



BECCLES  
FREE SCHOOL

*“Providing a foundation for life”*

# **GCSE Handbook**

## **2014-2016**



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## **Introduction**

Inspiring our students with a love of learning and ensuring that they have the appropriate skills and qualifications that will help them achieve their goals in life is the basis of 'Providing a Foundation for life' for the students at Beccles Free School. Through an ethos based upon the '6 Cs to Success', we are committed to challenging each student to raise their achievement, celebrating their achievements as part of a cohesive and cooperative community in order to be confident in their own ability and future.

The academic curriculum is based on traditional subject areas enabling students to develop their knowledge, skills and understanding. A rich and diverse programme of enrichment activities is supported by an exceptional pastoral system, which ensures that a holistic approach to nurturing the students' needs is adopted by all staff and students.

Students are challenged to excel in the extensive curriculum offered with our expectation being that every student will achieve at GCSE no matter of their starting point. This will be sustained through strong pastoral leadership and regular contact with home. The tutor will be the main focus of the student's life at school and will act as the main contact with parents / carers. The tutor will develop strong relationships with all students and will teach PSHE to their tutor groups. The tutor will track all elements of progress of their students. Care, health and happiness are the cornerstones and aims of our pastoral system.

Each student's needs will be met through our strong inclusive ethos. Every student has a Personal Education Plan (PEP) to provide clear strategies for learning and making sustained progress across the curriculum. We believe that our curriculum should not prevent any student from progressing beyond Beccles Free School into the wide range of post-16 pathways that are available to them.

We are committed to ensuring that all students will leave Beccles Free School as successful, confident and well-rounded individuals, ready to take on the challenges and opportunities that lie ahead.



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## **Controlled Assessment**

Some GCSE subjects will be examined in part through controlled assessment, which replaces the coursework component of the previous syllabuses. Pupils will be required to write up their assessments under supervision in class, rather than preparing and writing the work up at home as they have done previously.

The requirements in each subject may vary as to:

- the amount of material given in advance
- the material to be available during writing up in class
- help given
- support from staff
- possibilities to redraft

Information on controlled assessment for subjects will be provided by each subject area and details of all deadline dates will be published in due course. Students will be given more information about the process of controlled assessment as they progress through the GCSE course in Years 9, 10 and Year 11.



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## **Careers Guidance**

The PSHE Programme at Beccles Free School provides students with myriad opportunities to learn about a variety of careers pathways and opportunities for further study. This is enhanced through learning experiences in our enrichment programme.

PSHE lessons enable students in Years 9 and 10 to enjoy a series of lessons aimed at broadening interest in the world outside school, giving them insight into the personal qualities and qualifications necessary for a wide range of occupations. They are encouraged to assess their own strengths and weaknesses, whilst challenging their own aspirations to raise attainment and motivation.

Students will also be introduced to the developing resources available in the Library, which is in the process of developing a Careers department. In addition to a variety of pamphlets and leaflets, students will have access to computer programmes such as Fast Tomato and Connexions. A variety of prospectuses will be available from both Sixth Form Schools, colleges and universities to broaden students' awareness of future learning opportunities.

Business Mentors will begin working with students in the Upper School. Students are able to apply for a Business Mentor, via the head of Upper School. The programme will begin this term and we have successfully begun to establish the Mentor programme, which offer careers guidance, motivation and support to students in the Upper School from Mentors who are able to offer practical and real-life support which challenges the student's aspirations.

Work experience links are being established and students are encouraged to explore potential career pathways through a regular work experience. Further information on the Beccles Free School work experience programme will be shared with parents and carers in due course.



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## **Students with English as an Additional Language**

For those students whose first language is not English, it may be necessary to sit examinations in English as a Foreign Language, as well as those subjects described in this booklet. Students for whom this is applicable will receive additional information and support in order to prepare for this exam.

Students with English as an Additional Language will receive support with preparing for exams, in addition to consolidating and advancing their use of the English language. This support will be provided through the Inclusion department.

Students who speak a language other than English at home, who are able to read and write this language, should be referred to the Inclusion Leader to discuss the possibility of sitting a GCSE in their first language. Please contact the Inclusion Leader, or Subject Leader for Modern Foreign Languages, for further information.

## GCSE Specification Choices

Each GCSE Examination Board has a code to determine the exam paper that students will take and the Programme of study that they will follow.

Subject Area	Specification
<b>English</b>	Edexcel GCSE in English Language (2EN01) Edexcel GCSE in English Literature (2ET01)
<b>Maths</b>	Edexcel Linear A  1MA0 Paper 1F/2F: Foundation Tier 1MA0 Paper 1H/2H: Higher Tier
<b>Science</b>	AQA 4401, 4402, 4403, 4405, 4408
<b>MFL (French)</b>	AQA 4655
<b>Geography</b>	WJEC B  Qualification Accreditation Number: 600/6081/5 Exam 1 Foundation - 424101 Exam 1 Higher - 424102 Exam 2 Foundation - 424201 Exam 2 Higher - 424202 Controlled Assessment - 424301
<b>History</b>	AQA A  Unit 1 - Medicine through time - 40401A Unit 2A - The American West- 40402B Unit 3 - Historical Enquiry - 40403
<b>Philosophy and Ethics / Religious Education</b>	AQA Religious Studies B  Unit 4 Religious Philosophy and Ultimate Questions (40554) GCSE Short Course certification – (4056)
<b>Music</b>	Edexcel 2MU01
<b>Art</b>	Edexcel 2AD01
<b>Drama</b>	Edexcel 2DR01
<b>Resistant Materials</b>	AQA 4562
<b>Food Technology</b>	AQA 4547
<b>Physical Education</b>	Edexcel 2PE01

## English Language and English Literature

### Course Details

Edexcel GCSE in English Language (2EN01)

Edexcel GCSE in English Literature (2ET01)

### Programme of Study

Year 10 will focus on developing skills for and completing the controlled assessment coursework.

Year 11 will focus on finalising controlled assessment coursework and preparing literature texts for the final examination.

English Language	Form of assessment
<p><b>Unit 1: English Today</b></p> <p>The focus of this unit is English in the daily world. Students will study and analyse a range of non-fiction text types on screen and on paper. They will write a comparative analysis of two texts, and produce a non-fiction text (an article, a review) of their own.</p>	Controlled Assessment
<p><b>Unit 2: The Writer's Voice</b></p> <p>The focus of this unit is studying written language and looking at how writers craft their work to present thoughts, opinions, ideas, events, activities and experiences. Students will study one text (Of Mice and Men) in detail and answer questions on the writer's style in the exam.</p> <p>Students will also apply their knowledge of these skills to produce a piece of creative writing.</p>	Examination
<p><b>Unit 3: The Spoken Word</b></p> <p>In this unit, students will develop speaking and listening skills in group work, through individual presentations and through drama and role play.</p>	Controlled Assessment

<p>In addition, they will complete a <b>Spoken Language Study</b> looking how spoken language works in different social groups and situations.</p> <p>Finally in this unit, students will complete a piece of work called <b>'Writing for the Spoken Voice'</b> in which they will study speeches, dialogue and scripts. Students will complete a piece of writing for the spoken voice task.</p>	
<p><b>English Literature</b></p>	
<p><b>Unit 1: Understanding Prose</b></p> <p>Students will study two novels for this paper, 'To Kill a Mockingbird' by Harper Lee and 'Hound of the Baskervilles' by Arthur Conan Doyle. They will learn how to analyse a novel, both for the way in which it is written and for the big 'thematic' ideas that it addresses.</p>	<p>Examination</p>
<p><b>Unit 2: Poetry</b></p> <p>Students study a wide range of poetry as part of this course. In the final exam, students produce an analysis of one unseen poem and write in more detail about themes in a collection of poetry that they have studied and prepared.</p>	<p>Examination</p>
<p><b>Unit 3: Drama</b></p> <p>Students will study one Shakespeare play and one modern play (An Inspector Calls). They will compare a traditional Shakespeare play to a modern film adaptation. They will also produce an essay about an aspect of stagecraft in a modern play.</p>	<p>Controlled Assessment</p>

Copies of all texts will be available from the English teacher, but you may wish to buy your own. 'York Notes' are also available as support guides for students studying these texts.

Miss L Ballantyne  
Subject Leader of English



## Mathematics

### Course Details

Edexcel GCSE in Mathematics (Specification A) 1MA0

### Programme of Study

This qualification in Mathematics encourages students to develop confidence in, and have a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and society. This qualification prepares students to take informed decisions about: the use of technology; the management of money; further learning opportunities and career choices.

The course encourages students to: develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Geometry
- Measures
- Statistics
- Probability

As well as using their knowledge and understanding to make connections between mathematical concepts to apply the functional elements of mathematics in everyday and real-life situations.

The course provides an excellent mathematical foundation as well as offering a good introduction to AS mathematics.

### How will Mathematics be taught?

Mathematics will be taught using a range of formal and informal methods, through demonstration as well as co-operative work. Successful problem-solving depends not only on having the skills, but also on having the confidence to try alternative approaches and the commitment to solve mathematical problems.

### Skills development

Mathematics is the conventional problem-solving subject; it enables students to develop their skills in logical thinking, abstraction, visualisation, structuring, precision, estimation and approximation, tenacity and commitment to a task. The best mathematics is often described as beautiful or elegant; you will have plenty of opportunities to see why as you construct your own beautiful proofs or solutions.

### **Assessment**

Students will have the opportunity to sit either the higher or foundation papers, each of which lasts 1 hour 45 minutes. Each tier consists of two papers: non-calculator and calculator.

All papers are taken at the end of Year 11. There is no controlled assessment, or coursework in mathematics.

### **Where can a GCSE in Mathematics lead?**

At a practical level, Mathematics GCSE at grade C or above is regarded by employers as an essential qualification for many jobs, and tests of mathematics or logic are often included in the interview and selection process. It is also a requirement for most degree courses; is a crucial stepping stone to studying mathematics at Sixth Form and is fundamental for entry into engineering and computing, most sciences, and much of the world of business, economics, insurance and finance.

See <http://www.mathscareers.org.uk/> for other maths careers.

Mr J Pentney  
Subject Leader of Mathematics



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## The Sciences

### Course Detail

AQA GCSE in Science (4401, 4402, 4403, 4405, 4408)

### Programme of Study

All students will study Core Science and Additional Science. Selected students will take separate Biology, Chemistry and Physics GCSEs; based on attainment and Attitude To Learning throughout Years 8 and 9.

### How will Science be taught?

The teaching of Science is tailored to each student's needs and abilities due to the two separate routes of learning. Science lessons will be both theoretical and practical as students will have the opportunity to test hypotheses in a formal and informal setting.

### Skills Development

Students will develop a critical approach to scientific evidence and methods. Students will be given opportunities to acquire and apply skills, knowledge and understanding of how Science works and its essential role in society.

### Assessment

1. Core Science (B1, C1 & P1)  
All students will study these modules; worth one GCSE. The course will be studied during Year 10 and students taking double science will take examinations taken in June of 1<sup>st</sup> year of study. There are 4 modules of study:  
Biology B1 25%  
Chemistry C1 25%  
Physics P1 25%  
ISA - Investigative Skills Assessment 25%

2. Additional Science (B2, C2 & P2)  
All students will study these modules; worth one GCSE. The course will be studied during Year 11 and examinations taken in June of 2<sup>nd</sup> year of study. The 4 modules of study are:  
Biology B2 Additional Biology 25%  
Chemistry C2 Additional Chemistry 25%  
Physics P2 Additional Physics 25%  
ISA - Investigative Skills Assessment 25%

3. Further Science (B3, C3 & P3)  
Biology, Chemistry, Physics extra units.  
The 4 modules of study are:  
Biology B3 Further Biology 25%  
Chemistry C3 Further Chemistry 25%  
Physics P3 Further Physics 25%  
ISA - Investigative Skills Assessment 25%  
Triple Science students will take the examinations for all modules studied in June of Years 9, 10 and 11. These are Physics, Biology and Chemistry GCSEs.

**Where can a GCSE in Science lead?** All of these GCSEs (Science, Additional Science and Separate Biology, Chemistry and Physics) are desirable basic qualifications for entry into most career paths and, in particular, they are essential for future studies at AS and A2 in any of the Sciences.

Ms C Wiggins

Subject Leader of Science

# Modern Foreign Languages

## French

### Course Detail

AQA GCSE in French 4655

### Programme of Study

French is the language of our closest European neighbours. It is also spoken on many other parts of Europe and the world. Studying French will enable students to communicate more confidently and accurately with French speakers as well as teaching them about the lifestyle and culture of this vibrant and influential country.

### How will French be taught?

The general aims of the GCSE course are to enable students to successfully attain all objectives of the course in a productive and supportive environment. Students will be taught both formally and informally and require skills in independent thinking and collaborative learning.

### Skills development

Students will develop the ability to understand and use French effectively for purposes of practical communication as well as imaginative and creative application. Students will develop an understanding of the grammar of French as well as forming a sound base of the skills, language and attitude required for further study, work and leisure. Students will gain an insight into the culture of French-speaking countries and communities.

### Assessment

Students will be tested in the four main skills which form part of the final grade: **listening** (20%), **reading**(20%), **speaking** (30%) and **writing** (30%).

Listening and Reading examinations are available at both foundation and higher tier and will be examined at the end of the course. No dictionaries may be used during these examinations. Students may be entered for different tiers in different skills.

Speaking and writing are tested in the form of un-tiered controlled assessments throughout the course. For each student the best two assessments in each skill (i.e. 2 for speaking and 2 for writing) will be submitted to AQA:

It will be imperative for all students following this course, to complete all homework and class work set by the deadlines given, as the preparation for controlled

assessments will include two weeks of independent preparation without teacher support and students will need to be able to refer to previously corrected work in that fortnight. Hard copy dictionaries may be used during the writing task and in the preparation for the speaking tasks. No forms of electronic resources (e.g. translators or dictionary apps) are allowed. Students will need to sign authentication forms to confirm that they are handing in their own work.

**Speaking:** a minimum of three tasks will be prepared during the course and recorded by the teacher. These are marked internally and sent to AQA for moderation.

**Writing:** a minimum of three tasks are prepared in class and written under examination conditions. The writing tasks are sent to AQA for marking.

Whilst this course will repeatedly emphasise the importance of understanding and communicating in everyday situations, students will also be expected to undertake a number of independent learning tasks throughout. A sound knowledge of French grammar is required for success at GCSE and grammar teaching is therefore an integral part of the course.

### **Where can a GCSE in Modern Foreign Languages lead?**

Foreign language skills are essential for many higher education courses and jobs in global businesses such as the sciences, computing, marketing and many others.

Miss M Clark and Mrs S Walker  
Assistant Head and teachers of Modern Foreign Languages



## History

### Course Details

AQA GCSE in History Specification A

### Programme of Study

Unit 1 – Medicine through time: This unit contains three interrelated themes: Disease and Infection, Surgery and Anatomy and Public Health. This unit is designed to allow our students to gain an overview of the main changes and trends in medicine and public health in Britain from the earliest times to the present.

Unit 2 – The American West 1840-1895: This unit concentrates on the way in which the American West was settled and developed by various groups of people between 1840 and 1895. It encourages students to appreciate the idea of westward movement to the frontier and the conflicts that resulted from the clash of different cultures and lifestyles of Indian and white people, and between the different groups of white settlers.

Unit 3 – Historical enquiry – History around us: Our students will carry out an historical enquiry related to Framlingham Castle. They will reach substantiated judgements based on an analysis of the site to justify a line of argument. They will use sources within their historical context.

### How will History be taught?

Lessons will consist of a combination of individual study and group work. Students will learn to analyse a variety of types of historical evidence, including cartoons, speeches and films. Students will be encouraged to utilise ICT and the Internet to aid their study. A number of resources will be used, catering for all levels of ability. Lively discussion is a key part of every good history lesson. You will debate concepts and ideas, perform skills-based exercises, undertake knowledge-based research (sometimes teacher centred, sometimes independently), examine a wide range of sources, create a variety of study materials and practice examination techniques.

There will be a fieldwork visit to Framlingham Castle to support Unit 3 – “History around us”.

## **Skills development**

Many of the skills our students will develop in history will equip them well for the outside world. They will learn to make judgements and form arguments, structure these arguments clearly, decisively and logically. They will differentiate between factors, make inference and understand why people share ideas in a particular way. There will also be opportunities to evaluate the value of evidence by identifying strengths and weaknesses of newspapers, speeches, letters, diaries, film clips, posters etc. These skills will be developed both orally and through writing.

## **Assessment**

The course will be assessed by a combination of controlled assessments and written examinations. There is one piece of controlled assessment (Unit 3 – 'Historical Enquiry') - an enquiry worth 25% which will be based on fieldwork. There are two final exams, worth a total of 75%. Unit 1 is worth 35% and is based on the "Medicine through time" unit. The examination for Unit 2 is worth 40% and examines "The American West 1840 – 1895".

## **Where can a GCSE in History lead?**

Historians are well respected in the job market. The skills developed in a study of History at GCSE level are transferable to a wide range of careers not solely related to the heritage industry. History students pursue a varied range of careers including becoming lawyers, detectives, politicians, civil servants, diplomats and journalists; they work in marketing, in the media, in finance and become business managers of all descriptions.

**"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree. "**

Michael Crichton

Mr J Crowfoot

Subject Leader of History



# Geography

## Course Details

WJEC / CBAC GCSE in Geography Specification B

## Programme of Study

Theme 1: Challenges of living in a built environment: Quality of life/access to housing; Access to/changing service provision; Urbanisation; Planning issues in built environments; Rural change and planning issues.

Theme 2: Physical processes and relationships between people and environments: Weather and climate; Ecosystems; The issue of desertification; River processes/landforms; Coastal processes/management.

Theme 3: Uneven development and sustainable environments: Employment structures/opportunities; Location of economic activities; Economic activity and the environment; Development; Development issues and water; Interdependence.

## How will Geography be taught?

An issue-based, investigative approach to geography is at the core of each of the three themes. The emphasis is on problem solving and geographical enquiry throughout the teaching and learning Programme. The specification provides coverage of physical, environmental and human aspects of the subject and the linkages that exist between them.

Field work is an important part of Geography and opportunities for this will be built into the course, including field work which the controlled assessment task will be based.

## Skills development

Geography is the study of how people interact with the world, how the world works, and why sometimes it doesn't. It tackles issues of environmental responsibility, our global interdependence and cultural understanding and tolerance.

Geography is often quoted as the most sought after qualification as it promotes flexibility, common sense and many other skills such as thinking problems through, handling complex issues and applying theory to examples from the real world. You will also learn how to read and draw maps, record and analyse fieldwork data and ask questions.

'Of all subjects, it is Geography that best draws together the techniques of research, planning, communications and presentation that employers demand today' (Director of Transport Research)

### **Assessment**

The course will be assessed by a combination of controlled assessments and written examinations. There is one piece of controlled assessment (Unit 3 – 'Geographical Enquiry') - an enquiry worth 25% which will be based on fieldwork. There are two final exams, worth a total of 75%. Unit 1 is worth 30% and examines Themes 1 and 2; and Unit 2 is worth 45% and examines Theme 3 and as well as problem solving skills.

### **Where can a GCSE in Geography lead?**

Geography is one of the most popular subjects at A' Level and compliments many other subjects due to its breadth. It is relevant for many careers, such as leisure and tourism, civil engineering, publishing, law and architecture to name a few!

### **'Geography is the subject which holds the key to our future'**

Michael Palin

Mr J Bradley

Subject Leader of Geography

Head of Upper School



## **Philosophy and Ethics**

### **Course Details**

AQA GCSE in Religious Studies Specification B Short Course (1/2 GCSE)

### **Programme of Study**

Ever since humankind started to think, religion, philosophy and ethics have been a fundamental part of our development. As people look into the vastness of space or witness the miracle of birth, they contemplate the meaning of life and their own mortality. It has always been this way. In the 21<sup>st</sup> Century, religion, philosophy and ethics still addresses the same eternal human questions about life and death, values and relationships, right and wrong. The course focuses on Religious Philosophy and Ultimate Questions and divided into four parts: The existence of God, The problems of evil and suffering, Immortality, and Science and religion.

### **How will Philosophy and Ethics be taught?**

This GCSE course aims to get you thinking about yourself and to ask questions about the nature of society and culture and the meaning of life. Within the topics you will look at a range of philosophical and ethical issues that are relevant to life in the 21st century. It is a course that will cause you to think sensitively about current issues and challenge your intellect.

### **Skills development**

Students will reflect and develop their own values, opinions and attitudes. They will adopt an enquiring, critical and reflective approach to their studies.

### **Assessment**

There is one exam that accounts for 100% of the marks.

### **Where can a GCSE in Philosophy and Ethics lead?**

The skills that you will learn will be useful to you in any number of careers; teaching, youth work, journalism, civil service or government to name a few. It is one of the fastest growing GCSE subjects. This is partly because it is compatible with, and has a similar skills base to other GCSE subjects such as English and History and a wide range of AS and A level courses including Philosophy, Law and Classic Civilisation.

Mr J Crowfoot, Teacher of Philosophy and Ethics



## **Art and Design (Begins Sept 2014)**

### **Course Details**

Edexcel GCSE in Art and Design 2AD01

### **Programme of Study**

This course covers three main areas; Developing visual skills, Being creative, enthusiastic and imaginative, and undertaking visits to galleries, museums, workshops and studios.

### **How will Art and Design be taught?**

The GCSE covers a range of activities and in-depth assignments. Students will have the opportunity to experiment with different media in order to explore their strengths and preferences. There are a wide range of options within the different endorsements, or they may choose to work in several area.

### **Skills development**

The main aim of the course is to develop students visual language skills and for them to build a comprehensive portfolio of work to progress to further courses or employment.

### **Assessment**

Unit 1 <b>Personal Portfolio in Art and Design</b>	Unit 2 <b>Externally Set Assignment in Art and Design</b>
Internally set and marked; assessed through controlled assessment.	Externally set theme and internally marked.
Each unit is assessed separately out of 80 marks. Students will be assessed using 4 assessment objectives of develop, review/experiment, record, present.	

### **Where can a GCSE in Art and Design lead?**

Course at level 3 include: BTEC Nationals in Art and Design, Diploma in Creative and Media, and GCE AS Art and Design.

Ms E Forrester

Teacher of Art and Design



## Music

### Course Details

Edexcel GCSE in Music 2MU01

### Programme of Study

There are three elements to GCSE music: Performing, Composing, and Listening and Appraising.

### How will Music be taught?

#### Skills development

Students will develop skills in all three areas from the Programme of study. Students will develop skills by creating music on a variety of instruments as well as computer software. Students will develop their analytical skills as they discover the social and historical context in which music has been composed over the last 400 years.

#### Assessment

Performing	Composing	Listening and Appraising
Students will need to play one solo piece and one ensemble piece. 30%	Students will need to create two compositions. 30%	Students will sit a 90 minute written paper based on the prescribed set works. 40%

### Where can a GCSE in Music lead?

AS and A2 in Music, Music Technology and Performing Arts.

Students listening skills will enhance the aural perception needed in language examinations. Performing skills will give your child confidence in playing to an audience – useful if they intend to pursue, for example, drama or law.

Miss J Brown

Teacher of Music



## **Drama**

### **Course Details**

Edexcel DRAMA (Specification 2DR01)

### **Programme of Study**

The Edexcel Drama GCSE Course is split into three Units.

#### **Unit 1 – Drama Exploration**

Through a topic based Scheme of Work students explore a theme or an issue through a variety of Drama Techniques and conventions.

#### **Unit 2 – Exploring Play Texts**

Students will learn how to interpret a Play Text in a variety of ways and understand how a play works in performance.

During this Unit students will attend a Live Theatre Performance.

#### **Unit 3 – Drama Performance Examination**

The theatrical skills learnt and developed through the first two units are showcased in a final devised performance. You will work in a small group to create an exciting and original performance.

This Practical Examination will be an opportunity for you to demonstrate your knowledge and understanding of practical drama through live performance.

### **Assessment**

Unit 1 – Controlled Assessment (Internally Assessed)

Written Coursework in Examination conditions based on Unit Work (30%)

Unit 2 – Controlled Assessment (Internally Assessed)

Written Coursework in Examination Conditions based on Unit Work (15%)

Review of Live Performance (15%)

Unit 3 – Drama Performance Examination (External Examiner) (40%)

## **How will Drama be taught?**

The emphasis of this course is on practical exploration. Drama lessons are built around the 'respond, develop, perform, evaluate' model, which will allow you to develop your skills in each of these key areas. You will be given the opportunity to explore play texts and also to devise your own performance material.

All written coursework is fully supported by your class teacher and will be completed under controlled assessment conditions so that your teacher is there to provide you with the necessary support.

## **Opportunities for Field Work and Trips**

Students are required to see a piece of Live Theatre as part of this course therefore opportunities will be provided in the form of organised trips over the two-year course to provide you with the opportunity to experience different genres of live theatre.

## **What skills will I develop?**

The GCSE Drama course will provide you with a forum to develop your leadership skills and you will have the opportunity to gain an understanding of how to work effectively with others.

Drama allows you to improve self-confidence whilst developing your own creativity. You will have the opportunity to develop an understanding of a range of dramatic texts and you will gain a lasting enjoyment and appreciation of theatre.

The GCSE Drama course will equip you with a wide range of transferrable skills, many of which will prepare you for the outside world. Drama students will develop a huge range of interpersonal skills.

## **What can this qualification lead to?**

GCSE drama will provide you with a extensive set of skills that are far reaching and will make you extremely appealing to a range of employers and institutes of further or higher education.

If you wish to see a more detailed outline of the course go to [www.edexcel.com](http://www.edexcel.com) and follow the links to GCSE Drama.

Miss N Best

Head of Creative Arts / Teacher of Drama



## Resistant Materials

### Course Details

AQA GCSE in Resistant Materials 4562

### Programme of Study

In Resistant Materials you will be working with woods, metals and plastics to produce 3D products. You will be learning the process of manufacturing products, from an initial idea through to a functional product. This will be through both theoretical and practical activities. You will learn how to recognise design problems and gain confidence how to solve these.

### Skills development

Over the 2 years of this course you will be working on a range of design briefs which will cover all areas of the design process and enhance your practical skills. Running alongside these design projects you will also be studying the theoretical side of the course where you will be learning about the working properties of different materials and the different tools that are used in the manufacture of products you will also be learning about how these products are manufactured in industry.

### Assessment

<b>Unit 1: Written Paper (45601)</b>	<b>Unit 2: Design and Making Practice (45602)</b>
2 hours – 120 marks – 40% Candidates answer all questions within two sections of the paper.	Approximately 45 hours – 90 marks – 60% This consists of a single design and make activity selected from a range of broad set tasks.

### Where can a GCSE in Resistant Materials lead?

Success in GCSE Resistant Materials can progress to a range of other subjects at college. These include A levels in Product Design and Graphic Products, a variety of apprenticeships and a range of BTEC courses. Resistant Materials is an ideal subject to progress into areas of work such as: Architecture, Plumbing, Construction, Carpentry, Electrical engineering and many more.

Mr J Don Daniel

Teacher of Resistant Materials



## Food Technology

### Course Details

AQA GCSE in Food Technology 4547

### Programme of Study

In Food Technology you will be working with a range of different ingredients to produce a range of different dishes ranging from healthy snacks to foods from around the world. You will be learning how to cook and prepare a meal using a wide range of techniques and cooking methods. Alongside the practical element of the course you will be learning the theoretical side of the subject where we look at the reasons why different ingredients are added to food and the effects they have on it like yeast into dough and starches into sauces.

### Skills development

Over the 2 years of this course you will be working on a range of design tasks which will cover all areas of the design process and enhance your practical skills these tasks will include themes like healthy snacks, dishes to promote Fair Trade. In the theory side of the course we will be looking at the functional properties of food and the need for a balanced diet.

### Assessment

<b>Unit 1: Written Paper (45601)</b>	<b>Unit 2: Design and Making Practice (45602)</b>
2 hours – 120 marks – 40% Candidates answer all questions within two sections of the paper.	Approximately 45 hours – 90 marks – 60% Consists of a single design and make activity selected from a range of broad set tasks.

### Where can a GCSE in Food Technology lead?

Success in GCSE Food Technology can progress to a range of other subjects at college. These include A levels and a variety of apprenticeships and a range of BTEC courses. Food Technology is an ideal subject to progress into areas of work such as: catering, hospitality, nutrition and many more.

Miss S Govender

Teacher of Food Technology



## Physical Education

### Course Details

Edexcel GCSE in Physical Education 2PE01

### Programme of Study

Students will either follow a core PE course or be given the opportunity to follow a GCSE PE Course.

### Skills development

Students will develop knowledge and understanding of Physical Education through practical involvement. Students will learn more about the benefits of sports and exercise and improve their own performance in a range of sports roles.

### Assessment

*The Theory of Physical Education (40%)  
(Externally assessed through a written examination paper and includes multiple-choice, short-answer and longer-answer questions)*

Section 1.1: Healthy, active lifestyles

*Performance in Physical Education (60%)  
(Assessed under controlled conditions and is externally moderated)*

Section 2.1: Practical performance (practical performances in the role of either player/participant, leader or official)

Section 2.2: Analysis of performance in one of the chosen activities

(This includes planning, performing and evaluating a Personal Exercise Programme.)

### Where can a GCSE in Physical Education lead?

The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the Civil Service.

Mr T Bailie

Subject Leader of Physical Education



## **Year 9 Preferences 2014-15**

### **All students will follow**

English Language and English Literature

Mathematics

The Sciences (Each student will be advised whether this will be Core or the Triple Science route)

Modern Foreign Languages – French

Philosophy and Ethics

Physical Education (GCSE or Core option)

### **Students will also follow one Creative Course.**

- Art and Design
- Music
- Drama
- Resistant Materials
- Food Technology

### **Students will also follow one Humanities course**

- History
- Geography

**Each student should complete the preferences form and return to the school reception by Monday 10<sup>th</sup> March 2014.**

**We cannot guarantee that all students will follow their Number One preferences as this depends upon numbers for each course.**