



# Broughton Hall Catholic High School



**Year 10**

*Curriculum Booklet*



## **MISSION STATEMENT**

**Founded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school.**

### **AIMS**

#### **OBJECTIVES**

- To ensure that all school policies and documents are rooted in these aims
- To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- To develop a caring, joyful and friendly community in which all work hard and are happy
- To achieve excellence through an education which:  
is concerned with the whole person; enables each person to develop spiritually, aesthetically, vocationally, physically, academically
- To foster a strong sense of community by:  
generosity of spirit;  
sensitivity and tolerance;  
forgiveness and compassion
- To ensure that each pupil leaves with a positive self-image
- To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all
- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and pupils with parents, governors, parishes and local community, united in a common purpose.

# Broughton Hall Catholic High School

## This is a Safeguarding School

We are committed to safeguarding and promoting the welfare of young people and we expect all pupils, staff, volunteers and visitors to share this commitment.

### The Named Safeguarding Officers are

Mrs D Lodge Assistant Headteacher Lead Officer

Ms S Reid Student Support Manager Second Lead Officer

Mrs A Greenhouse Welfare and Attendance Officer

Mrs D Kevan Attendance Officer

Mrs K Barnes Student Support Manager

Mrs A Rock Student Support Manager

Mrs P Tyrer Student Support Manager

Mrs S Tait Student Support Manager

Mrs C Dowling Student Support Manager

Mrs M Buckley Nominated Governor for Safeguarding

Mrs M Eves Chair of Governors

Ms S Clarke Headteacher

*Copies of the school safeguarding policy can be obtained from the school on request*

***Students in Key Stage 4 are entering a very important stage as they will be preparing for and taking public Examination, the results of which could influence their future career path. It is hoped that each student will show commitment in order to reach her potential and achieve success.***

***Parents can provide the support and encouragement needed to help their daughter make full use of the resources and opportunities provided by Broughton Hall so that she is equipped to meet the challenges of the modern world.***

## **PASTORAL CARE**

The Head teacher is assisted in the organisation and running of the school by the Leadership Team, Subject Leaders and Progress Managers. The Progress Manager, with the help of Progress Tutors and the Student Support Manager has overall responsibility for the pastoral care of all pupils in their year group. The Progress Manager will have regular and direct contact with parents, especially when problems arise. Parents have the opportunity to arrange an interview with their daughter's Progress Manager, Student Support Manager, Director of years 9, 10 & 11 or the Head teacher if the nature of a problem is very serious.

Please ensure that the school is kept informed of any illness, medical or family problem which may affect you in school. Any such information will be treated in confidence.

Information is sent home to parents by means of termly newsletters and Head teacher's letter. An opportunity to share in the activities of the school is provided through the Parent's Association which has as one of its main aims, the fostering of links between school, home and parish. The PTA is an invaluable support to the work of the school, and is involved in the organising of social and fundraising activities throughout the year.

### **STAFF WHOM PARENTS MAY WISH TO CONTACT:-**

**TELEPHONE:** 0151 541 9440

**FAX:** 0151 259 8448

**EMAIL:** [admin@broughtonhall.com](mailto:admin@broughtonhall.com)

## Head Teacher Ms Clarke



**We try to provide the very best opportunities for you as you prepare for your GCSEs. Take these opportunities and make the most of what is on offer to you.**

**You are at a critical point in your education, the qualifications you achieve will play an important part in your future. Aim to work hard and be the best you can be, it will be worth it. Good luck**

*Ms Clarke*

## Deputy Head Teachers



**Mrs Grant**



**Mr Preston**

## Assistant Head Teacher



**Mrs Lodge**

## Director of Learning Years 9 10 & 11



**Ms Connolly**

# **Term Dates**

## **AUTUMN TERM 2016**

**Monday 5<sup>th</sup> September to Wednesday 21<sup>st</sup> December 2016**

(Pupils return on Tuesday, 6<sup>th</sup> September)

**Inset Day: Monday, 5<sup>th</sup> September (staff only)**

**Holiday: Our Lady of Mercy Day, Friday 23<sup>rd</sup> September –  
(no pupils or staff)**

**Inset Day: Friday, 21<sup>st</sup> October 2016 (staff only)**

**Half Term: Monday 24<sup>th</sup> to Friday, 28<sup>th</sup> October**

**End of Term: Wednesday 21<sup>st</sup> December**

## **SPRING TERM 2017**

**Tuesday 3<sup>rd</sup> January – Friday 7<sup>th</sup> April 2017**

(Pupils return on Wednesday, 4<sup>th</sup> January)

**Inset Day: Tuesday 3<sup>rd</sup> January (staff only)**

**Half Term: Monday 20<sup>th</sup> – Friday 24<sup>th</sup> February**

**Easter Holidays:**

**Monday 10<sup>th</sup> April to Friday 21<sup>st</sup> April 2017**

**Good Friday 14<sup>th</sup> April**

## **SUMMER TERM 2017**

**Monday, 24<sup>th</sup> April – Thursday 20<sup>th</sup> July**

**Bank Holiday: Monday, 1<sup>st</sup> May**

**Half Term: Monday, 29<sup>th</sup> May – Friday, 2<sup>nd</sup> June**

**Inset Day: Thursday, 20<sup>th</sup> July (staff only)**

**End of Term: Thursday 20<sup>th</sup> July 2017**

# The School Day

<b>SCHOOL STARTS</b>	<b>8.40am</b>
<b>Tutorial</b>	<b>8.45 - 9.05am</b>
<b>Lesson1</b>	<b>9.05am - 10.05am</b>
<b>Lesson2</b>	<b>10.05am -11.00am</b>
<b>BREAK</b>	<b>11.00am -11.20am</b>
<b>Lesson3</b>	<b>11.20am - 12.15pm</b>
<b>Lesson4a/KS3 Lunch</b>	<b>12.15pm - 1.15pm</b>
<b>Lesson4b/KS4 Lunch</b>	<b>1.15pm - 2.10pm</b>
<b>Lesson 5</b>	<b>2.10pm - 3.10pm</b>

# Homework

**Year 10 homework may experience different levels of homework workload throughout the year due to exam preparation or controlled assessment deadlines. All pupils should be completing revision as part of on going work throughout the year.**

<b>HOMEWORK</b>		<b>Key Stage 4</b>
<b>Subject</b>	<b>Time Per Week</b>	
<b>English</b>	<b>45-70 mins</b>	
<b>Maths</b>	<b>45-70 mins</b>	
<b>Science</b>	<b>45-70mins</b>	
<b>MFL, RE Option Subjects will have minimum 45 minutes per week per subject as appropriate.</b>		
<b>Typically 90-150 minutes per day</b>		

**All pupils are provided with planners to record homework set and parents are asked to check these each week. There is also an additional resource called Show My Homework on the school website. This allows both students and parents to check what has been set each day. There is a homework club in the McAuley Centre for all after school until 5.15 Tues-Thurs.**

# Year 10 Guide

Year 10 Pupils will continue to study for a range of external qualifications known as GCSEs vocational and academic courses are provided for, as in Entry Level Certification. Year 11 is also the time to start thinking about the future. The school provides career guidance. Although the system is constantly changing, your involvement during this crucial year can make an enormous difference - the difference between success and failure or between poor grades and A to C passes.

## **DEMANDS ON YOUR DAUGHTER ARE LIKELY TO INCLUDE:**

Being more self motivated and taking more responsibility for her own learning

Asking when she doesn't understand overcoming difficulties with challenging work and finding ways of coping under pressure.

Organising herself, notes, information and hand-outs on many different subjects

Completing more work at home, independently.

Organising and planning her time over longer periods e.g. Coursework.

Understanding exam structure and the importance each piece of work has towards the final grade.

Planning and completing revision.

Perfecting examination technique. Balancing time spent in study with outside interests which may need to be sacrificed for long term success.

## **PARENTS CAN SUPPORT THEIR DAUGHTERS BY:**

Attending review meetings and Parents' Evenings

Working with staff to ensure your daughter is completing her work and meeting deadlines

Finding out about course structure and requirements e.g. coursework, exams being taken by your daughter.

Discussing work with your daughter, helping with any problems.

Providing a comfortable work area at home

Setting Guidelines for homework to be done each evening.

Ensure your daughter gets enough rest, sleep, exercise, good diet etc.

# Attendance & Punctuality

Regular attendance at school is vital 97% being the minimum required attendance - even this means nearly 2 weeks or 30 lessons have been missed. Pupils learn best and receive most from school when they are actually there! This issue is highlighted regularly in letters home and is featured in the Home School Agreement. Parents are asked to avoid taking pupils on holidays during term time; all holidays are counted as an unauthorised absence. The school also requests that as far as possible medical and dental appointments are made out of school hours.

Registers are marked daily both morning and afternoon in accordance with the instructions given by the Department for Education. Notes are retained and any absences without a parental note are recorded as unauthorised by the school. On the first day of a pupil's absence parents are asked to telephone school by 10am. If no contact has been made, enquires will be made by school staff, by text message in the first instance.

This could be followed up by letter or in exceptional circumstances through the Educational Welfare/Attendance Officer. Parents are asked to provide a written explanation for each and every absence upon a pupil's return to school, even if a telephone call has been made. In any case of suspected truancy parents will be informed of the school's concern at the earliest possible opportunity. Should your daughter's contact details, emergency names, telephone numbers, or parental salutation (i.e. Mrs Hill or Mr and Mrs Jones) change during the year please inform your Head of Year or the school office. As the school number is 'withheld' please leave a mobile number where you may be contacted in case of sickness or an emergency.

## **APPOINTMENTS DURING THE SCHOOL DAY**

Please note that students are not allowed to leave the premises at any time during the school day without the permission of their Progress Manager or a Senior Member of Staff. Appointments should ideally be arranged outside of school hours or during holidays. If an appointment is unavoidable the school should be informed in writing and the note countersigned by the Progress Manager. Your daughter will then be issued with an absence pass authorising her absence from school and must be collected in person from the school office. In accordance with HSE guidelines no girl will be allowed to meet parents outside school.

## **PUNCTUALITY**

If a pupil is late this means not only does she miss registration or assembly, when important information is given out, but she will not be able to get to her locker for the books and equipment she needs for lessons 1&2. Being late for school means being late or not equipped for lessons and causes disruption to other pupils. Please encourage your daughter to be in school by 8.30 in order to organise herself. It is a good idea to check bus routes, stops and fares during the summer holidays, so that your daughter feels happy and secure about travelling to school. If your child is eligible for a bus pass please apply to the LEA as early as possible.

## **PROGRESS MANAGER'S DETENTION**

If your daughter is late without a very good cause or late twice in one week she will be required to do late detention with her Progress Manager.

This is held weekly on a Wednesday evening and lasts for 1 hour.

Parents are notified 24 hours in advance of their daughters' detention.

Please note this detention is not negotiable.

## **SICKNESS AND EMERGENCIES**

In case of illness or an accident, it may be necessary to send your daughter home or to hospital. We can not do this if we are unable to contact you. Therefore it is vital that you inform us of any change to your EMERGENCY TELEPHONE NUMBERS—including mobile numbers. Please be assured that we will only use this number in an emergency.

**PLEASE NOTE THAT WE ARE NOT ALLOWED TO GIVE PUPILS TABLETS OR MEDICINE WITHOUT PARENTS' WRITTEN PERMISSION.**

**NO PARACETAMOLS GIVEN BY SCHOOL ONLY PRECIBED MEDICINES**

**ANY MEDICINE / TABLETS BROUGHT INTO SCHOOL, MUST BE CLEARLY MARKED WITH YOUR DAUGHTER'S NAME AND FORM, AND HANDED INTO THE YEAR SUPPORT MANAGER WITH A NOTE SIGNED BY YOURSELF.**

## **Strategies for Effective Learning**

Here at Broughton Hall and we are using the latest knowledge and research about the brain and how individuals learn, to help you maximise their learning potential. Did you know for example that the latest scanning technology reveals that we use on average only 1-5% of the brain's capacity or that 87% of our brain is made of water. Pupils study best and can even increase their brain's capacity to learn when they are:

**Positive in outlook** -open and active learning ~ linking information with the facts they already know.

**Relaxed but still concentrating** - the playing of music without lyrics in the classroom or while studying at home activates the brain.

**Use both sides of the brain** - it is not enough to learn by 'rote' only using the left of 'academic' side of the brain. The use of colour, pattern, creativity and imagination uses the right side of the brain as well aids learning.

**Aware of their preferred learning style** - be it practical (feeling, doing), auditory (hearing) or visual (seeing) ~ and use the senses to learn faster and more thoroughly.

**Hydrated-drinking** water heightens energy levels, improves concentration and reduces stress-pupils are asked to bring drinking water to school in a clear, plastic sports bottle (not glass) There are water fountains where the bottles may be re-filled. No other drinks are to be carried around or drunk in class.

**Relieved of worry, anxiety or stress** ~ being helped to develop their own coping strategies, removing the blocks to successful learning.

**Well rested** - giving the brain sufficient time to recover from the pressures of the day.

**Eating a balanced diet** - fresh fish, fruit, vegetables and foods rich in Carbohydrates (bread, cereals, pasta) ~ creating energy and increasing their capacity to remember.

**Well organised** and helped to plan their time to make the best use of their learning opportunities.

# **GCSE Examinations**

**For all year 10 students, the next 2 school years (2014 / 2016) is very important. Throughout the next 2 years you will start your GCSE examinations. The results that you gain in these may have a big effect on your future.**

**Nearly all your GCSE's are assessed partly by practical examinations and controlled tests and partly by written examination. It is important that the same commitment is given to all aspects of your GCSE to achieve the best grades possible.**

## **Controlled Assessments**

**Controlled Assessments have replaced the Coursework elements of Examinations. They are done using the same concept of Coursework but within a Controlled environment. These will be planned sessions organised within the school day, when work will be done and saved in school, this work will be assessed by the teacher and moderated by the Examination boards. Follow the link on [Broughtonhall.com/examinations/controlled assessments](http://Broughtonhall.com/examinations/controlled%20assessments)**

## **Revision**

**Remember that the examinations in most subjects will test you on any topics that you have covered in the previous two years. It is essential that you revise all work thoroughly. You should organise your revision beforehand and make a start well before the examinations begin. Some time spent on revision at this stage could be well rewarded in your future.**

**Your teachers will be able to help you with specific advice about revision in particular subjects.**

## **Broughton Hall High School web site ~ [www.broughtonhall.com](http://www.broughtonhall.com)**

**The school website holds lots of information for students and parents.**

**Students can access their MOODLE account through the website, Departments add subject specific revision work and past papers to their areas of MOODLE and it is revised regularly throughout the year.**

**The Examination area of the website holds lots of vital information, including timetables and links to many revision sites including Podcasts to download.**



## BROUGHTON HALL CATHOLIC HIGH SCHOOL

The information table below has been published in order to students learning and to assist parents/carers in purchasing the relevant revision guides

Subject	Year 10 Exam Board (Exam Entry 2018)	Specification Code	Year 11 Exam Board (Exam Entry 2017)	Specification Code
Art & Design (Fine Art)	AQA	8202	AQA	4202
Art & Design (Photography)	AQA	8206	AQA	4206
Biology	AQA	8461	N/A	
Business Studies GCSE	Pearson Edexcel	2BS01	Pearson Edexcel	2BS01
BTEC First Award – Level 1/2 in Business Studies	Pearson Edexcel	MPT14	Pearson Edexcel	MPT14
Catering GCSE (Year 11) EDUQAS Food Preparation & Nutrition GCSE (Year 10)	WJEC EDUQAS	C560P1	WJEC	4730
Chemistry	AQA	8462	N/A	
Computing (Year 11) Computer Science (Year 10)	OCR	J276	OCR	J275
Dance	AQA	8236	AQA	4230
Design Tech – Food Tech	N/A		AQA	4545
Design Technology – Product Design	AQA	4555	AQA	4555
Design Technology – Textile Technology	AQA	4570	AQA	4570
Drama (Year 11) EDUQAS Drama (Year 10)	WJEC EDUQAS	C690QS	WJEC	4150LA
English Language (1-9 grading from 2017)	AQA	8700	AQA	8700
English Literature (1-9 grading from 2017)	AQA	8702	AQA	8702
French	Pearson Edexcel	1FR0	Pearson Edexcel	2FR01
Geography	AQA	8035	AQA	9030
History	Pearson Edexcel	1H10	Pearson Edexcel	2HB01
Health and Social Care OCR Cambridge Nationals	N/A		OCR	J811
ICT OCR Cambridge Nationals	OCR	J180	OCR	J810
Mathematics (1-9 grading from 2017)	Pearson Edexcel	1MA1	Pearson Edexcel	1MA1
Media	WJEC		WJEC	4390LA
Music	Pearson Edexcel	1MU0	Pearson Edexcel	2MU01
PE GCSE	Only BTEC		Pearson Edexcel	2PE01
Physics	AQA	8463	N/A	
Religious Studies	AQA SPEC B	8063	Pearson Edexcel	2RS01
Core Science	N/A		AQA Route 2	4406
Additional Science	N/A		AQA Route 2	4409
Further Additional Science	N/A		AQA Route 2	4410
Science Trilogy (double award)	AQA	8464	N/A	
Spanish	Pearson Edexcel	1SP0	Pearson Edexcel	2SP01
BTEC First Award – Level 1/2 in Sport	Pearson Edexcel	BLR38	Pearson Edexcel	BLR38

# ART & DESIGN

**No of lessons per two week timetable 6  
( depending on option block )**

**Examination board – OCR**

**Coursework 60%**

**Practical examination 40%**



**All students follow a course which focuses on:**

- **Pupils will develop creative ideas by looking at a variety of ideas and artists work.**
- **Pupils will experiment using different materials, techniques and ways of working.**
- **Pupils will show an understanding of artists work from different eras.**
- **Pupils will produce a cohesive body of work, creating something unique and personal.**

**The GCSE Art and Design award is made up of two units :-**

**Unit 1 - Art and Design portfolio 60%**

**Pupils will produce a personal portfolio of work developed from a theme/starting point. This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes. Pupils will use a wide variety of media such as stitch, print, photography and Photoshop**

**Unit 2 - Set Task – Examination 40% - Start date January 2016**

**Pupils will formulate a personal response to one question chosen from an early release paper. Pupils will be given unlimited preparation time to develop ideas. There will then be a 10 hour examination to produce final outcome/s. This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes.**

**The exam will take place April 2016**

**Extra Curricular Provision**

- **Lunchtimes and afterschool by arrangement with subject teacher**
- **One practical session, per teacher, per week 3.10- 4.10 pm**

**Please Note**

**It is essential that students attend after school and lunch time practical sessions to give themselves the best possible chance of achieving a top grade.**

**PROGRESSION**

**A Level Art & Design**

# BUSINESS STUDIES

## Year 10 and Year 11

The business studies course that pupils starting Year 10 will take will depend on their KS3 results and predicted grades for GCSE. Details of both



### GCSE Business Studies

#### Outline of the Course

The GCSE is a modular course that comprises three units. In Year 10, students will complete the first two units and the final unit in Year 11

About Business—Learners will be introduced to the world of business and will look at what makes someone a successful business person. Learners will find out how to develop an idea and spot an opportunity. Learners will understand how to make a business effective and manage money well. They will also see how the world around them affects businesses and all the people involved.

**Unit One** — Externally assessed unit at the end of year 11

**Unit Two** — Internally assessed unit in Year 10

**Unit Three**—Externally assessed unit at the end of Year 11

#### Percentage weighting for exams and coursework

**Unit 1 (25%): Introduction to Small Business**

Externally assessed (unseen examination)

**Unit 2 (25%): Investigating Small Business**

Internally assessed (controlled assessment)

**Unit 3 (50%): Building a Business**

Externally assessed (unseen examination)

### BTEC First Qualification in Business

In Y10 pupils will aim to complete two of the four units that make up the course. In Year 11 students will complete the final two units

**Unit One** will provide learners with knowledge and understanding of what makes businesses successful. It will cover how businesses are run in terms of their form of ownership, the impact of external factors on business success, and understanding the different objectives businesses may have.

**Unit Two** is an externally assessed unit. The unit focuses on the financial aspects of running a business. It will provide learners with knowledge and understanding of businesses costs, calculating profit, and the importance of monitoring cash flow.

**Unit Four** will provide learners with knowledge and understanding of how businesses ensure they are pleasing and satisfying their customers.

**Unit Eight** will provide learners with knowledge and understanding of how businesses recruit and select employees.

75% of assessment is by portfolio

25% of assessment is by external exam

Pupils need to complete 4 units of study:

Enterprise in the Business World  
Finance for Business  
Recruitment and Selection  
Investigating Customer Service

**Extra curricular support:** Catch up sessions are provided after school for pupils who are behind with portfolio work or having difficulties with class or homework. There is an open-door policy within the business studies department and pupils are encouraged to come and speak with staff either before school, during the lunch hour or after school. As the GCSE exams approach, revision sessions will be held for pupils.

**Websites to visit:** Pupils have access to revision material via Moodle.

A few additional websites that pupils can use to help revise are:

**Bized:** [www.bized.ac.uk](http://www.bized.ac.uk)

**GCSE Bitesize:** <http://www.bbc.co.uk/schools/gcsebitesize/business/>

# Dance

**COURSE NAME: AQA GCSE DANCE**

**COURSE OVERVIEW & ASSESSMENT**

## **Component 1– Performance & Choreography**

### **Performance**

- Two set phrases provided by AQA will be performed as a solo (1 minute in duration).
- Duet/ Trio Performance (3—5 minutes in duration)

### **Choreography**

- A solo or group choreography . A solo (2-2.30 minutes) or a group dance for 2 to 5 dancers (3-3.30 minutes).

### **How is component 1 assessed?**

- Internally marked and externally moderated
- Performance 30% of GCSE (40 marks)
- Choreography 30% of GCSE ( 40 marks)
- 

## **Component 2– Dance Appreciation**

### **What is assessed?**

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

### **How is component 2 assessed?**

- 40% of GCSE
- Written exam– 1hour 30 minutes
- 80 marks

**HOMEWORK:** *You should be doing at least 2 hours a week homework for each GCSE you do.*

**Performance:** Rehearsal regularly to improve physical, expressive and technical skills.

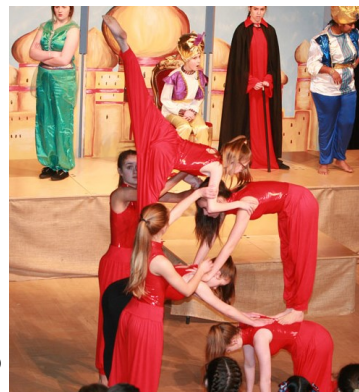
**Choreography:** Understanding different types of choreography , through practical engagement within lessons and research outside of class.

**Dance Appreciation:** Written work will be provided every week to extend on your in class learning.

## **GENERAL INFORMATION**

**Commitment, positivity and good time management** are key to success, in this subject and in life! It is essential students consistently follow staff advice & manage their time effectively to achieve the best possible results.

**USEFUL RESOURCES** ; AQA GCSE Dance specification, YouTube' AQA GGCSE Dance set works.



# DESIGN TECHNOLOGY

## Product Design

**No of lessons per two week timetable : 5 or 4  
( depending on option block )  
Coursework 60%  
Examination 40%  
Exam board - AQA**

**All students follow a course which focuses on:**

- **The production of products using card, paper, plastic and wood.**
  - **Product analysis/Evaluation techniques**
  - **CAD/CAM including using Photoshop to enhance your images, 2D design and Google Sketch-up.**
  - **Drawing and presentation skills.**
  - **Development of the confident use of a range of tools and equipment including the laser cutter.**
  - **Systems and control / industrial practices**
  - **GCSE coursework assignment**
  - **Preparing for the written exam**
- 
- **GCSE coursework assignment**



### **What happens in Product design**

**You will design a logo based on the work of a famous designer and apply it to a range of products using screen printing. You can print t-shirts, tote bags, posters, etc.**

**You will complete mini practical tasks to improve your skills. This will include a cam toy, a desk tidy, a mobile phone holder and a key-ring.**

**You will research, design and make a jewellery tree which you will be able to take home and use**

**You will design and make packaging for a product and learn all about the need for packaging and how to make our packaging more environmentally friendly.**

**You will explore materials and methods of making.**

**GCSE controlled assessment start date February**

**GCSE practical completion date—January**

**GCSE Coursework completion date-February**

**The pupils will produce and submit their course work as a e.portfolio.**

**Written exam June**

### **Extra Curricular Provision**

- **Lunchtimes by arrangement with subject teacher**
- **One practical session, per teacher, per week 3.10- 4.10 pm**

### **Please Note**

**It is essential that students attend after school and lunch time practical sessions to give themselves the best possible chance of achieving a top grade.**

### **PROGRESSION**

**A Level Product Design**

# GCSE FOOD AND NUTRITION

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages pupils to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

## **Job opportunities:**

- Education—primary, secondary, childcare
- Public health—dietitians, nurse, midwifery, occupational therapy
- Sports & nutrition, personal trainer, sports science
- Hospitality industry— Catering Manager, Hotel & Catering, food Service Management, Beverage industry
- Food Retailing—Retail Management, Brand Management, Marketing



## **Unit 1—Written Exam paper completed in Year 11**

**Weighting: 50%**

**Time: 1 hour 45 mins**

Section A - Question based on stimulus materials

Section B – Questions to assess knowledge of food and Nutrition

**Unit 2: Assessment 1:** Food science investigation.

**Weighting: 15%** . Time: 8 hours, Report Size between 2,000 and 2,500 words

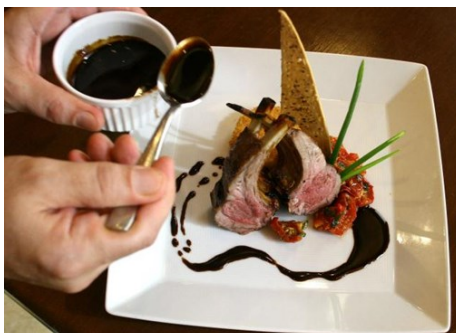
**Unit 2: Assessment 2:** Food preparation assessment

**Weighting: 35%. Time: 12 hours (3 Hours Practical)**

Pupils plan, prepare, cook and serve 3 dishes with appropriate accompaniments. Portfolio of evidence maximum of 15 pages A4 to include all photo's, charts and graphs



For further information on this qualification please contact:  
**Mrs Fox & Mrs Pantlin**



# DESIGN TECHNOLOGY

## BTEC Level 2 Award In Art & Design **Textile Focus**



**No of lessons per two week timetable : 6**

**Coursework : 75%**

**Practical Examination : 25%**

**Exam board : EDEXCEL**

**All students follow a course which focuses on:**

**Unit 1: Introductions to Specialist Pathways in Art & Design ( y10 project )**  
**Use specialist materials, techniques, equipment and processes in response to client briefs**  
**Record formal elements within specialist pathways.**

**Unit 4: Communicating ideas in 3D ( y10Project )**  
**Explore 3D visual language and working practices**  
**Investigate how artists, craftspeople and designers communicate in 3D**  
**Communicate ideas using 3D knowledge and skills in response to a brief.**

**Unit 6: Investigating Contextual References in Art & Design ( y11 project )**  
**Investigate historical and contemporary art, craft and design practice**  
**Explore art, craft and design examples relevant to your own work.**

**Unit 2: Creative Project in Art & Design—Externally assessed exam**  
**Develop creative ideas, skills and intentions in response to a project brief**  
**Produce final outcomes that meet the requirements of the brief.**

**Externally assessed practical exam start date –January**  
**Externally assessed practical exam completion date April**

### **Extra Curricular Provision**

- **Lunchtimes by arrangement with subject teacher**
- **One practical session, per teacher, per week 3.10- 4.10 pm**

**Extra curricular**  
**Museum of Costume , Manchester**

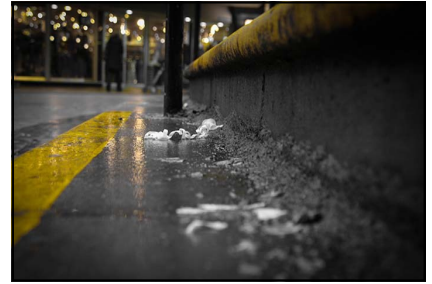
### **PROGRESSION**

**A level Product Design Textiles**  
**Level 3 Art & Design**

- **[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)**
- **[www.fashionera.com](http://www.fashionera.com)**
- **Moodle - access code required**

# ART & DESIGN

## GCSE Photography



**No of lessons per two week timetable : 6**  
**Portfolio of Work 60%**  
**Practical Examination 40%**  
**Exam board AQA**

**All students follow a course which focuses on:**

- **Portraiture**
- **Landscape photography (built or natural environment)**
- **Photo journalism**
- **Fine Art photography**
- **Image manipulation and experiment techniques**
- **Still life**
- **Studio**
- **Contextual studies**
- **GCSE coursework assignments**



**What happens in GCSE Photography**

**You will learn how to respond to a theme, concept or idea and work to a design brief.**

**You will produce a portfolio of work that will include focus control, viewpoint and composition.**  
**You will discover how images, artefacts and products relate to social, historical and cultural contexts.**

**You will develop a working vocabulary and knowledge of specialist terms relevant within photography**

**You will understand how ideas, feelings and meanings are conveyed in images.**

**GCSE portfolio December**

**GCSE controlled assessment January —April**

**The pupils will produce and submit their course work as a portfolio and selected presented pieces**

**All Year 10 may have access to computers within the department during lunchtime and after school, if available.**

**Recommended Websites**

- [www.tate.org.uk](http://www.tate.org.uk)
- [www.mocp.org](http://www.mocp.org)

**Extra Curricular Provision**

- **Lunchtimes and afterschool by arrangement with subject teacher**

**Please Note**

**It is essential that students attend after school and lunch time support sessions to give themselves the best possible chance of achieving a top grade.**

**PROGRESSION**

**A level Art & Design Photography**

# DRAMA

## WJEC Eduqas Specification

### ASSESSMENT via:

CONTROLLED ASSESSMENT / VISITING EXAMINER

### COURSE DESCRIPTION

There are 3 units:

<b>1</b>	<b>UNIT ONE Devising Theatre</b> Learners participate in the creation, development and performance of a devised piece of theatre using the techniques of an influential practitioner or genre, in response to a stimulus set by WJEC. <b>Learners must produce:</b> A final performance A portfolio of supporting evidence A report to evaluate the final performance	<b>40%</b>
<b>2</b>	<b>UNIT TWO Performance from a Text</b> Learners will study two extracts from text chosen with teacher support. A final performance will be created using sections of text from both extracts.	<b>20%</b>
<b>3</b>	<b>UNIT THREE Written Examination</b> Section A: Learners will answer a series of questions on a chosen set text which they have studied in class. A clean copy of the set text will be taken into the exam.  Section B: Learners will complete a Live Theatre Review selecting one questions from a choice of two which requires them to analyse and evaluate a given aspect of a live theatre production seen. No notes are permitted into the exam.	<b>40%</b>

**It is essential that students see at least one live performance during Unit One and at least two live performances in preparation for Unit Three. A number of opportunities to see live performances will be offered throughout the course.**

**While studying this course in Year 10 you will:**

- Be introduced to performance techniques.
- Study practitioners and their styles such as Stanislavski and Naturalism, Brecht and non-naturalistic plays, Katie Mitchell and Theatre Alibi.
- Learn about genres or performance such as Physical Theatre and Theatre in Education.
- Develop skills in team work and public speaking.
- Develop confidence through group work and performances.
- Complete Unit One by the end of Year 10.

### WHY IS DRAMA SO IMPORTANT?

Drama is a subject that helps build self confidence and promotes team work. It is useful for a number of careers, particularly those which involve interpersonal communication skills. Drama helps you to develop creativity and allows you to explore and understand the world around you.

# ENGLISH Language

**EXAM BOARD : AQA**  
**EXAMINATION : 100%**

**Grades Available 1-9**



Written Examination	Two exams
	Paper 1 1hr 45 minutes
	Explorations in Creative Reading and Writing 50%
	Paper 2 1hr 45 minutes
	Writers' Viewpoints and Perspectives 50%

Students will also produce a short presentation to fulfil the Spoken Language element of the course. Assessment of this is compulsory but does not affect their overall grade.

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.

In Paper 1, pupils will read and respond to a literature fiction text in section A and complete a descriptive or narrative writing task in section B. Its genre will be prose fiction and will include extracts from novels and short stories. Preparation for the exam will focus on openings, endings, narrative perspectives, character, descriptive passages and atmospheric descriptions.

In Paper 2, pupils will read and compare two texts, one of which will be a non fiction text and one literary non-fiction text. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

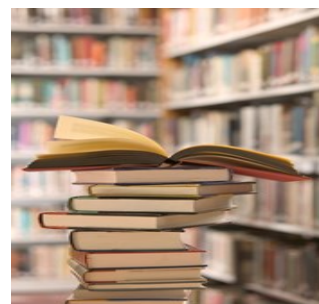
This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

This is a demanding yet fulfilling course as pupils will be taught how to analyse language in high quality texts and develop critical thinking skills.

# ENGLISH Literature

**EXAM BOARD: AQA**  
**EXAMINATION: 100%**

**Grades Available 1-9**



## Written Examinations

Paper 1      1hr 45 minutes: Shakespeare and the 19th century novel 40%  
Paper 2      2hr 15 minutes: Modern texts and poetry 60%

## COURSE DESCRIPTION

Pupils will study a whole Shakespeare play and in the exam will be required to write in detail about an extract and then to write about the play as a whole. Pupils will study either Romeo and Juliet, Macbeth or The Merchant of Venice.

They will also study a 19th century novel and answer a question about a specific extract and show an understanding of the novel as a whole. The choice of texts is extensive and challenging and includes classics such as Pride and Prejudice, Jane Eyre, A Christmas Carol and The Sign of Four.

Pupils will study a selection of poems from a poetry anthology based on the themes of either Conflict or Relationships. In the exam, pupils will be required to write about two of these poems in detail, commenting on language, structure and thematic links. Pupils will also be required to respond to two unseen poems.

Pupils will also study a modern text, for example An Inspector Calls. In the exam pupils will answer one question based on the themes, characters and ideas explored in the play.

This literature course provides ample opportunities for pupils to engage with a range of demanding texts and will develop and refine their comprehension and critical reading skills.

For further information on either English qualifications please contact:

**Ms K Poulton - Director of Subject**

**Mr D Jones - Assistant Director of Subject**



# GEOGRAPHY

## AQA Geography New Specification

UNIT 1 Living with the Physical Environment  
Written Paper 1 hour 30mins

UNIT 2 Challenges of the Human Environment  
Written Paper 1 hour 30mins

UNIT 3 Geographical Applications  
Written Paper: 1 hour 15 minutes.



The new GCSE Specification is an exciting curriculum which allows students to engage in a wide range of topics, including human and physical geography. There is an increased focus on geographical skills, so students will develop their analysis, interpretation and evaluation skills throughout the course.

### Unit 1: Living with the Physical Environment

Students will sit a 1.5hr exam at the end of year 11 on the following topics:

The Challenge of Natural Hazards: Tectonic hazards, tropical storms, extreme weather in the UK and climate change.

The Living World: Local Ecosystems, tropical rainforests, hot deserts.

Physical Landscapes in the UK: Coastal and river environments will be covered.

### Unit 2: Challenges in the Human Environment

Students will sit a 1.5hr exam at the end of year 11 on the following topics:

Urban Challenges: Global patterns, two contrasting cities, sustainable urban futures.

The Changing Economic World: Global Patterns, Closing the development gap and contrasting studies of economic development.

The Challenge of Resource Management: Overview of resources in the UK and global resource security on energy around the world.

### Unit 2: Geographical Applications

Students will sit a 1hr 15 minute exam at the end of year 11 on the following topics:

Issue Evaluation: Students will be provided with a pre-release material which they must study extensively leading up to the exam. The questions will rely on students being able to interpret data effectively.

Fieldwork: Students MUST attend two fieldwork enquiries and answer questions on them in the exam. One fieldwork must be in a human environment and the other must be in a physical environment.

# HISTORY



## **Content and assessment overview**

### **Edexcel GCSE (9–1) in History**

**Consists of three externally examined papers. The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG).**

**Examinations will take place in May/June of Year 11.**

## **PAPER 2 – 40%**

**(Edexcel 1HIOB1/24/25)**

### **SHP British Depth Study and Period study**

- **B1—Anglo-Saxon & Norman England**
- **24/25— The American West**

## **Assessment overview**

### **Section A: *Period study. The American West***

**Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.**

### **Section B: *British depth study. Anglo-Saxon & Norman England***

**Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two**

## **PAPER 3 - 30%**

**(Edexcel 1HIO/31)**

**Weimar and Nazi Germany, 1918-1939**

## **Assessment overview**

**Section A Students answer a question based on a provided source and a question that assesses their knowledge and understanding of why and how Hitler came to power.**

**Section B Students answer a single four-part question, based on two provided sources and two provided interpretations, which assess their ability to understand where historians have got their ideas from**

# ICT

## OCR CAMBRIDGE NATIONALS (Certificate) IN ICT (LEVEL 2)



**Are you interesting in Technology? Being creative?  
Understanding how technology works in the world of work?  
Having fun and enjoyment whilst learning? This may be the  
course for you!**

### **Qualification Structure**

**Students will be entered for the full OCR Cambridge Nationals in ICT. To achieve this, students must complete 2 mandatory units and 2 optional units.**

### **Mandatory Units**

#### **Unit 1 – Understanding computer systems**

**As the first core unit and a foundation for others, this unit will give students a solid base to develop knowledge and understanding of computer systems and the implications of working with data to enable them to use computers effectively.**

#### **Unit 2 – Using ICT skills to create business solutions**

**In the second core unit, students will refine their existing knowledge of computers to reflect the working practices of the commercial world. This includes using a wide range of software efficiently.**

### **Optional Units – two units will be studied from these**

**Unit 3 – Handling data using spread sheets**

**Unit 4 – Handling data using databases**

**Unit 5 – Creating an interactive product using multimedia components**

**Unit 6 – Creating digital images**

**Unit 7 – Creating dynamic products using sound and vision**

**Unit 8 – Introduction to computer programming**

**Unit 9 – Exploring computer hardware and networks**

**Unit 10 – Developing control systems**

**Unit 11 – Understanding technology – a project approach**

### **Assessment**

**Unit 1 is an externally assessed piece of work. Unit 2 is a board set assignment that is internally assessed, and externally moderated. The two optional units will both be internally assessed and externally moderated. Grades awarded are Pass, Merit, Distinction and Distinction\*.**

### **Progression Routes**

**Progression into employment: These qualifications are designed to enable candidates to enter employment at operative or trainee level within a wide range of business environment. Such candidates would normally enter employment through a work related training programme.**

**Progression to further qualifications: This course will provide a basis for progression to other qualifications at Level 3 of the National Qualifications Framework.**

***For further information on this qualification please contact: Mr T Wilkinson.***

# MATHEMATICS

## KS4 Mathematics GCSE (1-9)

- 4 maths lessons per week
- 100% examination
- Examination at the end of Year 11
- 3 exams consisting of one non calculator paper and two calculator papers each lasting 90 minutes.
- Exam board Edexcel



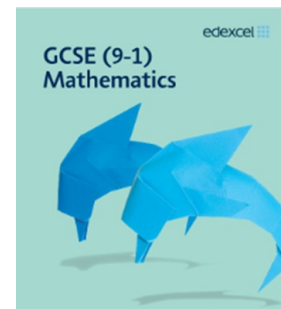
## Foundation Tier

Covers grades 1, 2, 3, 4 and 5

Topics that are new to foundation are:

- Index laws: zero and negative powers (numeric and algebraic)
- Standard form
- Compound interest and reverse percentages
- Direct and indirect proportion (numeric and algebraic)
- Expand the product of two linear expressions
- Factorise quadratic expressions in the form  $x^2 + bx + c$
- Solve linear/linear simultaneous equations
- Solve quadratic equations by factorisation
- Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs
- Trigonometric ratios in 2D right-angled triangles
- Fractional scale enlargements in transformations
- Lengths of arcs and areas of sectors of circles
- Mensuration problems
- Vectors (except geometric problems/proofs)
- Density
- Tree diagrams

Formulae required at the Foundation tier that are <b>not</b> to be provided on a formula sheet include:	• Pythagoras' theorem	$a^2 = b^2 + c^2$
	• trigonometric ratios	$\sin \theta = \frac{o}{h}, \cos \theta = \frac{a}{h}, \tan \theta = \frac{o}{a}$
	• area of a trapezium	$\frac{1}{2}(a+b)h$
	• volume of a prism	(area of cross section) $\times$ length



## Higher Tier

Covers levels 3, 4, 5, 6, 7, 8 and 9

Topics that are new to higher tier:

- Expand the products of more than two binomials
- Interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (using formal function notation)
- Deduce turning points by completing the square
- Calculate or estimate gradients of graphs and areas under graphs, and interpret results in real-life cases (not including calculus)
- Simple geometric progressions including surds, and other sequences
- Deduce expressions to calculate the nth term of quadratic sequences
- Calculate and interpret conditional probabilities through Venn diagrams

Topics new to **BOTH** tiers include:

- Use inequality notation to specify simple error intervals
- Identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically
- Fibonacci type sequences, quadratic sequences, geometric progressions
- Relate ratios to linear functions
- Interpret the gradient of a straight line graph as a rate of change
- Know the exact values of  $\sin \theta$  and  $\cos \theta$  for  $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$  and  $90^\circ$ ; know the exact value of  $\tan \theta$  for  $\theta = 0^\circ, 30^\circ, 45^\circ$  and  $60^\circ$

## Extra support

- Intervention put on for Year 11 pupils
- After school revision every Thursday for Year 11 pupils
- Pupils subscription to [www.mymaths.co.uk](http://www.mymaths.co.uk) pupils can get the username and password from their class teacher

Formulae required at the Higher tier that are <b>not</b> to be provided on a formula sheet include:	• the quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
	• the sine rule	$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$
	• the cosine rule	$a^2 = b^2 + c^2 - 2bccosA$
	• area of a triangle	$\frac{1}{2}absinC$

- Those that can be provided are four geometry formulae (Curved surface area of a cone, Surface area of a sphere, Volume of a sphere, Volume of a cone) and three kinematics formulae ( $v = u + at$ ,  $s = ut + \frac{1}{2}at^2$ ,  $v^2 = u^2 + 2as$ ).

# MEDIA

Media Studies is being reformed and the information below is from the new specification. The GCSE will now be assessed through two external examinations worth 70% of the overall GCSE and a controlled assessment worth 30% :



## **Component 1: Exploring the Media**

**Written examination: 1 hour 30 minutes**

**40% of qualification**

### **Section A: Exploring Media Language and Representation**

This section assesses media language and representation in relation to **two** of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are **two** questions in this section:

- one** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- one** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

### **Section B: Exploring Media Industries and Audiences**

This section assesses **two** of the following media forms: film, newspapers, radio, video games.

It includes:

- one** stepped question on media industries
- one** stepped question on audiences.

## **Component 2: Understanding Media Forms and Products**

**Written examination: 1 hour 30 minutes**

**30% of qualification**

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

### **Section A: Television**

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

### **Section B: Music (music videos and online media)**

- one question on either media language or representation (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts

## **Component 3: Creating Media Products**

**Non-exam assessment**

**30% of qualification**

An **individual** media production for an intended audience in response to a choice of briefs set **by WJEC**, applying knowledge and understanding of **media language** and **representation**.

For further information see Mrs Hudson, Mrs Hayward or Mrs Antrobus

# GCSE Spanish

## **EXAM BOARD: EDEXCEL**

As you have studied Spanish at Key Stage 3 you are well prepared to do a GCSE in this language!

You already know a lot of the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on these topics during your GCSE course, as well as moving on to new topics.



### **How will I be assessed?**

Listening: written examination at the end of Y11, higher and foundation levels available 25%.

Speaking: Speaking test taken towards the end of Y11 with your Spanish teacher. Foundation 7-9 minutes, Higher 10-12 minutes 25%. 3 tasks to be completed: a roleplay, picture based discussion & conversation.

Reading: written examination at the end of Y11, higher and foundation levels available 25%.

Questions based on a variety of texts and 1 translation into English.

Writing: written examination at the end of Y11, higher and foundation levels available 25%. 2/3 extended response questions and 1 translation into Spanish.

### **What can I do after I've completed the course?**

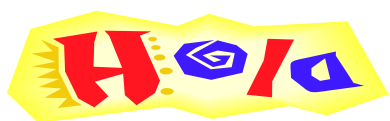
People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking GCSE Spanish means you will:-

- have much more fun when travelling to a Spanish speaking country
- be able to study AS and A2 Spanish courses
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or to work abroad.

### **Next steps!**

Continue to work hard in your current Spanish studies!

For further information on this qualification please contact : **Mrs K Lockett**



# GCSE French

## **EXAM BOARD: EDEXCEL**

**If you are studying French in Year 9 and enjoy it, then you can choose to take French GCSE in Year 10. The topics are the same as the ones you studied for Spanish. You will find that having two languages will widen your horizons on a personal and a professional level.**

### **How will I be assessed?**

Listening: written examination at the end of Y11, higher and foundation levels available 25%.

Speaking: Speaking test taken towards the end of Y11 with your French teacher. Foundation 7-9 minutes, Higher 10-12 minutes 25%. 3 tasks to be completed: a roleplay, picture based discussion & conversation.

Reading: written examination at the end of Y11, higher and foundation levels available 25%. Questions based on a variety of texts and 1 translation into English.

Writing: written examination at the end of Y11, higher and foundation levels available 25%. 2/3 extended response questions and 1 translation into French.

### **What can I do after I've completed the course?**

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking GCSE French means you will:-

- have much more fun when travelling to a French speaking country
- be able to study AS and A2 French courses
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or to work abroad.



### **Next steps!**

Continue to work hard in your current French studies!

For further information on this qualification please contact : **Mrs K Lockett**



# MUSIC

## **COURSE NAME: EDEXCEL GCSE 1-9 in Music**

*ALL GCSE STUDENTS attend Band/Celebration Group (instrumental) or Vocal Group (singers) one hour per week, as well as school performances. This is compulsory, as you do not have as much written homework as other subjects & need the performance experience for the 30% performance component.*

## **COURSE OVERVIEW & ASSESSMENT**

**Areas of Study:**

1. Instrumental Music 1700-1820
2. Vocal Music
3. Music for Stage and Screen
4. World Music

**Examination: Listening (40%)** 1 3/4 hours written paper: 12 questions based on Areas of Study, musical dictation and unseen elements.

**Controlled Assessment: Performance (30%)** Perform 2 pieces (one solo, one ensemble) on chosen instrument/voice (15% each). NB: If the piece is less than Grade 4 standard, the board deducts marks.

**Controlled Assessment: Composition (30%)** 2 compositions, each written to a brief and based on two **Areas of Study** (15% each). The exam board sets the second brief.

## **CONTROLLED ASSESSMENT DATES**

<b>Composition:</b>	CA1 (10 hours)	Year 10	May/June/July
<b>Composition:</b>	CA2 (10 hours)	Year 11	October/November/December
<b>Performance:</b>	Solo	Year 11	December/January
<b>Performance:</b>	Ensemble	Year 11	January/February

**HOMEWORK:** *You should be doing at least 2 hours a week homework for each GCSE you do.*

**Performance:** REHEARSE instrument/voice 4 times a week, 15 minutes a day.

Attend Celebration Group/Band/Vocal Group one hour each week.

**Composition:** Spend 4 hours of your own time (lunch or before/after school) preparing for this over a 3 week period. (This can increase if you don't use class time wisely!)

**Listening:** Revise for a mock exam question once a half term.

You should spend at least 1 hour revising for the mock exam questions, by using the set work scores, learning vocabulary/information and listening to examples.

Obviously for the end of year exams and the final exam you would want to revise a lot more!

**If you have a good reason to not submit homework or attend an activity please provide a note explaining this. If you fail to do this you will have:**

- a 10 minute detention that day;
- a further 30 minute detention if you fail to submit the homework/note the next day.

## **GENERAL INFORMATION**

**Commitment, positivity and good time management** are key to success, in this subject and in life! It is essential students consistently follow staff advice & manage their time effectively to achieve the best possible results.

**USEFUL RESOURCES** **CGP Books:** GCSE Music 1-9: Edexcel Specification and CGP GCSE Music: Core Content; **BBC Bitesize (Music);** **YouTube:** Edexcel set works.



# PE

- Exam board - Persons
- BTEC Level 2 Sport



## **Year 10 Core PE**

- **One Lesson per week**
- **Pupils will select a programme of activities involving a variety of games, dance and fitness activities.**
- **Pupils will be given the opportunity to take leadership awards.**
- **No examination. Continuous assessment**
- **There will be a variety of clubs available for students to attend after school. A programme will be available at the beginning of each term.**

## **Year 10 BTEC Sport**

- **Three lessons a week**
- **Unit 1: Fitness for Sport and Exercise: You will learn the components of fitness and understand the principles of training. You will explore different training methods and investigate different fitness tests.**
- **Unit 2: Practical Sports Performance: You will participate in Badminton and Rounders and learn the rules, regulations and scoring systems for both. You will develop your own skill in these sports and develop analysis skills.**
- **Unit 5: Training for personal fitness: You will design a six week personal exercise programme.**
- **Unit 6: Leading Sports Activities: You will know the attributes associated with successful sports leadership and be able to plan and lead a sporting activities.**
- **Assessment dates**
- **Unit 1: December 2016**
- **Unit 2: December 2016**
- **Unit 5: March 2017**
- **Unit 6 May 2017**

## **Websites**

**[www.edexcel.com](http://www.edexcel.com)**

**[www.bbc bitesize.co.uk](http://www.bbc bitesize.co.uk)**

**[Www.brainmac.co.uk](http://Www.brainmac.co.uk)**

**Others will be given during the course**

**No departmental access to PCs**

# RELIGIOUS STUDIES GCSE



Year 10 students follow AQA CSE Religious Studies B. This specification focuses on the Catholic Faith, and features philosophical and ethical themes surrounding Catholicism. The course also offers students the opportunity for the thematic study of Religion and religious responses to fundamental questions of life.



This specification encourages students to:

develop their interest and enthusiasm for the study of Religion and the relationship between Religion and the wider world

develop their knowledge, skills and understanding of Religion by exploring the impact of beliefs, teachings, practices, ways of life and forms of expressing meaning

Express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitments.

Study of Religious Studies B lays a good foundation for further study of Religious Studies at A-level and complements other related A-level subjects including Philosophy, Law, History, History of Art, Government and Politics, Sociology and English Literature.

# SCIENCE

Two possible courses:

## **1) GCSE Combined Science : Trilogy (2 yr course)**

A double GCSE qualification

Board AQA Course code 8464

4.5 Lessons per week

2 tiers: Foundation = 11 – 55 grades Higher = 44 - 99 grades



### **Assessment**

#### **External Exams Biology papers 1 and 2 (33%)**

**Taken in May/June of year 11 (2 x 75mins)**

Topics covered

Paper 1— Cell Biology; organization; infection and response; and Bioenergetics.

Paper 2— Homeostasis and response; Inheritance, variation and evolution; and Ecology.

#### **External Exam Chemistry papers 1 and 2 (33%)**

**Taken in May/June of year 11 (2 x 75mins)**

Topics covered

Paper 1— Atomic structure and Periodic table; Bonding, structure and the properties of matter;

Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2— Chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and  
Using resources

#### **External Exams Physics papers 1 and 2 (33%)**

**Taken in May/June of year 11 (2 x 75mins)**

Topics covered

Paper 1— Energy; Electricity; particle model of matter; and Atomic structure.

Paper 2— Forces; Waves; and Magnetism and electromagnetism.

# SCIENCE

## Triple Science Option

2) **Separate Science 3 x GCSE's** (2 year course)

Option 3 extra lessons per week

Board AQA Course code 8461 – Biology GCSE

Course code 8462 - Chemistry GCSE

Course code 8463 - Physics GCSE

tiers: Foundation = 1 – 5 grades Higher = 4– 9 grades

### **Assessment**

#### **External Exams Biology papers 1 and 2 (50% each)**

**Taken in May/June of year 11 (2 x 105mins)**

Topics covered

Paper 1— Cell Biology; organization; infection and response; and Bioenergetics.

Paper 2— Homeostasis and response; Inheritance, variation and evolution; and Ecology.

#### **External Exam Chemistry papers 1 and 2 (50% each)**

**Taken in May/June of year 11 (2 x 105mins)**

Topics covered

Paper 1— Atomic structure and Periodic table; Bonding, structure and the properties of matter;

Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2— Chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

#### **External Exams Physics papers 1 and 2 (50% each)**

**Taken in May/June of year 11 (2 x 105mins)**

Topics covered

Paper 1— Energy; Electricity; particle model of matter; and Atomic structure.

Paper 2— Forces; Waves; and Magnetism and electromagnetism; and Space physics



# Personal Possessions

## Laptops

Laptops issued during Year 7 must be returned to school before completion of the pupils final exams.

## School Bags

Students should have a bag suitable for bringing books and other equipment to school. P E kits and belongings may be carried around school in a Broughton Hall bag which can be purchased for £1 at pupil reception.

Money or articles of value should not be brought to school unless absolutely necessary and marked with your name.



## Drinking Water

Pupils are actively encouraged to bring drinking water to school as the drinking of water has a proven beneficial learning link. Water should only be carried in a clear plastic bottle with a sports cap.



## Mobile Phones

Mobile phones, electronic games, personal stereos, CD/MP3 players or radios are not permitted in school at any time. If found, they will be confiscated and only returned care of parents after school has finished 24 hours later.



## School Website

[www.broughtonhall.com](http://www.broughtonhall.com)

The school website holds lots of information for students and parents. Students can access their Moodle account, this holds subject specific revision work.

The examination web pages within the Broughton Hall web site hold lots of vital information, including timetables and links to many revision sites.

## Moodle

- MOODLE a virtual learning environment.

# Exam Preparation

## **PLEASE VISIT THE EXAMINATION SECTION OF OUR WEBSITE - Example of the layout of our exam information pages:**

### **Examinations - Web Links**

We have visited most of the Examination Board web sites and extracted information and details we thought might be helpful for parents and students.

[Coursework guide for parents](#)

[BTEC Student and Parent Guide](#)

[OCR Past Papers](#)

[Edexcel GCSE Music](#)

[Edexcel GCSE PE](#)

[Edexcel GCSE Geography](#)

[Edexcel Student guide to qualifications, past papers and timetables](#)

[OCR Parents Guide to qualifications](#)

[Plagiarism guide for Parents and Students](#)

Follow these links detail the official examination timetables for all the examination boards used at Broughton Hall High School. Please check with your daughter/son for the examination board used for each of their subjects.

[Timetables for AQA](#)

[Timetables for Edexcel](#)

[Timetables for OCR](#)

[Timetables for WJEC](#)

### **Exam Success MP3 Files -**

Brilliant Belief Systems  
Confidence Booster  
Get To The Point  
Instant Relaxation  
Mental Rehearsal  
Positive Action  
Circles of Influence  
Get More Sleep  
Goal Setting Part 1  
Healthy Body, Healthy Mind  
Introduction

### **Available to download from our web site**

Music and Links For Memory  
The Ultimate Exam Technique Part 1  
The Ultimate Exam Technique Part 2  
The Ultimate Exam Technique Part 3  
The Ultimate Exam Technique Part 4  
Train Your Brain  
Wheel Of Life



**EXAMINATIONS  
MOBILE PHONES  
ZERO TOLERANCE  
DISQUALIFICATION  
NO RESULTS**

### **Mobile Phones!**

**If you are found with a mobile phone on your desk, or on your person, once the exam has started the exam board must be informed and your paper will be disqualified.**

**DO NOT TAKE A MOBILE PHONE  
INTO AN EXAMINATION ROOM  
IT'S NOT WORTH IT !!!**