Bishop Barrington School

RESPECT
INSPIRATION
RESILIENCE
EXCELLENCE

Options Booklet

Pathway 1A

"At our school we promote respect and resilience to provide inspirational experiences. This offers the opportunity to RISE and make excellence a reality".

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MY FUTURE AT BISHOP BARRINGTON SCHOOL

Year 9 is a very important year. As well as completing Key Stage 3, you also have to decide what you want to study in Years 10 and 11.

Choosing your options is not easy and you need to consider many things before you make your final choice. It is most important that you make the right choice for you.

When you are choosing what to study in Year 10 and 11, you need to think carefully around the following questions –

- Am I choosing to study things that I am good at?
- Am I choosing subjects, which will provide a foundation for after Year 11?
- Am I choosing to study those things that I enjoy?
- Am I choosing to study those things that I am interested in?
- Am I choosing those things that I can be successful in?

To help you make the right choices, we have produced this booklet of information so that you have all the up to date and relevant information. Consider subjects in which you have a talent, as well as an interest. Consider subjects that suit the way you prefer to work and learn.

WHAT WILL I BE DOING IN KEY STAGE 4?

You will be studying a wide range of subjects. Most of these will lead to traditional GCSE qualifications, but you may also have the opportunity to study vocational subjects. We want you to have a wide range of opportunities available to you.

WHAT SUBJECTS WILL I BE STUDYING?

You must study a **core** range of subjects. These are –

English
Science
Religious Education
Physical Education
Personal Development
Mathematics
History/ Geography
French
Information & Communications Technology

SUBJECTS YOU MUST CHOOSE WISELY FROM

On page 39 you will find a list of subjects that you can choose to study.

CHOICES TWO YEARS FROM NOW -

We want you to think a little way ahead to what you might want to do when Year 11 is finished. Will you –

- Be considering Further Education?
- Be considering Training, for example a modern apprenticeship?

These choices depend on YOU being able to convince someone that you are worth their time and effort. Whether you like it or not, one of the first things people consider are your qualifications. So, it is important to make sure these are the best qualifications YOU can get.

WHO WILL HELP ME MAKE THE RIGHT CHOICE?

- My teachers
- My Form Tutor
- My parents
- School Careers Advisor – Mrs Hammerton or Mrs Thompson

WHAT WILL I NEED TO DO NOW?

You will need to think seriously about the choices you are going to make. What you choose now will affect your next two years at school.

Inside the rest of this booklet is information about the subjects you will be studying. There is also some information about those subjects that you must choose from.

During the Options Evening, you will receive an options form.
This form explains what choices you have to make.
This form must be returned to
Mr Bennett
By
25th April 2016

Remember the choices you make will affect the next two years of your life.

Bishop Barrington wants you to enjoy Key Stage 4 and be SUCCESSFUL!

Choose wisely!

STUDENT SUPPORT

At Bishop Barrington, we have various schemes to support you with your study. All of these are aimed at getting the best results for you.

FORM TUTOR

These key people will continue to oversee your progress and help you to feel happy and secure in school.

TARGET SETTING AND MONITORING OF PROGRESS

We want to encourage pupils to be involved in monitoring their own progress by regular target setting and review. At the beginning of Year 10, you will be given “Silver” and “Gold” targets for all of your examination subjects. You will also receive a KS4 Guide, which explains how courses are organised and how your progress will be tracked and monitored.

We also value parents’ views and seek to involve them in this process.

ACADEMIC MENTORING

As you move through Key Stage 4, you will be assigned to a Teacher Mentor who will help you manage your academic study. Your Mentor is invaluable in helping you to achieve to your full potential.

LEARNING MENTORS AND OUT OF HOURS SUPPORT

The Achievement Centre and Study Centre are both available for after hours study. Learning Mentors will be on hand to assist you with your studies, giving practical help and advice.

CORE SUBJECTS

The information on the next few pages is about those subjects that all students will study.

GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

Pupils will study both GCSE English Language and GCSE English Literature throughout the two years of KS4. Successful pupils will achieve a separate GCSE for each qualification by the end of Year 11.
The new GCSE specifications work together to provide every student with the opportunity to develop a wider range of knowledge and skills by engaging and challenging each pupil; allowing every individual to achieve their best and develop a life long love of reading.

English Language

This GCSE is 100% examination.

Paper 1: Explorations in Creative Reading and Writing

- Written exam: 1 hour 45 minutes
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

- Written exam: 1 hour 45 minutes
- 50% of GCSE

Non-examination Assessment: Spoken Language

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)

English Literature

This GCSE is 100% examination.

Paper 1: Shakespeare and the 19th Century Novel

- Written exam: 1 hour 45 minutes
- 40% of GCSE

Paper 2: Modern Texts and Poetry

- written exam: 2 hours and 15 minutes
- 60% of GCSE

GCSE MATHEMATICS

All students study for GCSE Mathematics for seven lessons per fortnight. All pupils are now required to do their GCSE exam as a Linear qualification, this means three papers of one and half hours each with one being non calculator.

Pupils are allowed to take exams at either foundation or higher level. They will be examined at the end of Year 11 and will only have one attempt to post their best possible grade. The Maths Department does expect all students to make progress and we will be monitoring students closely throughout the course to ensure that no student falls below their target grade and that they are entered for the correct tier of entry when sitting the exam. Pupils will spend much time preparing and will have the opportunity to take three practice mock papers during Y10 and 11.

Depending on the tier at which they are entered for, the following grades are available:

Tier	GCSE Grade
Foundation	**1, 2, 3, 4, 5**
Higher	**4, 5, 6, 7, 8, 9**

The new exam raises the challenge in Maths and many topics have moved from A Level to higher tier and from higher tier to foundation. This means that more is expected of the pupils and they will need to give their best all of the time to achieve their potential.

Pupils who fail to achieve a grade 5 or better will be expected to retake at a college or sixth form and those who gain a grade 5 will also be expected to take a new core maths course between the ages of 16-18.

Throughout the course, students are encouraged to develop a positive attitude to Mathematics and will learn both calculator and non-calculator techniques. It is expected that all pupils will have access to their own calculator, protractor and compass, as well as the standard basic equipment.

SCIENCE

All students follow Edexcel combined science in years 10 and 11. This is split into the three subjects of Biology, Chemistry and Physics. In year 10, students are taught the following topics:

Biology

Topic 1 – Key concepts in biology
Topic 2 – Cells and control
Topic 3 – Genetics
Topic 4 – Natural selection and genetic modification
Topic 5 – Health, disease and the development of medicines

Chemistry

Topic 1 – Key concepts in chemistry
Topic 2 – States of matter and mixtures
Topic 3 – Chemical changes
Topic 4 – Extracting metals and equilibria

Physics

Topic 1 – Key concepts of physics
Topic 2 – Motion and forces
Topic 3 – Conservation of energy
Topic 4 – Waves
Topic 5 – Light and the electromagnetic spectrum
Topic 6 – Radioactivity
Topic 7 – Astronomy

In year 11, students are taught the following topics.

Biology

Topic 6 – Plant structures and their functions
Topic 7 – Animal coordination, control and homeostasis
Topic 8 – Exchange and transport in animals
Topic 9 – Ecosystems and material cycles

Chemistry

Topic 6 – Groups in the periodic table
Topic 7 – Rates of reaction and energy changes
Topic 8 – Fuels and Earth science

Physics

Topic 8 – Energy - Forces doing work
Topic 9 – Forces and their effects
Topic 10 – Electricity and circuits
Topic 11 – Static electricity
Topic 12 – Magnetism and the motor effect
Topic 13 – Electromagnetic induction
Topic 14 – Particle model
Topic 15 – Forces and matter

The Edexcel GCSE in Combined Science consists of six externally examined papers, each worth 16.67% of the overall grade. Each of the exams is worth 60 marks and lasts for one hour. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students will complete all assessment in May/June of year 11.

MODERN FOREIGN LANGUAGES: FRENCH

ARE LANGUAGES IMPORTANT?

Yes! The ability to understand and communicate in a foreign language is now of major importance in today's global society. Being a member of the European Union offers many opportunities for travel, trade and employment abroad. Also, the speed of development in Information and Communication Technology and transport is creating fantastic opportunities for international contacts and communication in our professional, social and personal lives.

WHY STUDY GCSE FRENCH?

Throughout the GCSE course we aim to develop your ability in using languages effectively for practical and meaningful communication. We would like to share with you the fascinating cultures of French speaking countries and encourage crucial positive attitudes towards the diversity of languages and culture in your world today.

Also, the learning of a foreign language has been proven to develop your thinking skills, whilst the emphasis on literacy also has a strong positive impact on your other subjects.

Studying French to GCSE will provide you with the foundations to continue with French to A Level and beyond and to learn any other language in the future e.g. Spanish or Mandarin Chinese.

WILL FRENCH HELP ME IN MY CAREER?

Yes! Having a qualification in languages can be very helpful in lots of different jobs. Many employers claim to choose linguists over those without language skills. Linguists are often rewarded with extra salary.
Some of the many career paths where languages will be an asset are:

Accountancy	Financial Services
Armed Forces	Interpreting and Translating
Business Services	Marketing
Central Government	Media
Construction and the Built Environment	Service Industries
Call Centres	Technology
Education	Travel and Tourism

WHAT DOES THE GCSE COURSE INVOLVE?

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.
The specification covers three distinct themes.
Theme 1: Identity and culture
Theme 2: Local, national, international and global areas of interest
Theme 3: Current and future study and employment

Paper 1: Listening

How it's assessed
Written exam: 35 minutes (Foundation Tier),45 minutes (Higher Tier)
40 marks (Foundation Tier), 50 marks (Higher Tier)
25% of GCSE
Questions
Foundation Tier and Higher Tier
Section A – questions in English, to be answered in English
Section B – questions in French, to be answered in French

Paper 2: Speaking

How it's assessed
7–9 minutes (Foundation Tier)
10–12 minutes (Higher Tier)
60 marks for each Tier
25% of GCSE
Questions
Foundation Tier and Higher Tier
Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
General conversation – 30 marks 3–5 minutes at Foundation

Paper 3: Reading

How it's assessed
Written exam: 45 minutes (Foundation Tier),
1 hour (Higher Tier) 60 marks for each.
25% of GCSE
Questions
Foundation Tier and Higher Tier
Section A – questions in English, to be answered in English or non-verbally
Section B – questions in French, to be answered in French or non-verbally
Section C – translation from French into English

Paper 4: Writing

How it's assessed
Written exam: 1 hour (Foundation Tier),
1 hour 15 minutes (Higher Tier)
50 marks- Foundation Tier and 60 marks - Higher Tier
25% of GCSE
Questions
Foundation Tier
Question 1 – message (student produces four sentences in response to a photo)
Question 2 – short passage
Question 3 – translation from English into French
Question 4 – structured writing task
Higher Tier
Question 1 – structured writing
Question 2 – open-ended writing task
Question 3 – translation from English into French

HISTORY

WHAT COULD I DO NEXT WITH GCSE HISTORY?

There are many things you could do with a GCSE in History. You could choose to continue the study of History at college or you could use your knowledge of history to support other courses such as English Literature, Art or Politics. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

WHAT OTHER SKILLS MIGHT I DEVELOP?

As well as learning about History, the course will enable you to improve your skills in Communication, IT, Working with Others, Improving own Learning and Performance and Problem Solving. Studying History encourages you to produce well-reasoned arguments based on the evaluation of evidence.

HOW WILL HISTORY HELP TOWARDS MY CHOSEN CAREER?

There are many ways of 'using' History.
Where it is important or useful to have knowledge of historical events in order to understand current affairs, for example:

Journalism
Broadcasting
Politics
Civil Service

Where you can make good use of the research, investigative and report-writing techniques learned in studying history, for example:

Law
Publishing
Management
Police work

Where you need knowledge of the past or of historical objects, for example:

Teaching history
Archaeology
Theatre/TV costumes, props etc.
Interior design
TV/radio programme research.

SKILLS YOU LEARN IN HISTORY

The skills of investigation
How to analyse a situation
How to present all the information you have gathered
How to argue a case
Presenting to group/class
General knowledge
Report writing
Team building/group work
Communication
Problem solving
Analytical thinking
Researching information

GCSE Course Content

The GCSE course you take will cover; Modern World History, a thematic study and a British depth study.
The topics investigated include:

- The Cold War - Korean and Vietnam War
- Weimar and Nazi Germany
- Elizabethan England
- Britain: Power and the People.

Political, social and economic history will be touched upon through all units of study. Emphasis is placed upon teaching the essential skills used in History such as source analysis, in particular the significance and interpretation of different historical sources.

At the end of Year 11, pupils will take two exams, both worth 50% of the total GCSE.

"If we do not honour our past we lose our future.
If we destroy our roots, we cannot grow"

GEOGRAPHY

The Geography GCSE course (AQA Specification A) is an exciting new syllabus which gives the opportunity to study the world we live in and what is happening around us. The units have been carefully chosen to offer the best and most enjoyable experience of geography, as well as the opportunity to achieve the best grades. All of the units are very current and pupils will be able to relate to all issues. Throughout all units, pupils will have the opportunity to learn various geographical skills through fieldwork such as map skills and the use of Geographical Information systems.

THE UNITS ARE:

"The challenge of natural hazards"
In this unit we explore the causes, effects and responses of natural hazards such as earthquakes, weather hazards such as hurricanes and cyclones and also investigate climate change and how we may manage it.

"The Living World"
This unit focuses on ecosystems at a local scale, then moves on to look at ecosystems of the rainforest and how plants and animals adapt to survive in there. This will then be compared to ecosystems in different areas.

"Physical landscapes of the UK"
This unit looks at the diverse range of landscapes that we have here in the UK, how they were formed and hoe they can be managed. This will focus on river and coastal landscapes.

"Urban Issues and Challenges"
This unit looks at the world population and the growth of urban areas in the UK and in different countries around the world. We will then go on to look at the issues that this growth may cause and how these issues can be managed.

"The changing economic world"
This unit focuses on variations in economics and quality of life across the world. We will investigate countries at different stages of development and look at what countries are doing to try to close this development gap.

"The challenge of resource management"
In this unit we will think about the resources that are essential for development, like water and energy and investigate how these resources are being managed in a sustainable way.

What are the exams about?
Paper One – Living with the physical environment
This exam is based on physical geography and is worth 35% of the final grade.

Paper Two – Challenges in the human environment
This exam is based on human geography and is worth 35% of the final grade.
Paper 3 – Geographical applications
This exam is based on field work and geographical skills and is worth 30% of the final grade.

What will I get out of it?
Support will be tailored to your individual needs to enable you to achieve a GCSE in a subject which is recognised as extremely valuable by colleges, employers and the Government.

How can parents help?
Parents can help support by encouraging their child to take an interest in the world around them and for them to watch and read the news, especially where events occur which link to their studies. This exam board has a strong link to current affairs and we often take time to look at key geographical news stories which will affect us. Assisting in meeting deadlines and monitoring progress made will also help to both support your child and the school.

GCSE Information Communication Technology

ICT is about learners being
"… creators of technology – not just consumers of it."

Syllabus: Edexcel GCSE in ICT comprises two units (Units 1 and 2)

Course Outline Consists of 2 units:-

Unit 1: Living in a Digital World (40%)

In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

This unit is assessed through a 1 hour 30 minute examination paper set and marked by Edexcel.

Unit 2: Using Digital Tools (60%)

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

The unit is internally assessed under controlled conditions. Learners must complete the task within 40 hours. Marking of the task is carried out by teachers and moderated by Edexcel against set assessment criteria.

Typical Activities
Learners will learn about and discuss different digital devices, e.g. mobile phones, personal
Computers (portable, desktop), cameras and camcorders, games consoles, home entertainment systems, media players, navigation aids.
Adapt and enhance spreadsheet models, prepare and organise different types of digital content.

How Parents/Carers Can Help

Guide and encourage learners to complete homework and study and revise for examinations.

Encourage safe internet access.

Post 16 Progression

Students can study Level 3 in Information Technology or employment.

PHYSICAL EDUCATION (PE)

During Key Stage 4, pupils receive four hours of PE per fortnight as part of the core programme. The KS4 programme in PE builds on key strands that are taught in KS3. Pupils will be taught exciting lessons across a range of activities where pupils will be expected to work for long periods of time, within competitive and challenging environments. Pupils will leave Year 11 with a thorough understanding of the importance of physical activity and leading a healthy, active lifestyle. Pupils may have the opportunity to follow a number of recognised qualifications / schemes in leadership, and a Level 2 Certificate in Performing Arts (Dance).

EXTRA – CURRICULAR ACTIVITIES

There will be many opportunities for pupils to take part in lunch and after school clubs, where some may wish to assist staff in the leading of these activities.

There will be opportunities for inter-school competition leading to area and county representation. There will also be the opportunity to participate and organise various local sports festivals as part of the level 1 and level 2 County Durham games programme.

The sport and leisure industry is a fast growing part of the economy and one in which there are growing job and career opportunities. Success in the subject can lead to career in physiotherapy, teaching, sports therapy, sports development, leisure management and many more.

KS4 PE OPTIONS

At KS4, pupils can elect to follow a programme of study which comprises of GCSE PE or VCERT in Health and Fitness. Details for the GCSE PE / VCERT in Health and Fitness qualifications can be viewed in the options section of this booklet.

PERSONAL
DEVELOPMENT

CORE RELIGIOUS EDUCATION

ALL STUDENTS IN BRITISH SCHOOLS HAVE TO STUDY RELIGIOUS EDUCATION UP TO THE AGE OF 19.

Here at Bishop Barrington we follow a course in Religious Education called **Religion and Society.** This course helps you get a full GCSE qualification in Religious Education.

WHAT WILL YOU STUDY?

Religion and Ethics	**Religion, Peace and Conflict**
Belief in God - Christianity	**Belief in God – Islam**
Marriage and the Family	**Crime and Punishment**
Living the Religious Life - Christianity	**Living the Religious life – Islam**
Matters of life and death	**Peace and conflict**

These issues will be studied from a Christian and Muslim standpoint and you will be asked to present your own point of view based on what you have learned.
In each topic the ideas and moral issues will be studied through class discussions, role-plays, videos, debates and group work.

WHAT SKILLS WILL YOU DEVELOP?

Whilst studying the course you will apply the knowledge and understanding you have gained about the issues you have explored to challenging questions. You will also be given the opportunity to explore your own beliefs, whether they are religious or not, and consider your own responses to questions raised.

HOW WILL THIS BENEFIT ME IN THE FUTURE?

It is a good qualification which shows a wide range of knowledge and can be used for further academic study.

It shows employers that you can understand and respect other people's points of views and express your own.

WHAT CAN BE DONE WITH AN RE QUALIFICATION?

Therapy, journalism, stock broking, retailing, social work, law, librarian, medicine, radio and TV, acting, as well as teaching and religious leadership.

PERSONAL DEVELOPMENT

WHAT IS PERSONAL DEVELOPMENT?

Personal Development is the part of the curriculum that helps to ensure that the pupils of Bishop Barrington leave as well rounded, balanced and independent young people who are able to make responsible and informed decisions.

Personal Development is taught through the two statutory subjects of PSHEE (Personal, Social, Health and Economic Education) and Citizenship.

WHAT WILL I BE STUDYING IN PSHEE?

Our non-examined course at KS4 includes:

Why do people work?
What does our payslip tell us?
Why do I need a bank account?
What are bills and how can we pay them?
Why do we need to financially plan for the future?
Managing our emotions
What happens when we visit the doctor?
How can we keep healthy?
Risky behaviour: drug misuse, choosing to have sex, alcohol and smoking

WHAT WILL I BE STUDYING IN CITIZENSHIP?

Our non-examined course at KS4 includes:

One community, one culture?
How do we deal with discrimination?
What are our rights as citizens?
What are our consumer rights?
Why is democracy important?
Why should we vote?
How do we choose who to vote for?
How is our economy run?
Could the world be fairer? (globalisation and Fair Trade)

Pupils will complete self assessment tasks at the end of each unit to determine not only what they have learned but also how their learning has impacted on them or will in the future.

INFORMATION ADVICE AND GUIDANCE FOR YOUNG PEOPLE

CWRE TUTOR PROGRAMME

All pupils receive one lesson per fortnight of dedicated CWRE time, which allows them to explore the world of work and their future career choices.

'Evidence that those who receive good quality information, advice and guidance achieve better and are less likely to drop out of learning or change courses after they are 16'

Association of Schools and College Leaders – Research Paper 29 (October 2006)

CWRE IN KEY STAGE 4 –

As well as being able to access CWRE in your Form Tutor lessons you will also:

Have the opportunity to visit local 6th Form and FE Colleges, getting advice and guidance on how to apply, explore the courses that are available and find out what qualifications you need.

Have the opportunity to take part in Year 10 Careers Week.

Be able to speak to representatives from local 6th Form and FE Colleges and training providers who will attend all parents' evenings in Year 10 and Year 11, offering you and your parents advice and guidance on progression after Year 11.

Attend careers events in the local area.

Receive advice and guidance on how to write a CV, personal statement, a personal action plan; and how to fill out application forms.

Have local post 16 providers come into school to offer information, advice and guidance.

Receive a one to one careers interview to give help and guidance on future learning pathways.

THE OPTIONS

The information on the next few pages is about those subjects where you have a choice to make. Make sure you look at the options carefully so that you understand what choices you must make. Your Form Tutor will be able to help you if you are not sure.

Make sure you discuss your subject choices with a teacher concerned.

GCSE DRAMA

GCSE Drama provides students with:

- opportunities to engage with live theatre;
- two options to perform or design;
- a choice of 5 set texts including War Horse and DNA;
- a range of design options including lighting, sound, set and costume
- a mixture of internally and externally assessed practical work

This GCSE in Drama is an exciting, inspiring and practical course. It promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Learners will be given opportunities to participate in and interpret their own and others' drama. Learners have the option to work practically as performers and/or designers in Components 1 and 2.

Learners will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text.

Learners will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination.
However, in preparation for this assessment, learners are encouraged to study their chosen text practically as a performer, designer and director.

Component 1: Devising Theatre
Non-exam assessment: internally assessed, externally moderated. 40% of qualification, 60 marks.

Learners are required to devise a piece of original theatre in response to a stimulus,
using either the techniques of an influential theatre practitioner or the characteristics f a genre of drama.

Component 2: Performing from a Text
Non-exam assessment: externally assessed by a visiting examiner, 20% of qualification, 60 marks.

Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.

Component 3: Interpreting Theatre (Exam)
Written examination: 1 hour 30 minutes. 40% of qualification. 60 marks.

This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.

COMPUTER SCIENCE

Computer Science is a linear qualification, it has three assessment components:

- Paper-based assessment: Principles of Computer Science (1 hour 40 mins)
- Paper-based assessment: Application of computational Thinking (2 hours
- Controlled assessment: Computer Science Project. (20 hours)

Principles of Computer Science - Overview of content (40% of the total GCSE)

This is a 1 hour 40 minute exam paper. There are a combination of multiple choice, short and extended open response questions.

The main focus of this component will be:

- Understanding of what algorithms are, what they are used for and how they work and the ability to interpret, amend and create algorithms.
- Understand the requirements for writing program code.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Application of Computational Thinking- Overview of content (40% of the total GCSE)

This is a 2 hour exam paper and is based on a scenario. There are a combination of short and extended open response questions.

The main focus of this component will be:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.

Computer Science Project- Overview of content (20% of the total GCSE)

This is a non-examined supervised assessment, it is a practical ‘making task’ that enables students to demonstrate their computational techniques using a programming language.

Students will develop a computer program. The content for this component will draw on:

- algorithms, decomposition and abstraction
- design, write, test and refine a program
- data.

Topic 1: Problem solving
Students are expected to develop a set of computational thinking skills that enable them to understand how computer systems work, and design, implement and analyse algorithms.
Students should be given repeated opportunities to tackle computational problems of various sorts, including some substantial problem-solving tasks.

Topic 2: Programming
Learning to program is a core component of a computer science course. Students should be competent at reading and writing programs and be able to reason about code. They must be able to apply their skills to solve real problems and produce robust programs.
Students should be given opportunities to develop and practise their programming skills.

Topic 3: Data
Computers are able to store and manipulate large quantities of data, including using binary.
Students are expected to learn how different types of data are represented in a computer.
They should be given the opportunity to gain practical experience of using SQL.

Topic 4: Computers
Students must be familiar with the hardware and software components that make up a computer system and recognise that computers come in all shapes and sizes from embedded microprocessors to distributed clouds.
Students should be given the opportunity to gain practical experience of interpreting instructions written in assembly language.

Topic 5: Communication and the internet
Computer networks and the internet are now ubiquitous. Many computer applications in use today would not be possible without networks. Students should understand the key principles behind the organisation and of computer networks.
Students should be given the opportunity to gain experience of creating web pages.

Topic 6: The bigger picture
Students should be aware of emerging trends in computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live.

TRIPLE SCIENCE

Students who are planning on doing Science A-levels will be able to take triple science.

This builds upon the science covered in the combined science course and will lead to the awarding of individual GCSE's in Biology, Chemistry and Physics.

The triple science course will allow students to cover the same topics as the combined course to a higher level of detail, enabling them to go into A-levels with a much wider understanding of each subject.

Each of the subjects Biology, Chemistry and Physics consists of two externally examined papers, each worth 50% of the overall grade.

Each of the exams is worth 100 marks and lasts for 1hr 45 minutes. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Please note that by opting to study triple science you will use up your only option choice.

GCSE PHYSICAL EDUCATION

GCSE PE is the ideal course if you are a strong practical performer in Physical Education and Sport and have sound knowledge of sport and training. GCSE PE can support you in a number of different career choices and pathways including PE Teacher, Physical Training and the Armed Forces, Physiotherapy, Nutrition, Gym Instructor, Health Care, Sport and Leisure Management, Social Care work and Sports Coaching. GCSE PE is the ideal preparation for A Level Sports Studies and A Level Physical Education.

GCSE PE focuses on students developing their knowledge and understanding of the factors that underpin physical activity and sport, using this knowledge to successfully evaluate sports performance. Students will also develop knowledge of how physiological and psychological state effects sports performance, and factors that contribute to health, fitness and wellbeing. Pupils will also understand socio-cultural factors that can affect involvement in physical activity and sport.

THE COURSE

THE THEORY OF PHYSICAL EDUCATION (60%)

This covers theory around fitness and body systems, and health and performance. This is assessed through two external exams, each weighting 30%. These will be completed at the end of Year 11.

NON EXAMINED ASSESSMENT (40%)

PRACTICAL PERFORMANCE (30%)

In this unit you will be marked in 3 practical sports and activities from a range offered. You must be assessed in at least one individual and one team sport, and one additional sport. This will be assessed against criteria the exam board set, which will assess skills in conditioned practices and ability to apply advanced skills, technique and tactics in a full competitive setting.

ANALYSIS OF PERFORMANCE (10%)

Pupils will be required to analyse a performance from one of their three chosen activities. Pupils will be required to observe a performance then effectively identify strengths and weaknesses. Pupils will then have to identify an action plan to address those weaknesses and build on strengths. This can be completed in a written or verbal format.

NCFE Level 2 Certificate in Health and Fitness (VCERT) – equivalent to 1 GCSE

This qualification is designed for students with a keen interest in health and fitness. This qualification is designed for learners with an interest in any of the health and fitness contexts such as exercise, lifestyles and diet. Level 2 is appropriate for learners who are looking to develop a significant core of knowledge and understanding, and want to apply that knowledge in preparing, planning and developing a health and fitness programme.
This qualification aims to:

- focus on an applied study of the health and fitness industry sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to help learners to:

- prepare, plan and develop a personal health and fitness programme
- understand the benefits of fitness
- know the functions of the main body systems
- understand the benefits of a healthy balanced diet and how it affects lifestyles.

The course is 75% coursework looking at producing a portfolio of evidence. The remaining 25% is externally assessed. There are 4 units that are mandatory to complete:

1. Principles of health and fitness
2. Health Lifestyles
3. Preparing and planning for health and fitness (externally assessed)
4. Develop a personal health and fitness programme

Learners who achieve this qualification could progress onto further Level 3 qualifications and A Levels, such as:

- A level in Physical Education
- Diploma in Exercise, Health and Fitness Studies

It may also be useful to those studying qualifications in the following subjects:

- Sport
- Nutrition
- Exercise

MUSIC - AQA

This course is particularly suited to people who are learning an instrument or enjoy singing. Although 60% of the course is practical, you will still be expected to listen and write about familiar and unfamiliar music. You will study the following;

UNDERSTANDING MUSIC (40%)

1. **Western classical tradition 1650 – 1910**
2. **Popular music**
3. **Traditional music**
4. **Western classical tradition since 1910.**

Western Classical tradition includes;

- The Coronation Anthems and Oratorios of Handel.
- The orchestra music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

Study piece

- Haydn: Symphony 101 in D major *The Clock, movt. 2*

Popular Music includes;

- Music of Broadway 1950s to 1990s.
- Rock music of 1960s and 1970s.
- Film and computer gaming music 1990s to present.
- Pop music 1990s to present.

Study piece

- The Beatles: *Sgt.Pepper's Lonely Hearts Club Band – the following three tracks:*
- *With a Little Help from my Friends*
- *Within You, Without You*
- *Lucy in the Sky with Diamonds.*

Traditional Music includes;

- Blues music from 1920–1950.
- Fusion music incorporating African and/or Caribbean music.
- Contemporary Latin music.
- Contemporary folk music of the British Isles.

Study piece

- Santana: *Supernatural – the following three tracks:*
- *Smooth*
- *Migra*
- *Love of my Life.*

Western Classical Music from 1910 includes;

- The orchestral music of Copland.
- British music of Arnold, Britten, Maxwell-Davies and Tavener.
- The orchestral music of Zoltán Kodály and Béla Bartók.
- Minimalist music of John Adams, Steve Reich and Terry Riley.

Study piece

- Aaron Copland: *Saturday Night Waltz and Hoedown from Rodeo.*

MUSIC PERFORMANCE (30%)

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance
- Performance 2: Ensemble performance
- A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.
- Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

MUSIC COMPOSITION (30%)

- Composition 1: Composition to a brief
- Composition 2: Free composition
- A minimum of three minutes of music in total is required.
- Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Prospects after the course include;

Diploma in Music Level 2
Diploma in Music Level 3
Extended Diploma in Music Level 3
HND in Music Level 5
A level Music
Music Technology

FOOD TECHNOLOGY

GCSE Food Preparation and Nutrition is new exciting course which equips students with a variety and array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. The course has been developed to inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.

The Course

5 Main topics will be studied, these are:

Food, nutrition and health
Food science
Food safety
Food choice
Food provenance

How is the Course assessed?

The course is assessed through two controlled assessment tasks and a written exam. The weighting for each of these is 50%.

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients. **This will take the form of a** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will

be achieved. The students will then produce a Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Final Exam

In the summer term of Year 11 the pupils will complete a 1 hour 45 min exam paper where they will answer a series of multiple choice and open ended questions which are worth a total of 100 marks.

What could I do next with GCSE Food Preparations and Nutrition

A qualification in this subject can lead to exciting and well paid career opportunities such as catering, food marketing, product development, diet related industries and more. Students with Food degrees are much sought after and it is estimated that there are three jobs for every graduate leaving university. The course will also help to develop many more important skills. These include:

Life skills
Teamwork
Organisational skills
Independence

PHOTOGRAPHY

This course has fast become one of the most popular of all the art courses and gives pupils the opportunity to develop skills in light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Pupils will produce practical and critical/contextual work in one or more areas including theme based photography; including portrait, landscape, still life and experimental imagery. Work can be presented in a variety of ways e.g. sketchbooks/journals or electronically.

THE STRUCTURE OF THE COURSE IS:

- 1 substantial coursework project, plus elements of other work - 96 marks (60% of total marks)
- 1 externally set task - 96 marks (40% of total marks).

WHY SHOULD YOU CHOOSE THIS COURSE?

Because you will:
Gain an understanding of photography and the part it plays in society.
Apply learning in a practical way choosing subjects that interest you.
Develop skills in the use of Photoshop.
Visit Bishop Auckland College to gain experience in dark room techniques.
Go out to various locations for photo-shoots.
Follow a programme of study that allows progression to further education courses and careers in photography.
Develop key skills, which are valued by employers and further education.
Gain confidence by developing independent learning skills.

SKILLS WHICH WILL BE DEVELOPED IN THIS COURSE INCLUDE:

Communication (English)
Photographic techniques and processes
Building a portfolio
Use of media and materials
Improving independence.

PROSPECTS AFTER THE COURSE INCLUDE:

AS and A level photography
BTEC level 3 diploma in Photography
BA (Hons) in Photography
Freelance photographer (approximately half of all photographers are freelance or run their own studio)
In house photographer for an employer such as a PR agency, magazine or newspaper

Lesson Allocation & Option Choice Form

This section of the booklet indicates the number of lessons that you will receive in each subject and your option choice form. Please ensure that the option choice form is signed and dated by parents.

Please make sure you look at the options carefully so that you understand what choices you must make. Your Form Tutor/teachers will be able to help you if you are not sure.

Make sure you discuss your subject choices with a teacher concerned.

YEAR 10 PATHWAY 1A (ENGLISH BACCALAUREATE) LESSON ALLOCATIONS

THE NUMBERS SHOW THE NUMBER OF LESSONS ALLOCATED TO EACH SUBJECT PER FORTNIGHT.

Compulsory

English	7
Maths	7
Science	9
French	5
PE	4
ICT	5
History OR Geography	5
Personal Development	1
RE	2

Choices
5 Periods per Fortnight

Triple Science
PE
Food
Computer Science
Drama
Music
Photography

GCSE 2016 – 2018
OPTION CHOICE FORM (PATHWAY 1A – ENGLISH BACCALAUREATE)
(Please indicate your choice by ticking one subject in the block)

Block 2	✓
Triple Science	
PE	
Food	
Computer Science	
Drama	
Music	
Photography	

Humanities Block	✓
Geography	
History	

Pupils' Name _____ **Parent/Carer Signature** _____ **Date** _____

Please return to Mr Bennett by 25th April 2016