



# Broughton Hall Catholic High School



## *Year 10 Curriculum Booklet*





## Term Dates

### Autumn Term 2018

Monday, 3rd September 2018 (No Pupils)

Friday, 19th October 2018 (No Pupils)

There will be a holiday on Friday 21st September to celebrate the feast of our Lady of Mercy.

**Term Commences:** Monday, 3rd September (Inset Day no pupils)

Pupils Return - Tuesday, 4th September 2018

**Term Ends:** Friday, 21st December 2018

**October Half Term: Monday 22nd to Friday, 26th October 2018**

### Spring 2019

Inset Day: Friday, 4th January 2019 (Staff Only)

**Term Commences:** Friday, 4th January 2019 (Inset Day no pupils)

Pupils Return - Monday, 7th January 2019

**Term Ends:** Friday, 5th April 2019

**February Half Term: Monday 18th – Friday 22nd February 2019**

**Bank Holiday:** Good Friday: 19th April 2019

**Bank Holiday:** Easter Monday: 22nd April 2019

### Summer 2019

Inset Day: Monday, 22nd July (Staff Only)

Inset Day: Tuesday, 23rd July (Staff Only)

**Term Commences:** Tuesday, 23rd April – All pupils and staff return

**End of Term for All Pupils: Friday 19th July 2019**

**May Half Term: Monday, 27th May – Friday, 31st May 2019**

**Bank Holiday:** Monday, 2nd May 2019

**Bank Holiday:** Monday, 27th May 2019

# 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		

## Homework

Year 11 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.

HOMEWORK      Key Stage 4	
Subject	Time Per Week
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	

All pupils are provided with planners to record homework set and parents are asked to check these each week.

## 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.

# 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.

# Art and Design

No of lessons per two week timetable 6  
(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 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 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.

The exam will take place April 2019

## **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

## GCSE Business Studies

## BTEC First Qualification in Business

### 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

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.

### 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)

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/>

# 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



# 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



# 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:

**Mr D Jones - 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.

In Year 10 students will begin their GCSE History course following their electives choices in Year 9.

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 17th 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.

# 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.

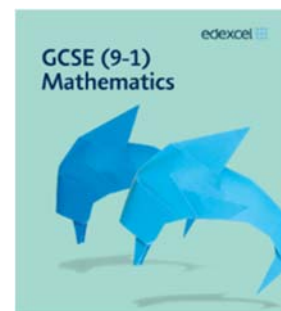
Exam board Edexcel

## 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



## 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  $n$ th 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

# 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



# 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

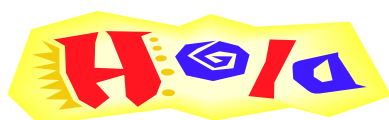
add an extra dimension to your personal skills profile which will impress anyone who reads your CV

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**

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<b>Areas of Study:</b>	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**

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<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	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.*

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**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.

### **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.

# Photography

No of lessons per two week timetable 6  
(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 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 (Photography) 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.

The exam will take place April 2019

## **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

## 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 Y10 students and their parents. All Y10 students attend a mock interview in the spring term.

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.

Y10 pupils' study programme includes healthy relationships (including parenting and the law and social media ), positive self-image, drugs education, careers and financial capability, democracy , prejudice and stereotyping (including hate crime).

Y10 health day is supported by Brook Bitesize, Armistead (LGBT) and LIFE.

## 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 10 students study the second module of Catholic Christianity.**

**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

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

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### 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





## BTEC Tech Award in Health & Social Care

### Qualification Structure

Students will be entered for the full Pearson Technical Award in Health & Social Care Level 2. Students will be examined in February of their final year of study. To achieve the technical award, students must have completed all 3 of the 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.

