

A CATHOLIC ACADEMY FOR ARTS AND SCIENCE



# ST BERNARD'S HIGH SCHOOL



**Year 9 Curriculum  
Information for GCSE  
Examination in 2024  
Issued: January 2022**



# CURRICULUM STRUCTURE

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

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

|                    |             |
|--------------------|-------------|
| English Language   | Mathematics |
| English Literature | Science     |

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

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

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

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

## OPTIONS

|                                |                           |
|--------------------------------|---------------------------|
| Three-dimensional Art *        | French                    |
| Art, Craft and Design *        | Geography                 |
| Biology, Chemistry, Physics    | Graphic Communication*    |
| Business Studies               | History                   |
| Computer Science               | Music                     |
| Dance                          | Psychology                |
| Drama                          | Physical Education (GCSE) |
| Food Preparation and Nutrition | Textile Design *          |

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

## ADDITIONAL COURSES

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

# INTRODUCTION

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

| Course                                    | Page | Contact                  |
|---|------|--------------------------|
| <b>Core Subjects</b>                      |      |                          |
| English Language/Literature               | 8    | Mrs Barrett-Porter       |
| Mathematics                               | 12   | Miss March               |
| Modern Foreign Language—Italian & Spanish | 13   | Ms Vennero               |
| Personal, Social & Health Education       | 15   | Mrs Barnes               |
| Physical Education                        | 16   | Miss Clarke              |
| Religious Studies                         | 17   | Mrs Abel                 |
| Sciences                                  | 18   | Mr Goodfellow            |
| <b>Options</b>                            |      |                          |
| Three-dimensional Art                     | 20   | Mr Galton                |
| Art, Craft and Design                     | 21   | Mr Galton                |
| Sciences (Biology, Chemistry, Physics)    | 22   | Mr Goodfellow/Mrs Panter |
| Business Studies                          | 25   | Mrs Moore                |
| Computer Science                          | 26   | Mrs Moore                |
| Dance                                     | 27   | Mrs Alexander            |
| Drama                                     | 28   | Mrs Bell                 |
| Food Preparation and Nutrition            | 29   | Mrs Stanborough          |
| Modern Foreign Language—French            | 30   | Ms Vennero               |
| Geography                                 | 32   | Mr Bartlett              |
| Graphic Communication                     | 34   | Mrs Stanborough          |
| History                                   | 35   | Mrs Rix                  |
| Music                                     | 37   | Miss Chapman             |
| Psychology                                | 38   | Mrs Berridge             |
| Physical Education—GCSE                   | 40   | Miss Clarke              |
| Textile Design                            | 42   | Mrs Stanborough          |
| <b>Additional Courses</b>                 |      |                          |
| Astronomy                                 | 45   | Mr Goodfellow            |

## Other Staff Involved From Whom Advice Can Be Sought

|                     |                             |
|---------------------|-----------------------------|
| Form Tutor 9A       | Mrs N Englander             |
| Form Tutor 9C       | Miss T Clarke/Miss R Evans  |
| Form Tutor 9F       | Mrs C Rainey                |
| Form Tutor 9H       | Mrs S Armstrong             |
| Form Tutor 9M       | Miss J Chapman              |
| Form Tutor 9R       | Miss C Web                  |
| Learning Mentor     | Mrs K Henderson/Mrs D Brook |
| Head of Year        | Mrs S Alexander             |
| Careers Coordinator | Mrs H Davies                |
| Options Coordinator | Mrs H Bennett               |

## Curriculum Guidance

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

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

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

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

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

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

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

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

# Making Your Choices

## What to do Next

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

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

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

Please note the following dates:

|                                |  |
|--------------------------------|--|
| Tuesday 25 January 2022        | Curriculum Information Booklet and Options presentation available to students and parents via Teams  |
| Wednesday 26 January 2022      | Options Online login sent to students  |
| <b>Friday 11 February 2021</b> | <b>DEADLINE</b> the online form will be closed for editing—ensure you have <b>saved</b> your choices |

# **CORE SUBJECTS**

**SUBJECT: ENGLISH LANGUAGE**

**EXAMINATION BOARD: AQA**

**EXAMINATION SYLLABUS: 8700**

**Specification:**

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

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

All texts in the examination will be unseen

**Assessment:**

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

**Section A: Reading**

- one literature fiction text (40marks)

**Section B: Writing**

- descriptive or narrative writing (40 marks)

**Assessment duration:** 1 hour 45 minutes

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

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

**Section B: Writing**

- transactional writing to present a viewpoint (40marks)

**Assessment duration** 1 hour 45 minutes (80 marks)

**Separate endorsement: Spoken Language**

**What's assessed**

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

**Tiers on Entry:**

Level 1 / Level 2 GCSE (9-1)

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

**SUBJECT:** ENGLISH LANGUAGE

**EXAMINATION BOARD:** AQA

**EXAMINATION SYLLABUS:** 8700

**Deadlines:**

Externally assessed  
Availability: May/June

**Career Opportunities:**

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

**SUBJECT: ENGLISH LITERATURE**

**EXAMINATION BOARD: AQA**

**EXAMINATION SYLLABUS: 8702**

**Specification:**

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

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

**Assessment: Component 1**

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

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

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

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

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

**Assessment: Component 2**

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

**Section B : Poetry:**

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C : Unseen poetry:**

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

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

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

60% of the total GCSE

**SUBJECT:** ENGLISH LITERATURE

**EXAMINATION BOARD:** AQA

**EXAMINATION SYLLABUS:** 8702

**Tiers on Entry:**

Level 1 / Level 2 GCSE (9-1)

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

**Deadlines:**

Externally assessed

Availability: May/June

**Career Opportunities:**

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

**SUBJECT: MATHEMATICS**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1MA1**

**Specification:**

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

The knowledge and skills are grouped into five areas:

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

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

**Assessment:**

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

**Tiers of Entry:**

Higher Tier - grades available 9-4

Foundation Tier - grades available 5-1

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

**Career Opportunities:**

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

# **SUBJECT: MODERN FOREIGN LANGUAGE**

## **EXAMINATION BOARD: EDEXCEL**

### **EXAMINATION SYLLABUS:**

1INO (ITALIAN)  
1SPO (SPANISH)

#### **Specification:**

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

##### **Paper 1 Listening and understanding in Italian/Spanish**

Foundation Tier: 35 mins, including 5 mins reading time; 50 marks  
Higher Tier: 45 mins, including 5 mins reading time; 50 marks  
25% of total qualification

##### **Paper 2 Speaking in Italian/Spanish**

Internally conducted and externally assessed.  
Foundation Tier: 7-9 mins, plus 12 mins preparation time; 70 marks  
Higher Tier: 10-12 mins, plus 12 mins preparation time; 70 marks  
25% of total qualification

##### **Paper 3 Reading and Understanding in Italian/Spanish**

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

##### **Paper 4 Writing in Italian/Spanish**

Written examination  
Foundation Tier: 1 hour 10 minutes; 60 marks  
Higher Tier; 1 hour 20 minutes; 60 marks  
25% of total qualification

#### **Assessment:**

##### **Paper 1—Listening and understanding in the target language**

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

##### **Paper 2 Speaking in the target language**

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

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

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

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

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

**SUBJECT:** MODERN FOREIGN LANGUAGE

**EXAMINATION BOARD:** EDEXCEL

**EXAMINATION SYLLABUS:**

1INO (ITALIAN)

1SPO (SPANISH)

**Assessment cont:**

**Paper 3 Reading and understanding in the target language**

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

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

**Paper 4 Writing in the target language**

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

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

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

**Themes and Topics**

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

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

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

**Career Opportunities:**

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

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

**EXAMINATION BOARD: N/A**

**EXAMINATION SYLLABUS: N/A**

### **Specification**

This is an important aspect of our education and enables students to explore a number of themes and ideas as a Citizen of Society. These include an understanding of our rights and responsibilities as a member of our society, issues of citizenship, sex and relationship education, health education, independent careers education 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 key areas of the Programme of Study are to provide students with accurate and relevant knowledge on the key areas of exploration, giving opportunities to enhance personal understanding; to provide students with opportunities to explore, clarify and challenge their area and others' values and attitudes; and to provide opportunities to acquire the skills needed to be resilient learners and live safe, responsible and fulfilling lives.

The course is delivered by tutorial teams.

**SUBJECT: PHYSICAL EDUCATION (CORE)**

**EXAMINATION BOARD: N/A**

**EXAMINATION SYLLABUS: N/A**

**Specification:**

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

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

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

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

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

**SUBJECT:** RELIGIOUS EDUCATION

**EXAMINATION BOARD:** AQA

**EXAMINATION SYLLABUS:** SPECIFICATION B  
- Linear

**Paper 1: Component 1: Catholic Christianity**

**Content overview:-**

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

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

The examination will last for 1 hour and 45 minutes and is worth **50% of the qualification**

There are 96 marks available in this paper, plus 3 for spelling, punctuation and grammar.

**Paper 2: Component 2: Perspectives on Faith**

**Content overview:**

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

- Beliefs and Teachings
- Practices

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

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

The examination will last for 1 hour and 45 minutes and is worth **50% of the qualification**

There are 96 marks available in this paper, plus 3 for spelling, punctuation and grammar.

**Assessment:**

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

Two written papers:

Paper 1 50% - 1 hr 45 mins

Paper 2 50% - 1 hr 45 mins

**Tiers of Entry:**

Common papers

**Career Opportunities:**

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

## **SUBJECT: SCIENCES**

## **EXAMINATION BOARD: OCR**

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

### **Specification:**

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

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

### **The course is split into 19 chapters:**

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

### **Assessment:**

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

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

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

### **Tiers of Entry:**

Two grades are issued as this award equals two GCSEs

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

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

### **Career Opportunities:**

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

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

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

# **OPTIONS**

# **SUBJECT: THREE-DIMENSIONAL ART**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1TD0**

## **Specification:**

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

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

Students will learn:-

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

## **Assessment:**

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

### **Externally Set Task**

10 hours - 40% of total marks

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

## **Deadlines:**

**Year 10—Project 1—June 2022**

**Year 11— Project 2—January 2024**

**Year 11—Project 3—May 2025**

## **Career Opportunities:**

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

**SUBJECT: ART, CRAFT AND DESIGN**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1AD0**

**Specification:**

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

Students will learn how to:

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

**Assessment:**

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

**Controlled Assessment**

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

**Externally Set Assignment**

40% of the overall result

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

Set by EDEXCEL: centre assessed and moderated by EDEXCEL

**Deadlines:**

**Year 10—Project 1—April 2023**

**Year 11— Project 2—January 2024**

**Year 11— Externally Set Assignment—May 2024**

**Career Opportunities:**

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

**SUBJECT: BIOLOGY**

**EXAMINATION BOARD: OCR**

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

**Specification:**

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

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

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

**The course is split into 8 chapters:**

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

**Assessment:**

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

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

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

**Tiers of Entry:**

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

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

**Career Opportunities:**

The progression routes are the same as for Combined Science.

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

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

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

**SUBJECT: CHEMISTRY**

**EXAMINATION BOARD: OCR**

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

**Specification:**

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

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

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

The course is split into 8 chapters:

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

**Assessment:**

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

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

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

**Tiers of Entry:**

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

**Career Opportunities:**

The progression routes are the same as for Combined Science.

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

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

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

**SUBJECT: PHYSICS**

**EXAMINATION BOARD: OCR**

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

**Specification:**

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

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

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

**The course is split into 8 chapters:**

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

**Assessment:**

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

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

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

**Tiers of Entry:**

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

**Career Opportunities:**

The progression routes are the same as for Combined Science.

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

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

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

**SUBJECT: BUSINESS**

**EXAMINATION BOARD: EDEXCEL**

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

**Specification:**

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

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

Topic 1.1 Enterprise and entrepreneurship

Topic 1.2 Spotting a business opportunity

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the business effective

Topic 1.5 Understanding external influences on business

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

Topic 2.1 Growing the business

Topic 2.2 Making marketing decisions

Topic 2.3 Making operational decisions

Topic 2.4 Making financial decisions

Topic 2.5 Making human resource decisions

**Assessment:**

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

**Theme 1 (Investigating Small Business)** is examined by written examination lasting 1 hour and 30 minutes. The paper consists of questions totalling 90 marks and is worth 50% of the qualification. Paper code 1BS0/01.

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

Paper code 1BS0/02.

**Tiers of Entry:**

Level 1/Level 2 GCSE (9–1)

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

**Career Opportunities:**

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

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

**SUBJECT: COMPUTER SCIENCE**

**EXAMINATION BOARD: EDEXCEL**

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

**Specification:**

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

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

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

Paper 1— Principles of Computer Science

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

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

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

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

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

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

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

**Assessment:**

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

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

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

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

understanding how to decompose and analyse problems

ability to read, write, refine and evaluate programs.

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

**Tiers of Entry:**

Level 1/Level 2 GCSE (9–1)

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

**Career Opportunities:**

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

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

**SUBJECT: DANCE**

**EXAMINATION BOARD: AQA**

**EXAMINATION SYLLABUS: 8236**

**Specification:**

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

**Learning Outcomes**

The course encourages students to:

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

**Assessment:**

**Component 1: Performance and Choreography**

**Performance**—30% of GCSE, 40 marks (14 marks for set phrases and 26 marks for duet/trio performance)

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

**Choreography**—30% of GCSE, 40 marks

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

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

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

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

**Career Opportunities:**

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

**SUBJECT: DRAMA**

**EXAMINATION BOARD: AQA**

**EXAMINATION SYLLABUS: 8261**

**Specification:**

Drama is an exciting, energetic and rigorous GCSE. It provides opportunities for students to develop a passion for Drama and Theatre and to understand how culture and society is enriched by it. It encourages a growth in confidence and an ability to work with a range of different people.

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

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

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

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

Good attendance is essential for this GCSE.

Tiers of Entry N/A

**Assessment:**

**Practical Components**

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

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

Answering these areas of study:-

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

**Controlled Assessment:**

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

**Career Opportunities:**

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

# **SUBJECT: FOOD PREPARATION AND NUTRITION**

**EXAMINATION BOARD: OCR**

**EXAMINATION SYLLABUS: J309**

## **Specification:**

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

Students will be encouraged to:

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

## **Assessment:**

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

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

Food investigation task—15% of GCSE (NEA)

Food preparation task—35% of GCSE (NEA)

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

## **Tiers of Entry:**

No tiers

## **Careers:**

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

**SUBJECT: MODERN FOREIGN LANGUAGE**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1FR0 (FRENCH)**

**Specification:**

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

**Paper 1 Listening and understanding in French**

Foundation Tier: 35 mins, including 5 mins reading time; 50 marks  
Higher Tier: 45 mins, including 5 mins reading time; 50 marks  
25% of total qualification

**Paper 2 Speaking in French**

Internally conducted and externally assessed.  
Foundation Tier: 7-9 mins, plus 12 mins preparation time; 70 marks  
Higher Tier: 10-12 mins, plus 12 mins preparation time; 70 marks  
25% of total qualification

**Paper 3 Reading and Understanding in French**

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

**Paper 4 Writing in French**

Written examination  
Foundation Tier: 1 hour 10 minutes; 60 marks  
Higher Tier; 1 hour 20 minutes; 60 marks  
25% of total qualification

**Assessment:**

**Paper 1—Listening and understanding in the target language**

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

**Paper 2 Speaking in the target language**

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

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

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

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

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

**SUBJECT: MODERN FOREIGN LANGUAGE**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1FR0 (FRENCH)**

**Assessment cont:**

**Paper 3 Reading and understanding in the target language**

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

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

**Paper 4 Writing in the target language**

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

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

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

**Themes and Topics**

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

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

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

**Career Opportunities:**

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

## **SUBJECT: GEOGRAPHY**

**EXAMINATION BOARDS:** Edexcel

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

### **Specifications:**

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

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

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

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

### **Assessment:**

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

There will be no course work linked to the GCSE Geography studies

**SUBJECT: GEOGRAPHY**

**EXAMINATION BOARDS:** Edexcel

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

**Assessment cont:**

Component 1: Global Geographical issues

Written examination :1 hour and 30 minutes

37.5% of the qualification

94 marks

Assessment overview:

Section A Hazardous Earth

Section B Development Dynamics

Section C Challenges of an urbanising world

Component 2: Geographical issues

Written examination 1 hour and 30 minutes

37.5%of the qualification

94 marks

Section A The UK's evolving physical landscape

Section B The UK's evolving human landscape

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

Component 3: People and Environment issues—making Geographical Decisions

1 hour and 30 minutes

25% of the qualification

64 marks

Section A People and the biosphere

Section B Forests under threat

Section C Consuming energy resources

Section D Making a geographical decision

**Tiers of Entry:**

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

**Career Opportunities:**

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

**SUBJECT: GRAPHIC COMMUNICATION**

**EXAMINATION BOARD: AQA**

**EXAMINATION SYLLABUS: 8203**

**Specification:**

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

**Areas of Study**

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

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

They may explore overlapping areas and combinations of areas.

**Assessment:**

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

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

A portfolio that evidences explicit coverage of the four assessment objectives. It also includes a sustained project showcasing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course. They explore briefs in typography, infographics and product promotion, before starting their sustained project. Students submit this before Christmas in Year 11.

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

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

**Career Opportunities:**

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

**SUBJECT: HISTORY**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1HI0**

**Specification:**

**Paper 1**

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

Students will complete a thematic study, covering:

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

**Paper 2**

Early Elizabethan England 1558-88

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

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

The American West c1835-c1895

Students will complete a period study, exploring:

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

**Paper 3**

Weimar and Nazi Germany

Students will complete a modern depth study, exploring:

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

**Assessment:**

The course is assessed by three written papers totalling 100%

**Examination: Year 11**

Paper 1—1hr 20 mins

Paper 2—1hr 45 mins

Paper 3— 1hr 20 mins

**SUBJECT: HISTORY**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1HI0**

**Tiers of Entry:**

N/A

**Careers:**

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

**SUBJECT: MUSIC**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1MU0**

**Specification:**

This comprises of 3 Units:

**Unit 1 : Performing - 30%**

Any combination of voice or instrument.

1 solo - recorded for assessment

1 ensemble - recorded for assessment

**Unit 2 : Composing - 30%**

Controlled Assessment

2 compositions (total of 4 minutes)

Recorded for assessment

**Unit 3 : Appraising - 40%**

Musical elements, musical contexts and musical language.

**4 areas of study :**

**Area of study 1** - Instrumental Music 1700-1820

**Area of study 2** - Vocal Music

**Area of study 3** - Music for Stage and Screen

**Area of study 4** - Fusions

**Assessment:**

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

**Examinations: Year 11**

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

**Written** – 1 hour 45 minutes

**Tiers of Entry:** N/A

**Deadlines:**

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

**Career Opportunities:**

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

**SUBJECT: PSYCHOLOGY**

**EXAMINATION BOARD: AQA**

**EXAMINATION SYLLABUS: 8182**

**Specification:**

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

**Paper 1: Cognition & Behaviour**

**Memory**

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

**Perception**

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

**Development**

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

**Research methods**

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

**Paper 2: Social Context & Behaviour**

**Social influence**

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

**Language, thought & communication**

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

**Brain & neuropsychology**

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

**Psychological problems**

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

### **Assessment:**

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

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

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

### **Tiers of Entry:**

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

### **Career Opportunities:**

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

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

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

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

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

# **SUBJECT: PHYSICAL EDUCATION—GCSE**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1PE0**

## **Specification:**

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

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

## **Assessment:**

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

Written examination: 1 hour and 45 minutes

36% of the qualification

90 marks

#### **Content Overview**

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

#### **Assessment Overview**

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

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

Written examination: 1 hour and 15 minutes

24% of the qualification

70 marks

#### **Content Overview**

Topic 1: Health, fitness and well-being

Topic 2: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data

#### **Assessment Overview**

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

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

Non-examined assessment: internally marked and externally moderated.

30% of the qualification.

105 marks (35 marks per activity)

#### **Content Overview:**

Skills during individual and team activities

General performance skills

# **SUBJECT: PHYSICAL EDUCATION—GCSE**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1PE0**

## **Component 3 Cont.**

### **Assessment Overview**

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

One must be a **team** activity.

One must be an **individual** activity.

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

Students must participate in three separate activities.

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

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

Non-examined assessment: internally marked and externally moderated.

10% of the qualification

20 marks

### **Content overview**

Aim and planning analysis

Carrying out and monitoring the PEP

Evaluation of the PEP

### **Assessment Overview**

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

## **Career Opportunities:**

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

**SUBJECT:** TEXTILE DESIGN

**EXAMINATION BOARD:** AQA

**EXAMINATION SYLLABUS:** 8204

**Specification:**

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

**Areas of Study**

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

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

**Assessment:**

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

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

A portfolio that evidences explicit coverage of the four assessment objectives. It also includes a sustained project showcasing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course. Students submit this before Christmas in Year 11.

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

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

**Career Opportunities:**

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

# **ADDITIONAL COURSES**

# **SUBJECT: ASTRONOMY**

## **EXAMINATION BOARD: EDEXCEL**

### **EXAMINATION SYLLABUS: 1AS0**

#### **Specification:**

Students taking Astronomy GCSE will have already started the course in September at the start of Year . Astronomy is offered as an enrichment activity to students. Students studying Astronomy would be committing themselves to attending one weekly lesson for 1.5h immediately after school and additional observing sessions in the evenings at approximately monthly intervals but arranged as the weather permits.

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

The course is divided into 16 topics:

- Planet Earth
- The lunar disc
- The Earth-Moon-Sun system
- Time and the Earth-Moon-Sun cycles
- Solar System observation
- Celestial observation
- Early models of the Solar System
- Planetary motion and gravity
- Exploring the Moon
- Solar astronomy
- Exploring the Solar System
- Formation of planetary systems
- Exploring starlight
- Stellar evolution
- Our place in the Galaxy
- Cosmology

Observational Skills

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

#### **Assessment:**

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

Students are required to complete a minimum of two observing projects, one observing unaided and one using equipment such as binoculars or telescopes.

#### **Tiers of Entry:**

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

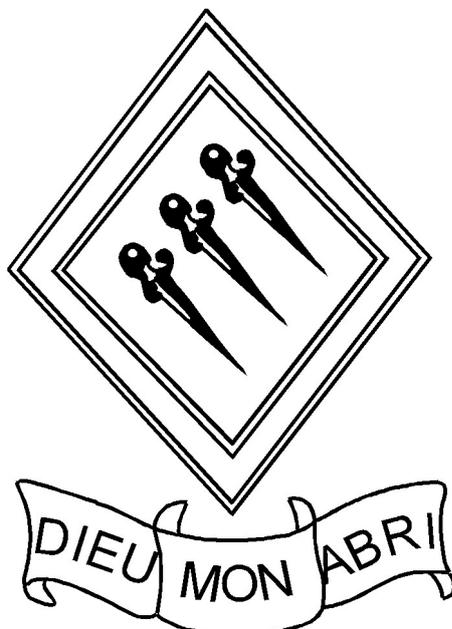
**SUBJECT: ASTRONOMY**

**EXAMINATION BOARD: EDEXCEL**

**EXAMINATION SYLLABUS: 1AS0**

**Career Opportunities:**

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



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