



# Broughton Hall Catholic High School



## *Year 9 Curriculum Booklet*



# Term Dates & Important Events

## Autumn Term 2019

### Inset Days:

Monday, 2nd September 2019 (No Pupils)

Friday, 25th October 2019 (No Pupils)

**Holiday:** Our Lady of Mercy Day - Friday, 20th Sept 2019 (No Pupils or Staff)

**Years 7, 12 & 13 Pupils to Return:** Tuesday, 3rd September 2019

**All Pupils Return:** Wednesday, 4th September 2019

**Half Term:** Monday, 28th October to Friday, 1st November 2019

**Term Ends for Pupils & Staff:** Friday, 20th December 2019

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## Spring Term 2020

### Inset Days:

Monday, 6th January 2020 (No Pupils)

**All Pupils Return:** Tuesday, 7th January 2020

**Half Term:** Monday 17th February to Friday 21st February 2020

**Term Ends for Pupils & Staff:** Friday, 3rd April 2020

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## Summer Term 2020

### Inset Days:

Monday, 20th July 2020 (No Pupils)

Tuesday, 21st July 2020 (No Pupils)

**All Pupils Return:** Monday, 20th April 2020

**Half Term:** Monday, 25th May to Friday 29th May 2020

**Term Ends for Pupils:** Friday, 17th July 2020

**Term Ends for Staff:** Tuesday, 21st July (Inset Day)

**Bank Holiday:** Monday 4th May 2020

## Dear Parent / Carer

At Broughton Hall Year 9 will commence their programmes of study for their GCSE/BTEC courses.

All students will study English Language, English Literature, Mathematics, Religious Education and Science. They will also have weekly non examined lessons in Physical Education, PSHEE and ICT. The other subjects that they will study will be made up of subjects chosen as part of the electives process.



It is very important for parents/carers and staff to work together in providing the best possible learning environment and we value the support and encouragement you can provide. To assist you in this supportive role, we have produced this curriculum booklet to offer a simple guide to the type of work your daughter will be doing during her GCSE/BTEC programmes of study.

This booklet will give you information about the subjects your daughter is studying and how and when she will be assessed. Homework is an important tool to ensure success and so we will give you details of your daughter's homework timetable which you should also find in your daughter's academic planner. This planner should be used to record homework and deadline dates and should be taken home each day, it should also be signed by you once a week and if you have any concerns this is the most useful way to communicate these to your daughter's progress tutor or subject teacher.

Your daughter will have been set an end of year 11 target and her effort and progress towards this target grade will be monitored each term within each subject area. This information will be discussed regularly throughout the year in order to keep students informed of their progress and to provide clear targets on how to improve. This academic mentoring will take place between progress tutors and students and between subject teachers and students. It will also be supported by your daughter's Director of Learning. Parents will be informed of progress via a review day, parents evening and end of year report.

I hope you find the information in this booklet useful and I thank you for your continued support.

Yours sincerely

*Miss A Lunny*

Director of Learning Years 8 & 9

# Homework policy

## Definition

Homework is any work or activity which students are asked to do outside lesson time either on their own or with the help of parents or carers.

## The Purpose of Homework

- to help raise achievement
- to encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life
- to consolidate and reinforce skills and understanding
- to extend school learning, for example through additional reading
- To enable students to devote time to particular demands such as GCSE coursework or project work.

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

## Our School Day

All pupils in school by 08:35am			
Pupils in form classes by 08:45am			
Registration	8:45 – 9:05		
Period 1	9:05 – 10:05		
Period 2	10:05 – 11:05		
Break	11:05 – 11:25		
Period 3	11:25 – 12:25		
Period 4	12:25 – 13:55		
Period 4 Timings	12:25 – 12:55	12:55 -13:25	13:25 – 13:55
Year 7	Lesson	Lunch	Lesson
Year 8 & 9	Lunch	Lesson	
Year 10 - 11	Lesson		Lunch
Period 5	13:55 – 14:55		

# Art and Design GCSE

No of lessons per two week timetable 6/5  
(depending on option block )

Examination board – AQA

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
- 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 2019**

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.

## **Extra Curricular Provision**

Lunchtimes and afterschool by arrangement with subject teacher

## **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

A Level Photography

# Business Studies

Year 9, 10 and 11. The business studies course that pupils start in Year 9 will take will depend on their KS3 results and predicted grades for GCSE. Details of both courses are as follows:-



## Outline of the course

### GCSE Business Studies

The GCSE is a modular course that comprises two units. In Year 9 students will complete the first unit and in Year 10 they will complete the second unit. Year 11 will be a year focusing on exam techniques and developing detailed analysis and evaluation skills.

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

## Percentage weighing for exams and coursework

Unit 1 (50%): Introduction to Small Business  
Externally assessed (unseen examination)  
Unit 2 (50%): Building a Business  
Externally assessed (unseen examination)

### BTEC Technical award in Enterprise

In Y9 students will aim to complete one of the three components that make up the course and in Y10 and Y11 they will complete the other two components.

Component 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.

Component 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.

Component Three will provide learners with the opportunity to run their own enterprise and reflect on its success/failure.

60% of assessment is by portfolio

40% of assessment is by external exam

**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/>

# Design Technology GCSE

## Textiles

### Exam board AQA

No of lessons per two week timetable: 6

Examination Written Paper: 50%

Non-exam assessment: 50%

**AQA GCSE Design Technology is made up of two components:**

### Component 1

Examination Written Paper

2 hour exam

50%

Core technical principles,

- All aspects of Design & Technology
- Multiple choice questions

Specialist technical principles,

- Questions that link to your chosen product route – Textiles
- Designing and making principles
- Questions linked to Textiles and general design technology

### Component 2

NEA

Non-exam assessment

Portfolio of 30-35 hours

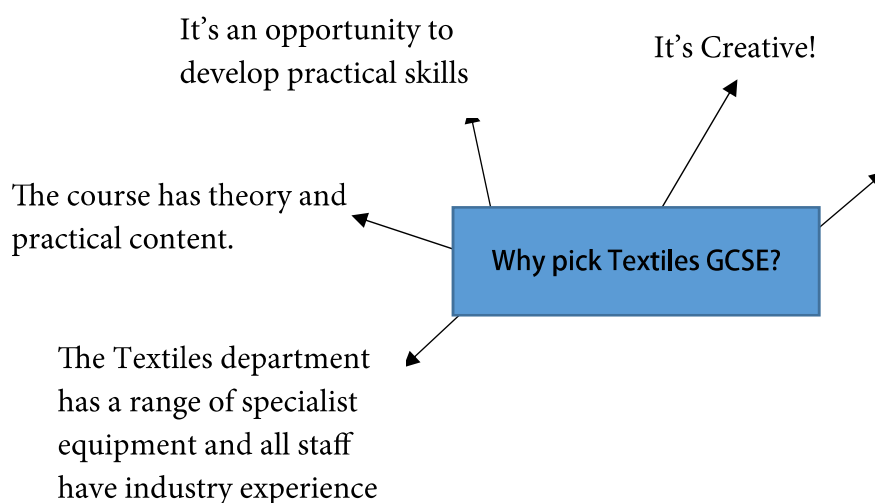
50%

During the final year of the course students will produce Textiles coursework that meets the design briefs set by the exam board.



### Progression.

Art & Design Textiles



The fashion industry's contribution to the British economy is an estimated £26bn - that's twice the size of the car industry's and nearly as big as the contribution from housing, according to the British Fashion Council ...In other words it's a good qualification to have!

# Tech Award Art and Design (Textiles focus)

## Level 1/2

No of lessons per two week timetable 6/5 (depending on option block )

Examination board – Pearson

Coursework 100% (including an internal exam)

Component 1 & Component 2 guided learning hours 36 each, Internal  
Component 3 guided learning hours 48 synoptic

The course has a Textiles focus and is designed to encourage learners to develop their understanding of art and design practice and inform their ideas generation. Learners will develop key research and analysis skills by exploring ideas and influences. Learners will engage in a range of creative workshops both art and sewing based. These skills will become the foundation upon which they will design and make a product/fashion garment.

**The Tech award is made up of three Components:-**

### **Component 1 Generating Ideas in Art and Design**

Pupils will participate in 2 tasks, task one is based on research, they will collate primary and secondary research, then respond to the research by engaging in sampling and drawing workshops. Task two focuses on design skills the pupils develop fashion drawing skills and make a 3d model/toile of a product

### **Component 2 Developing practical skills in Art and Design**

Pupils will complete an exciting project whereby they design a garment, sample a variety of construction and decorative techniques and finally use all of the skills to make the garment.

### **Component 3 Responding to a client brief**

Pupils will formulate a personal response to a theme from an early release paper. Pupils will be given unlimited preparation time to develop ideas. There will then be a 24 hour examination (in the classroom) to produce a final Textiles outcome.

### **Extra Curricular Provision**

Lunchtimes and afterschool by arrangement with subject teacher

### **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 Textiles



# FOOD & CATERING - Level 1/2 Certificate in Hospitality and Catering

No of lessons per two week timetable 6

Examination board – WJEC

Unit 1 - Coursework: 60%

Unit 2 - Written examination: 40%



The new Level 1/2 Certificate in Hospitality and catering gives pupils a hands-on introduction to life and work in the catering industry.

Pupils will develop, practice and demonstrate key food preparation skills, making a variety of food products.

## Assessment

**Unit 1: The Hospitality and Catering Industry** online written exam

**Duration:** 90 minutes

**Weighing:** 40%

### **Areas of content:**

1. Understand the environment in which hospitality and catering provider.
2. Understand how hospitality and catering provisions operate.
3. Understand how hospitality and catering provision meets health and safety requirements.
4. Know how food can cause ill health.
5. Be able to propose a hospitality and catering provision to meet specific requirements.

**Unit 2: Hospitality and Catering in Action** is internally assessed: Pupils will undertake an extended project that showcases their skill.

**Duration:** 9 hours with a 3 hour exam

**Weighting:** 60%

1. The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.
2. Propose four nutritional dishes for The Western Deli and Coffee Shop
3. Plan for the production of two dishes that could be included on the menu
4. Prepare, cook and present the two dishes that the apprentice will prepare and cook.

**Overall grading is:** Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

# 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

# GCSE Dance

*Dance is a powerful and expressive subject*



## Content and Assessment

### Component 1- 60% Practical

#### Performance-30%

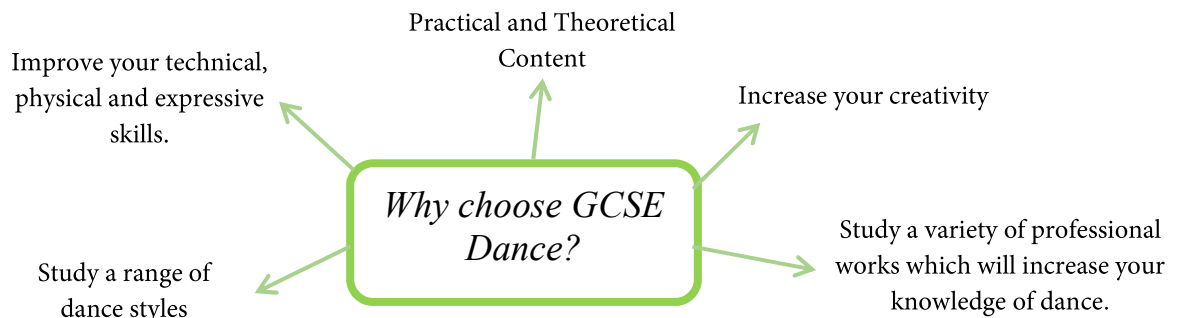
- You have to perform two set phrases as a solo approximately one minute each.
- You have to perform a duet/trio lasting a maximum of five minutes long

#### Choreography-30%

- You have to create your own solo or group choreography with guidance from Mrs Sutherberry

### Component 2- 40% Theory

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



### *Extracurricular opportunities in Dance include:*

- Dance club at three levels; extracurricular, competition team and advanced team.
  - Numerous performance opportunities both in and out of school.
  - Trips and workshops



## GCSE Drama

*Drama is an art form, a practical activity and an intellectual discipline, it involves imagination and feelings and helps us to make sense of the world. It carries the potential to challenge, to question and to bring about change.*



## Key Units in Year 9

1. **Devising Project:** Students will devise from a choice of given stimuli, they will use all of their knowledge of performance skills and drama techniques to develop an original piece of theatre. Students will explore the use of lighting, sound and costume to enhance their performance. This unit will require students to create a written portfolio of their work.
2. **Live Theatre:** Students will perform from a script and watch a range of live theatre performances which they will analyse to aid their understanding of this unit.
3. **Brecht:** Students will learn all about the practitioner Bertolt Brecht, they will create original theatre using this practitioner's style.

## Assessment in Drama

- Students receive individual verbal feedback throughout each lesson.
- Individual written feedback accompanies every teacher assessment which is 2-3 times per term. Students are required to reflect on this feedback and set targets for progression.
- Video evidence of all work kept in a digital Practical Pupil Portfolio.
- Homework is set when appropriate.

*Extracurricular opportunities in Drama include:*

- Drama Club - Annual School Production -
- Numerous performance evenings and whole school events -
- Theatre trips and workshops -

# English

## Seminal world literature – Autumn Term

Girls will read either Harper Lee's *To Kill A Mockingbird* or John Steinbeck's *Of Mice and Men*. They will study the context, language, structure, characters and themes of the novel and learn the skills needed for their GCSE Literature course. Girls will also develop and refine their own creative writing.



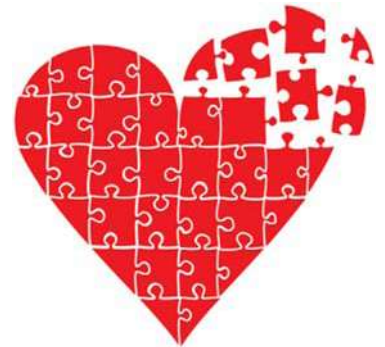
## Expressing opinions & Shakespeare – Spring Term

Girls will investigate different ways of writing to argue and persuade in our 'Don't Get Me Started ...' unit. They will develop their debating skills and learn how to present a point of view formally and articulately. In the second half-term, girls will begin their Shakespeare text for GCSE Literature.



## GCSE Poetry – Love & Relationships

Girls will study seven poems from the GCSE Anthology. These poems will be based on the theme of family relationships and students will develop their skills of analysis. Girls will also begin to look at strategies to enable them to analyse and compare poems they will not have seen before for their GCSE Literature examination.



# **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

In Year 9 students will begin their GCSE History course following their electives choices in Year 8.

## **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.

Students receive two hours of History teaching per week and lessons are structured to offer a variety of activities tailored to fit all learning needs.

Homework is given every weeks, and will build on the learning that has taken place in the lesson. Resources and Assessment tasks are available via Moodle. Homework is assessed through O.G.S.R.I marks, whilst formal assessments and exam-style questions receive a GCSE grade.

## **Term 1: PAPER 2.**

- ✓ Anglo Saxons – aspects of political, social and economic life in England.
- ✓ Claimants to throne in 1066.
- ✓ The Norman Conquest and the Consolidation of Power.

## **Term 2: PAPER 1.**

- ✓ **Crime and Punishment, 1000-1700. To include:**

1. Nature and changing definitions of criminal activity
2. The nature of law enforcement and punishment
3. A case study of the Church, the Gunpowder Plot and Witch Trials in the 17<sup>th</sup> Century.

- ✓ **Term 3: PAPER 1.**

- ✓ **Crime and Punishment, 1700-Present day.**

1. Nature and changing definitions of criminal activity
2. The nature of law enforcement and punishment
3. A case study of Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation.  
Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force, the treatment of conscientious objectors in the First and Second World Wars, the Derek Bentley case: its significance for the abolition of the death penalty.

# ICT

## BTEC Tech Award in Creative Media

### Production (LEVEL 2)

Are you interesting in Media Technology?

Being creative?

Understanding how technology works in the world of Media Production?

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 3 mandatory units.

### Mandatory Units

Each unit is identified as a Component. The Components are as follows:

Component 1 – Exploring Media Products. In this component you will learn about audio and moving images such as TV programmes, films, video shorts, animations, and radio. You will also learn about publishing (such as magazines and newspapers) as well as interactive products such as websites and mobile applications. This will be assessed by internal coursework.

Component 2 – Developing Digital Media Production Skills. In this component you will learn about how media technical skills and techniques are used of audio/moving images, publishing and interactive products. This will be assessed by internal coursework.

Component 3 – Creating a media product. In this component you will be provided with a design brief for a client. You will use the skills and techniques developed in Components 1 and 2 to create a media product. This will be externally assessed.

### Assessment

Component 1 comprises 30% of the qualification weighting.

Component 2 comprises 30% of the qualification weighting.

Component 3 comprises 40% of the qualification weighting.

Final grade awarded is from: Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

Progression into employment: These qualifications are designed to enable candidates to enter employment at operative or trainee level within a wide range of business and media environments. 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.



## BTEC Tech Award in Health & Social Care

### What is the Course about?

This course has been designed for students who are interested in learning about human development and ways of improving health and well-being. It is ideal if you are looking into a career which involves caring for others. You will also look at how Health and Social Care services are structured

### Qualification Structure

Students will be entered for the full Pearson Technical Award in Health & Social Care Level 2  
To achieve this, students must complete 3 mandatory units.

### Mandatory Units

Each unit is identified as a Component. There are 3 Components which are as follows:

Component 1 –Human Lifespan and development – In this section of the course you will investigate how human development is affected by different factors. You will use case studies based on real life situations, and find out how people deal with different life events. This will be assessed by internal coursework.

Component 2 –Health and Social care services and values - explores how people access and use care services. It examines issues to do with the standards of care people should expect to be treated with when using services i.e with politeness and respect for their dignity. It also looks at our responsibilities for “safeguarding” those people who need care. This will be assessed by internal coursework.

Component 3 – Health and Well-being – involves studying the factors that affect an individuals’ physiological and psychological well-being and how lifestyle factors such as obesity, lack of exercise, smoking, alcohol, drugs and economic factors can impact physical and mental health. You will also need to be able to show you can create a realistic plan to help a person improve their health and well-being. This component is tested by examination which is externally assessed.

### Assessment

Component 1 comprises 30% of the qualification weighting.  
Component 2 comprises 30% of the qualification weighting.  
Component 3 comprises 40% of the qualification weighting.  
Final grade awarded is from: Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

**Progression into employment/further education:** This qualification is designed to enable you to enter employment as an apprentice or you could choose to study at a higher level depending on your success. This course will provide a basis for progression to a Level 3 qualification in Health and Social care.  
For further information on this please contact: Miss Tickle



# Mathematics



## Equipment

Pen (Black ink)  
Pencil  
Ruler  
Maths set  
Calculator (Casio)  
Coloured pencils.

## Electronic Homework

1. [www.mymaths.co.uk](http://www.mymaths.co.uk)  
Login yew  
Password solid
2. MOODLE  
<http://www.broughtonhall.com/moodle/file.php/669/student/html/materials.html>

## Examinations

Paper 1 non-calculator.  
Paper 2 calculator.

## AUTUMN TERM

Graphs

Volume and 3D shapes

Probability

Transformations

Understanding algebra

Patterns and sequences

Percentages

Line and angle facts

Construction and Loci

Learning Review Assessment DECEMBER

## SPRING TERM

Pythagoras and Trigonometry

Averages

Circle Geometry

Formulae and substitution

Understanding algebra

Collecting and displaying data

Similarity and congruence

Learning Review Assessment March

## SUMMER TERM

Inequalities

Equations

Standard form

Accuracy

Pythagoras and Trigonometry

Surds

Measures

Learning Review Assessment May/June

# Media Studies

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



# Modern Foreign Languages



Broughton Hall High School MFL Department is a faculty consisting of nine members of staff: Mrs Little, Mrs Caygill, Mrs Cebro, Mrs Davies, Mrs Guy, and Ms Parry led by Mrs Lockett, Director of Learning of MFL and duly assisted by Mr Kassimi, second in department. We also employ a Spanish Assistant to assist pupils in their speaking and enhance their cultural awareness. The main language taught is Spanish. Some students in Year 8 study French as well as Spanish and many continue with both languages to GCSE level.

Our primary purpose is to deliver a consistently high standard of challenging lessons with the aim of stimulating a lasting interest and enjoyment in the subject, helping pupils to realise their full potential. Ultimately we want our pupils to become independent learners in preparation for further study and the world of work. Our pupils' achievement in Spanish is Outstanding, as highlighted in our recent Ofsted report (5-6 November 2013). Ofsted commented on a Year 9 lesson which they observed: "Pupils demonstrated attainment well in advance of their ability group and their years".

The department is well resourced and members of staff are encouraged to use new technologies in their teaching including Promethean Interactive White Boards, mini laptops, Apps on iPad and Apple TV. We are a forward thinking department with a well-established and supportive team of experienced teachers, including a Spanish assistant who is deployed to boost pupils' speaking skills across all key stages. Our language lessons focus on communication skills at the early stages and, as courses continue, we give equal weight to the four skills of reading, writing, speaking and listening.

Course materials are up-to-date, with colourful textbooks and audio-visual/ICT resources. Our students have access to various resources on ActiveLearn and This Is Language and pupils are encouraged to use activities on [www.quizlet.com](http://www.quizlet.com) to promote fun-based learning both at home and in lessons. Our students also take part in various events to encourage and promote language learning such as visits to local universities, Spelling Bee competitions as well as conferences and language enrichments events to boost their linguistic skills. Furthermore, we participate in trips abroad to France and Spain, with students travelling to local countries on an annual basis.

## **Key Stage 3**

All pupils are given the opportunity to study one MFL in order to prepare them for the challenges of work in a global community. All pupils in KS3 study Spanish. Year 7 pupils study Spanish 3 periods a week and in addition should spend 20 minutes per week on homework. Pupils in Year 8 continue with Spanish. They have 3 lessons per week. The following textbooks are used at KS3 Spanish: ¡Viva! 1, ¡Viva! 2, ¡Viva! 3 – Rojo and Verde.

Assessments are based on the most recent module covered, in line with the Scheme of Work. Each skill area is assessed over the course of the year under test conditions. However, Assessment for learning activities (AFL) as well as vocabulary and grammar tests also allow for assessment opportunities. Data analysis is used on a regular basis to ensure all pupils make expected or better than expected progress.

Some students in Year 8 receive 2 lessons per week of Spanish and 1 lesson of French. We use the Studio range of resources and text books for the teaching of French.

### **Key Stage 4**

Pupils study GCSE Spanish in Years 9, 10 and 11. We are following the new GCSE specification with all four skills, listening, speaking, reading and writing being assessed at the end of Year 11 (25% each skill). The Edexcel Specification is followed by all pupils. In KS4 pupils study 3 lessons per week of Spanish. All KS4 pupils are expected to spend up to 45 minutes per week on homework.. Pupils are individually tracked in order to achieve the correct level of progress and study in sets across each band.

The progress of all pupils is closely monitored on a regular basis and, if required, intervention sessions are offered to raise attainment and help pupils achieve their target grades. Assessment Overview: Unit 1 Listening Examination. Foundation Tier: 30 mins + 5 mins reading time. Higher Tier: 50 mins + 5 mins reading time. It represents 25%. Unit 2 Speaking represents 25%. It is internally conducted but externally assessed. Unit 3 Reading Examination: Foundation Tier: 45 minutes and Higher Tier: 60 minutes. It represents 25%. Unit 4 Writing. The exam is externally marked. Unit 4 represents 25%. The textbook used is GCSE ¡Viva! For Spanish and GCSE Studio for French. Online homework and self-study is available as part of the package for both French and Spanish.

### **Key Stage 5**

In the Sixth Form, we offer A level Spanish. For Spanish we currently follow the Edexcel Board Specification. All modules are linear and examinations are taken at the end of Year 13. Students have 5 lessons per week and are normally taught by more than one teacher.

Key stage 5 studies are delivered by fully qualified Spanish specialists as well as by native speakers. Students also receive an extra session of tuition with the language assistant and they are expected to spend five hours a week on set homework or researching the topics studied. In order to enhance cultural awareness and linguistic ability. Key stage 5 students are always encouraged to take part in trips to Spain.

The MFL course will develop language skills, cultural, international understanding, verbal and written communication coupled with analytical and research skills which can be applied at work or for leisure purposes.

Course content: A level courses enable students to gain an in-depth knowledge and understanding of Spanish- speaking society through the study of a range of contemporary issues. In Year 12, students will study themes such as: The Evolution of Spanish society and the Culture of the Spanish speaking world. In Y13, the focus is on immigration and multiculturalism and a period of time in Spanish history, alongside the study of a film and/or a piece of literature.

### **Extra-Curricular Activities**

Extra support is provided for pupils across all year groups from 7 to 13. This is monitored by class teachers and based on results from regular Data analysis. The department also provides support on a less formal basis for each key stage. Extra French and Spanish Booster sessions are offered after school as well as before school. The aim of these sessions is to support students in preparation for the requirements of GCSE examination and to help build their confidence and self-esteem. The department has run many school trips to France and Spain.

# 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	March/April/May
<b>Composition:</b>	CA2 (10 hours)	Year 11	October/November/December
<b>Performance:</b>	Solo	Year 11	Before October Half Term
<b>Performance:</b>	Ensemble	Year 11	Before Christmas Holidays

**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:** 40 mins a week at composition times (before/after school) preparing your composition for GCSE marking. (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 will 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.

## **P.E**

### **Level 2 Sport and Coaching Principles**

What is this course about?

- Provide insight into the sports performance and coaching sectors.
- Sports performance and identifying methods for improvement, fitness for health and performance and the science of sports coaching.
- Learners will develop knowledge and understanding in how to analyse performance, create an action plan and evaluate improvements across all three units, providing a clear grounding in the sectors for those learners that may choose to enter into related jobs or further education and training.

The qualification will cover three units

- Improving Sporting Performance
- Fitness for Sport
- Coaching Principles

### **Assessment**

The qualification is assessed through a combination of one written examination and two centre-marked assignments.

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

The main purpose of the qualification is to support access to further education and training such as level 3 qualifications: The most relevant pathway will depend upon the outcome achieved within this qualification and others taken alongside. The qualification will allow progression routes into:

- ☐ Physical Education
- ☐ Diploma in Sport / Sport Coaching
- ☐ Level 3 Diploma in Sports Coaching
- ☐ Level 3 Medical Science
- ☐ Psychology

Pupils who have not opted for PE and Sport will receive one core lesson of PE and Dance per week. Pupils will cover 6 areas of activity in the curriculum. Opportunities to attend a wide range of clubs in extra-curricular time including: netball, hockey, dance, football, rounder's, basketball, athletics, handball, trampolining, etc.

## PSHE and Citizenship

All pupils take PSHE and Citizenship. It is a non-examination course. PSHE and Citizenship education deals with real life issues (including financial management) affecting young people, families and communities. It is concerned with the social, health and economic realities of their lives.

PSHE and Citizenship provides the knowledge, skills and understanding that students need to become confident, healthy, informed and responsible members of society. PSHE and Citizenship education helps all children and young people to achieve their fullest potential.

Careers Education and Work Related Learning is part of the PSHE and Citizenship programme and equips students to make informed choices about the world of work and their future career pathways. Partnerships have been developed with a range of local and national employers e.g DWF and PwC who contribute to students learning about the world of work and enabling them to have meaningful encounters with employers. An annual careers fair is held for Y9 students.

PSHE and Citizenship education enables school to promote the well-being of students, provide advice and guidance on a variety of issues from relationships, healthy lifestyles and keeping safe to preparing them to play a full and active role in society as responsible citizens.

Y9 pupils' study programme includes healthy relationships (including consent and abusive relationships), keeping safe (including bullying and sexting), drugs education, careers and financial capability, democracy, human rights and refugees.

Y9's health day is supported by Brook, Armistead, Life and BAMBI (NHS).

## R.E

Religious Education at Broughton Hall has been recognised for its quality of teaching and learning of RE by the Quality Mark award, when it received Gold in 2016. The Religious Studies Department is dedicated to the most basic of subject objectives, and seeks to explore the religious dimension of life and to give pupils a chance to be aware of the nature and effect of religious experience. We are a thriving successful department, and our teaching conforms to the doctrines of the Roman Catholic Church. In the light of our mission statement we endeavour to interpret human knowledge and experience in the light of Gospel values. In November 2013 Ofsted rated us 'good' with outstanding leadership and management and in 2016 the Section 48 Report the school was judged as 'outstanding' in developing the Catholic Life of the school.

The department is a hard working forward thinking team. Our success as a department is rooted in good challenging person centred relationships between staff and students, as well as our determination to continually incorporate and develop new techniques to enhance our work.

**In year 9 the teaching of RE AQA GCSE begins.**

**All students follow AQA GCSE Studies B (Catholic Christianity/Judaism/Peace and Conflict and Marriage and Family Life.) Students are graded 1-9. A final examination consisting of 3 exam papers takes place at the end of year 11.**

**All Students are entered for GCSE. In year 9 students study the first module of Judaism.**

**Religious Education is an important part of the spiritual and moral development of your daughter.**

**Self-awareness** in religious studies includes pupils:

- Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- Developing a realistic and positive sense of their own religious, moral and spiritual ideas
- Recognising their own uniqueness as human beings and affirming their self-worth
- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

**Respect for all** in religious studies includes pupils:

- Developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- Being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- Being prepared to recognise and acknowledge their own bias
- Being sensitive to the feelings and ideas of others.

**Open-mindedness** in religious studies includes pupils:

- Being willing to learn and gain new understanding
- Engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- Being willing to go beyond surface impressions
- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

**Appreciation and wonder** in religious studies includes pupils:

- Developing their imagination and curiosity;
- Recognising that knowledge is bounded by mystery;
- Appreciating the sense of wonder at the world in which they live;
- Developing their capacity to respond to questions of meaning and purpose.

## Science

The introduction of the new GCSE specifications in July 2016 entails greater content and depth of knowledge in all three disciplines. In response to these greater demands pupils at Broughton Hall begin their studies towards GCSE qualifications in AQA Trilogy Science and Separate Biology, Chemistry and Physics GCSE's in year 9.

### *Term 1*

#### *Topics to be taught*

*Cells and transport*

*Atomic structure and the periodic table*

*Conservation and dissipation of energy*



### *Term 2*

#### *Topics to be taught*

*Organisation of body systems*

*Bonding and structure*

*Energy transfer by heating*

*Energy resources*

### *Term 3*

*Infection and response*

*Properties of matter*

*Electric circuits*



Schemes of work are taken the AQA Trilogy Science and Separate Sciences specifications and are assessed by End of Unit tests. There will also be an End of year Exam which will be part of the overall Teacher Assessment level on completion of year 9.

Homeworks may be paper-based or set online via the Kerboodle link on the school website or [www.kerboodle.com](http://www.kerboodle.com) with login details as shown below

Username: first letter of first name and surname, e.g. asmith

Password: This should be the same as the username when you first log on and then should be changed to your school password.

Institution code: ki9