move onto A Levels especially the GCE Applied ICT course taught at St Bernard's and to a wide range of further and higher level courses.

Careers in ICT vary widely but include Software Engineer, Defence, Teaching and Research, IT Consultancy, Game Designer and Website Designer.

OPTIONS

SUBJECT: ART AND DESIGN

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 5 AD01

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 their work to its best advantage.

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 of work, which consists of a personal portfolio of work, based on two themes.

Externally Set Assignment

40% of the overall result

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

Set by EDEXCEL: centre assessed and moderated by EDEXCEL

Deadlines:

Year 10—Project 1—March 2015

Year 11— Project 2—December 2015

Year 11— Project 3—March 2016

Career Opportunities:

Illustrator, Fashion Designer, Teacher, Graphic Designer, Interior Designer, Textile Designer, Product Designer, Stage Designer, Landscape Gardener, Display specialist.

SUBJECT: DANCE

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 4230

Specification

The course will encourage students to:

- Develop skills, knowledge and understanding of Dance as choreographer, performer and critic.
- Develop the ability to apply and adapt a wide range of skills and techniques effectively in performing and choreographing dance.
- Develop the ability to create dances for a range of purposes and in response to different stimuli.
- Develop the ability to analyse, evaluate and appreciate dance.
- Develop understanding of the contribution of dance to their personal and social health, fitness and well-being.

The components of the course will include the following four sections:-

- **Safe Practice** - Knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing.
- **Performance** - Demonstration of physical, technical and mental skills necessary for effective performance; demonstration of expressive skills necessary for effective performance; understanding of how to achieve high quality performance.
- **Choreography** - Exploring and synthesising ideas, thoughts and meaning through movement; use and selection of actions, dynamics, space and relationships to convey artistic intention; use choreographic principles to shape the dance.
- **Critical appreciation** - Developing critical, evaluative and reflective skills in response to their own work and others; develop knowledge and understanding of the works of different choreographers and professional dance works; appreciate the relationship between choreography, performance and production; knowledge and understanding of the physical,

Assessment:

The course is assessed as follows:-

- Unit 1: Critical Appreciation of Dance - Written paper 1 hour - 20%
- Unit 2: Set Dance - Practical examination; solo performance 1-1½ mins-20%
- Unit 3: Performance in a duo/group dance 3 - 3½ mins - 20%
- Unit 4: Choreography - Task 4a) Solo Composition 1-1½ mins - 15%
Task 4b) Choreography solo/duo/group - 25%

Examination:**Year 11**

Written - Unit 1 : Critical Appreciation of Dance - Written paper 1 hour

Practical - Unit 2 : Set Dance

Unit 3 : Performance in a duo/group

Unit 4 : Choreography—Task 4a) Solo composition

Task 4b) Choreography solo/duo/group

Deadlines:

Year 11 Task 4a) Solo composition and Task 4b) Choreography solo/duo/group to be completed by February of Year 11

Career Opportunities:

Careers as a Dancer, Teacher, Arts Administrator, Therapist, Performer, Television Presenter, Education Outreach Worker and also Further Education to gain a Degree in Dance and Performing Arts.

SUBJECT: DRAMA

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS: 3241

Specification

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

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 two productions over the course of the two years.

Many rehearsals take place out of school hours, perhaps in the form of lunchtime performances for the junior years to watch. 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 60%

1. Acting
2. Improvisation / Devised Theatre

Assessed on final performance AND process and understanding of skills' development.

Written Component 40% (1 x 2 hour paper)

Answering these areas of study:-

1. Practical work completed during the course
2. Two reviews of live theatre seen by the candidate

Controlled Assessment: Drama practical assessment dates will be set appropriately and parents informed throughout the year.

Career Opportunities:

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

SUBJECT: EXTENDED SCIENCE (TRIPLE)

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS:

GCSE BIOLOGY A J243, GCSE CHEMISTRY A J244

GCSE PHYSICS A J245

EXAMINATION BOARD: AQA

EXAMINATION SYLLABUS:

AS SCIENCE IN SOCIETY 2400

Specification

This course is intended for students who have an enthusiasm for the Sciences and would appreciate the opportunity of extra time to broaden their studies. The course builds on the content of the Science (Core) and Additional Science courses to allow them to gain discrete GCSEs in Biology, Chemistry and Physics. In addition, for some students, there may be the opportunity to be entered for the AS examination Science in Society.

Students would study the following additional modules:

Biology across the Environment

Living organisms are interdependent, Photosynthesis, Heterotrophic nutrition, New technologies, Human physiology.

Chemistry for a Sustainable World

Alcohols, Carboxylic acids and esters, Energy changes in chemistry.
Reversible reactions and equilibria, Analysis, Green chemistry.

Observing the Universe

How do astronomers observe the sky? How does a telescope work? What are stars and galaxies? What happens during the birth and death of stars? How do astronomers work together?

In addition the **Science in Society AS** course would extend the core Science studied by all students in Year 10. It would give them the opportunity to reflect on their specialist studies in a wider context, develop the knowledge and skills they need to grapple with issues related to the science and technology that they meet now and in their adult and working lives and provide insight into ideas about how Science works to enable application of critical thinking skills in a coherent way when reading, writing and talking about Science.

Students would discuss:

- The germ theory of disease, infectious diseases and global public health issues.
- Medicines, ethical issues and reproductive choices.
- Lifestyle, transport choices and fuel issues.
- The planet Earth in the context of the solar system and the universe.
- The human race in the context of evolution and society.

Students would be expected to read widely about Scientific ideas.

Assessment:

GCSE Biology, Chemistry and Physics,

Written papers 75% , Controlled Assessment 25% of the total marks

Students will sit 3 written papers (Biology, Chemistry and Physics) at the end of Year 11 based on the core Science course.

Students will sit 3 written papers (Biology, Chemistry and Physics) at the end of Year 11 based on the core Additional Science course.

In addition Students will sit 3 written papers (Biology, Chemistry and Physics) that will include the additional material studied in this optional course.

Students will need to complete 3 Controlled Assessments, one in each of Biology, Physics and Chemistry.

- You will design, carry out and report a complete scientific investigation.

AS Science in Society

Students would complete one written 2 hour examination paper (60% of marks) and two piece of coursework. (40% of marks)

Student's coursework will consist of 2 pieces of writing:

- A critical account of their scientific reading.
- A Case Study of a topical scientific issue.

Tiers of Entry:

The 3 GCSE examinations in 2 tiers:

- Higher Tier - grades available are A*, A, B, C.
- Foundation Tier - grades available are C, D, E, F, G.

The AS examination grades from A to E

Career Opportunities:

The progression routes are the same as for Additional Science GCSE.

It will suit students intending to take, or wishing to keep open the option of 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: GEOGRAPHY

Year 10 (2014/15)

EXAMINATION BOARDS: AQA

EXAMINATION SYLLABUS: AQA GCSE Geography
Syllabus B (9035)

Specifications

The **AQA GCSE Geography** course counts towards the English Baccalaureate.

Unit 2A: The Challenge of Extreme Environments and **Unit 2B: Investigating Global Tourism** have been taught in Yr 9 and will be revisited and extended during Yr 10 and Yr 11.

Unit 1B: The Urban Environment is covered in the early part of Yr10. This deals with the problems associated with urban growth in both developed and developing countries. Fieldwork will be offered to allow students to see first hand how urban deprivation can be reduced through redevelopment and the move towards sustainable urban living. The use of GIS will be a strong presence.

The first Controlled Assessment is research based and introduced during the last term of Yr 10. Students will be able to choose between **Energy in the 21st Century** and **Water: A Precious Resource**. Students further their development of independent learning skills and explore issues at global, national, local and personal levels.

We start Yr 11 with **Unit 1A: The Coastal Environment**. The second Controlled Assessment follows on and we select an investigation on either coastal, urban, globalisation or tourism issues. Fieldwork is a compulsory element, with data collection carried out during a residential fieldcourse.

Overall the course is issues-based and there is considerable scope for extension and group work with the opportunity for collaboration with students in other countries. This is with the aim to appreciating differing views and opinions from other cultures.

Assessment:

The AQA GCSE Geography B examination has 2 written papers, together worth **75%**. These are taken at the end of the course, in the Summer of Yr 11. The two Controlled Assessments are worth **10%** and **15%** respectively.

The course is well supported by materials on the school website/VLE, which should be consulted for more details. All deadlines for controlled assessments and other major items of work will be posted there.

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 an international outlook and cross-cultural awareness—the tools students need to move into the global market place. Students cover 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.

SUBJECT: GEOGRAPHY Year 11 (2014/15)
(IGCSE Global Perspectives +
AQA GCSE Geography Syllabus B run in parallel)

EXAMINATION BOARDS: CIE and AQA

EXAMINATION SYLLABUS: 0457 (IGCSE Global Perspectives) + 9035 (AQA GCSE Geography Syllabus B)

Specifications

The **International GCSE in Global Perspectives** is a skills and issues-based course, with topical concerns which people meet in everyday life. The first unit **Urbanisation** supplements the AQA GCSE Geography course and is covered in **Yr 10**. Students are able to select 2 further units that interest them from a wide choice of 20 + topics. One is for **Individual Research** and the other is for a **Group Project**. These are all explored from personal, local, national and global angles, with a high level of independent learning.

The **independently selected topic** spans **Yr 10 and Yr 11** and is planned by the students themselves, with teacher advice and guidance. The **Group Project** (Yrs 10 – 11) is carried out in collaboration with students in other countries, with the aim to appreciating differing views and opinions from other cultures. Groups of three to four students are free to select an aspect of any issue not already covered by the two Individual Research units. All planning is carried out by the end of the first term in Yr 10.

We focus on the **AQA GCSE Geography** course as it counts towards the English Baccalaureate. It is more teacher-led and is covered between units of the IGCSE course. **Unit 2A: The Challenge of Extreme Environments** and **Unit 2B: Investigating Global Tourism** have been taught in Yr 9 and will be revisited and extended during Yr 10 and Yr 11. **Unit 1B: The Urban Environment** is covered at the same time as the IGCSE topic of Urbanisation, in the early part of Yr 10. The first Controlled Assessment is research based and worked on in the last term of Yr 10. Students will be able to choose between **Energy in the 21st Century** and **Water: A Precious Resource**. We start Yr 11 with **Unit 1A: The Coastal Environment**. The second Controlled Assessment follows on and we select an investigation on either coastal, urban or tourism issues. Fieldwork is a compulsory element, with data collection carried out during a residential fieldcourse.

Assessment:

The **IGCSE in Global Perspectives** has only **one written exam paper (30%)** taken at the end of Year 11. This is source based and focuses on issues analysis and enquiry and not on the recall of facts and figures. The **Group Project (30%)** has individual and group components, with an international dimension. Work from the two **Individual Research** units is presented as an **e-portfolio (40%)** and like the Group Project, is internally assessed. Flexible learning allows for issues to be explored through a variety of stimuli and students can submit digital records of discussions, surveys, observations, enquiries, displays, audio-visual recordings, GIS and multimedia use, as well as reports. Some work carried out in Year 9 (including Geographical Games) will count towards the qualification.

Assessment cntd:

Most students are also entered for the full **AQA GCSE Geography B** examination comprising **2 written papers**, together worth **75%**. These are taken at the end of the course in the Summer of Yr 11. The **two Controlled Assessments** are worth **10%** and **15%** respectively.

Both courses are well supported by materials on the school website/VLE, which should be consulted for more details. All deadlines for portfolio items and controlled assessments will be posted there.

Tiers of Entry:

All students sit the same paper for the IGCSE. Students entered for the AQA course will sit the higher tier paper. Whether students are entered for both sets of exams will depend on performance in practice exam questions, the controlled assessments and their personal wishes.

Career Opportunities:

Useful in most areas due to the skills learned and the opportunity to work towards obtaining the English Baccalaureate. The IGCSE course promotes an international outlook and cross-cultural awareness—the tools students need to move into the global market place. Students choose units best suited to their intended further study and career paths. This route provides the ideal preparation for A-Levels. Geography is a facilitating subject at A Level and our combination of courses offers the best preparation for this. The emphasis on strengthening ICT skills and research supports general learning and work place needs.

SUBJECT: HEALTH AND SOCIAL CARE

EXAMINATION BOARD: OCR

EXAMINATION SYLLABUS: J 406

Specification

GCSE Health and Social Care a fully accredited GCSE is a vocational qualification that sits comfortably within the academic GCSE/A level structure. It is an ideal qualification for students who want a broad background in health, social care and early years.

Everyone starts the course with some knowledge of health and social care. We have all been ill and have been treated by our doctor; many of us have had minor operations, so we are familiar with the health care system; we can either remember how nurseries and playgroups are run from first hand experience or we have younger brothers or sisters who attend them.

The exam board states that the GCSE in Health and Social Care "should prepare learners to make informed decisions about further learning opportunities and career choices".

It enables learners:

- To develop an understanding of health and social care including the early years sector.
- To understand aspects of personal development.
- To develop an understanding of the nature and quality of human life, including an appreciation of diversity and cultural issues.
- To apply learning in a practical and realistic way.
- To follow a programme of study that enables progression to both Further Education and employment in health and care settings.
- To acquire confidence by developing independent learning skills.
- To develop a critical and analytical approach to problem-solving.

The GCSE in Health and Social Care is made up of 2 units:

Unit 1 / A911 Health, Social Care and Early Years Provision

In this unit students will gain a broad perspective of health, social care and early years services and will learn about:-

- The range of care needs of major client groups.
- The ways people can obtain services and the possible barriers that could prevent people from gaining access to services.
- The types of service that exist to meet client group needs and how they are developed and organised.
- The principles of care that underpin all care work with clients.
- The main work roles and skills of people who provide health, social care and early years services.

Unit 2/A912—Understanding Personal Development and Relationships

It is important that students know how people grow and change during their lives. This unit will help them find out about different areas of human development and what can affect them. They will learn how relationships can change over time and how this can affect personal development. This learning will include:-

- The stages and pattern of human growth and development.
- The different factors that can affect human growth and development.
- The development of self-concept and different types of relationships.
- Major life changes and sources of support.
- Personal development and relationships.

Assessment:

Unit 1—Health, Social Care and Early Years Provision

This unit is assessed by Controlled Assessment and accounts for 60% of the total GCSE mark. Controlled Assessment is done within the classroom and comprises of up to 18 hours research and up to 26 hours writing up. Some research and preparation is also completed as homework. 60 marks are awarded for this unit.

This unit is assessed internally and moderated externally. Moderation is in January of Year 11 and the completed portfolio deadline is before April of Year 11. There are also a number of deadlines for the various parts of the Controlled Assessment and students are given these at the start of Year 11.

Unit 2—Understanding Personal Development and Relationships

This unit is assessed by a written one hour examination and comprises 40% of the total GCSE mark. The question paper is based on Understanding Personal Development and Relationships and all questions are compulsory and involve identification, description, explanation, analysis and evaluation.

Tiers of Entry:

Common Tier

Career Opportunities:

Examples of appropriate employment to which a GCSE in Health and Social Care candidate might progress include: Nursery Nurse, Care Assistant, Childminder, Pre-school/Nursery School Assistant. It could also be used to gain admission for further training in working with children in early years settings, teaching, working with people with disabilities, social work, nursing, occupational therapy, physiotherapy, pharmacy, etc.

GCSE Health and Social Care is a vocational qualification which provides a suitable basis for further study in this subject or for related courses, which could include Advanced levels (GCSEs), Diplomas, BTEC, NVQs or Modern Apprenticeships.

AS/A2 GCE Health and Social Care may be available in year 12/13 depending upon student numbers.

SUBJECT: HISTORY

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: A 2HA01

Specification

In GCSE, The Making of the Modern World History, we shall be looking at how our modern world evolved with particular reference to:

Unit 1

Peace and War: International Relations 1900-91

Students will explore the following:

- How did the Cold War develop? 1943-56
- Three Cold War Crises: Berlin, Cuba and Czechoslovakia c.1957-69
- Why did the Cold War end? 1972-1992

Unit 2

Germany 1918-39

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

- The Weimar Republic, 1918-33
- Hitler and the growth of the Nazi party, 1918-33
- The Nazi dictatorship, 1933-39
- Nazi domestic policies, 1933-39

Unit 3

The transformation of British Society c 1951—79

- British society and the economy in the 1950's.
- Education, work and labour relations c1960-79
- Media, communications and leisure c1960-79
- Reasons for social change c1960-79

Controlled Assessment:

Students will focus on:

- Civil rights and protests in the USA 1945 -70

This course gives students the opportunity to acquire knowledge and understanding of selected periods and aspects of History, exploring the significance of historical events, people, changes and issues.

Over the period of the course students will develop an understanding of how the past has been represented and interpreted. They will learn to organise and communicate their knowledge and understanding of History, enabling them not only to draw conclusions, but to appreciate that historical judgements are liable to reassessment in light of the new or reinterpreted evidence.

Assessment:

The course is assessed as follows:-

- Three written papers totalling 75%
- Three pieces of Controlled Assessment making up 25%

Examination: Year 11**Written—**

Unit 1—75 minutes

Unit 2—75 minutes

Unit 3—75 minutes

Controlled Assessment—2 hours 30 minutes

Tiers of Entry: N/A**Careers:**

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

SUBJECT: MUSIC

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 2MU01

Specification

This comprises of 3 Units:

Unit 1 : Performing Music - 30%

Any combination of voice or instrument.

1 solo - recorded for assessment

1 ensemble - recorded for assessment

Unit 2 : Composing Music - 30%

Controlled Assessment

2 compositions (total of 2-4 minutes)

Recorded for assessment

Unit 3 : Listening and Appraising - 40%

4 areas of study :

Area of study 1 - Western classical music 1600-1899

Set works by Handel, Mozart and Chopin

Area of study 2 - Music in the 20th Century

Set works by Schoenberg, Bernstein and Reich

Area of study 3 - Popular music in context

Set works by Miles Davis, Jeff Buckley and Moby

Area of study 4 - World Music

Set works by Capercaillie, Shankar and Koko

Assessment:

- By a one hour 30 minute written paper with all questions relating to the set works.
- Recording of two performances and two compositions.

Examinations: Year 11

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

Written – 90 minutes

Tiers of Entry: N/A

Deadlines:

2 compositions starting Spring Year 10 and finish Summer Year 11

Career Opportunities:

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

SUBJECT: PHYSICAL EDUCATION—GCSE

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 5PE01

Specification

This course builds on the knowledge, understanding and skills developed in Key Stage Three Physical Education. The course is 60% practical and 40 % theory. It will give exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. The student can perform in one or all of the following roles: player/participant, leader or official. The student should have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

Students will:

- Develop their knowledge and practical skills in arrange of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Find ways to improve their own performance in a variety of roles.
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- Appreciate the benefits or promoting 'sport for all'.

Assessment:

Practical skills

Students are assessed over the two year course in a range of sports. This can be as a performer/ player, leader or official. The best four marks from at least two different activity areas (Games Activities, Gymnastic Activities, Athletic Activities, Adventurous Activities and Fitness and Health Activities) are then submitted to the exam board. Students may be assessed in any sport that is not taught in school yet is listed in the syllabus, providing they take part on a regular basis and assessment can take place in the time period indicated by the examination board. Students are expected to attend clubs in and/ or out of school to support their practical work.

Students are required to demonstrate orally their ability to analyse performance in one chosen area of activity and also undertake and evaluate a self-devised fitness programme.

Examination: Year 11

Unit 1 – Examination = 40%

Unit 1 is externally assessed through a written examination which is divided into two:

- Healthy active lifestyles
- Your healthy, active body
-

The exam lasts 90 minutes.

Unit 2 – Controlled assessment – 60% This is externally moderated

Unit 2 is assessed in two sections:

- Section 1: four practical performances in the role of either player/performer, leader or official.
- Section 2: analysis of performance in ONE of the chosen activities.

Career Opportunities:

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

SUBJECT: BTEC LEVEL 1/2 AWARD IN SPORT

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: BHC92

Specification

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give exciting opportunities to be involved in different physical activities, promoting an active and healthy lifestyle.

This course has sections that link well with the skills learned in the Level 1 Award in Sports Leadership and the Duke of Edinburgh's Award schemes.

For those students wishing to take a PE Option, who do not have a history of competitive sport at school, team level or in clubs outside of school it is recommended that they follow this course.

Unit 1 Fitness For Sports and Exercise: This unit gives the opportunity to explore the essential fitness requirements and training methods to further enhance and improve sports performance. The unit specifically covers the components of fitness and the principles of training; different training methods and investigates fitness testing to determine fitness levels. This unit is particularly relevant if you are interested in sports coaching or personal training.

Unit 2 Practical Sports Performance: This unit focuses on developing and improving practical sports performance in **two** sports. It includes research into the rules, regulations and scoring system of the two selected sports; a practical demonstration of your skills, techniques and tactics and develops your ability to review sports performance.

In Year 11, two further units are covered, there will be a choice from the following four units:

1. The Mind and Sports Performance
2. The Sport Performer in Action
3. Training for Personal Fitness
4. Leading Sports Activities

Taking into consideration the members of the group, the teacher leading this unit will choose which are the most appropriate units.

Assessment:

The BTEC First Level 2 qualification is designed to provide a specialist work-related qualification. It gives learners the knowledge, understanding and skills that they need to prepare for employment. It is equivalent to a GCSE and it is graded as Pass, Merit, Distinction or Distinction*.

Unit 1, unlike the other 3 units are assessed on-line by a test. This is externally set and externally marked.

Unit 2 is internally assessed in 3 assignments and externally moderated.

For the two further units covered in Year 11, both are internally assessed and each have 2 to 3 assignments and are externally moderated.

SUBJECT: BTEC LEVEL 1/2 AWARD IN SPORT

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: BHC92

Career Opportunities:

The BTEC First Certificate can lead to 'A' Level and Degree courses in Physical Education, Sports Science and also for a career in Sport, Fitness, Teaching, the Leisure Industry, Sports Therapy and Physiotherapy.

ADDITIONAL COURSES

SUBJECT: ASTRONOMY

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 2AS01

Specification

Astronomy is offered as an enrichment activity to students in Year 9 and Year 10. The group meets weekly between 4:00 and 5:30 pm and works at quite a fast pace towards a GCSE examination after two years of study. The students study 5 themes:

- Earth, Moon and Sun
- Planetary Systems
- Stars
- Galaxies and Cosmology

They complete two observational coursework tasks. One of these is unaided (i.e. using only the naked eye), the other is aided (i.e. using a telescope, binoculars or camera). The possible tasks include observing the lunar features, observing a constellation in detail, observing a meteor shower, recording shadows made with a stick. For each task they will be assessed on their task design, observation, analysis and evaluation.

Assessment:

Assessment is by a single 2 hour written paper. This is worth 75% of the total marks. The two Controlled Assessment tasks contribute the remaining 25%

Tiers of Entry:

There is only one tier of entry: grades A* to G

Career Opportunities:

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

SUBJECT: STATISTICS

EXAMINATION BOARD: EDEXCEL

EXAMINATION SYLLABUS: 2ST01

Specification

GCSE Statistics is available and taught alongside GCSE Mathematics for the most able mathematicians (Level 8 or high Level 7 achieved in the end of Year 9 tests).

Students will build on skills in Handling Data acquired in KS3.

They will further their knowledge of:-

- Data collection and analysis techniques
- Calculating of measures of centrality and dispersion
- Probability

They will be introduced to:

- Correlation
- Discrete and continuous distributions
- Conditional probability
- Quality assurance

Statistics is an important element of further study in a range of subjects (for example: Psychology, Sociology, Biology, Business Studies), as well as being optional modules in A level Mathematics.

Assessment:

Students will take the examination in this subject at the end of Year 10.

There is one written examination of 2 hours worth 75% of total marks.

Coursework:

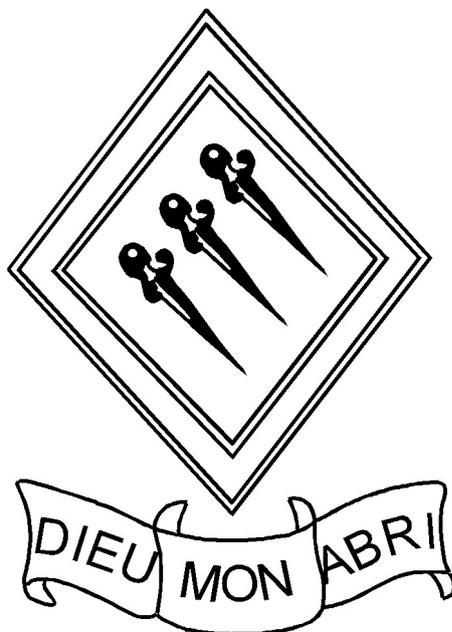
Students will complete one controlled assessment worth 25% of total marks.

Tiers of Entry:

Higher Tier: Grades available A* to D

Career Opportunities:

Many careers require an understanding of Statistics and the ability to handle data, perform statistical calculations and interpret the results (e.g. Social Sciences, Economics and Business and Medicine).



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