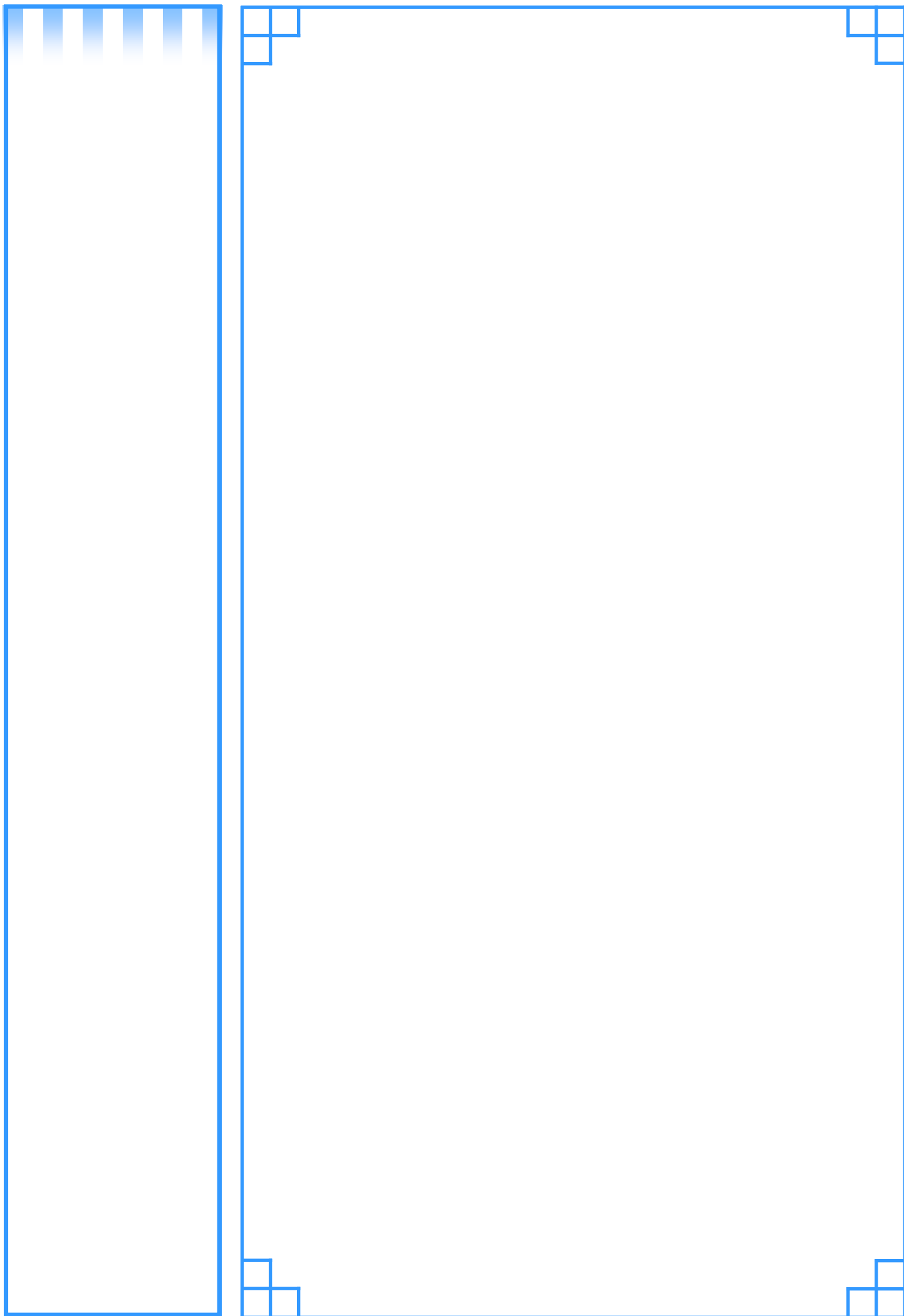


# **Beaminster School**

**Year 9 into Year 10  
Course Booklet**

**For September 2022**



# Dear Parents, Carers and Students

Welcome to the 2022 Courses Booklet.

Our options process is well established and rooted in our school values of Ambition, Service and Kindness. As such, our intention is for all pupils to receive a high quality and challenging education that prepares them for life in the 21<sup>st</sup> century; that pupils are equipped to compete locally, nationally, and internationally; that pupils are able to develop academic and personal confidence, developing an enjoyment of learning and enabling success at the next stage of their education and in their adult working life.

All students are placed on programmes of study that will maximise their opportunities at the end of Year 11. In Years 10 and 11 we encourage students to want to develop and explore their own interests. However, this has to be balanced against the national picture, Government expectations, and need for a breadth of curriculum. The age at which students can really specialise in certain areas is 16.

It is of vital importance that the programme of study followed in Years 10 and 11 opens doors and develops opportunities, rather than limits. To this end, and being a school that is so heavily invested in the individual, we have developed a number of routes forward.

Entry onto a route is based on data and information from Key Stage 2, as well as through a pupil's time in school to date, feedback from subject staff, oversight of the Head of Year and Tutor and, of course, discussion with the student.

The routes are designed to promote a breadth of study, while supporting those students for whom the new grade 4 in English and Maths will be crucial. These routes are explained in more depth later in this booklet, and should you have any concerns we would welcome the opportunity to discuss these with parents.

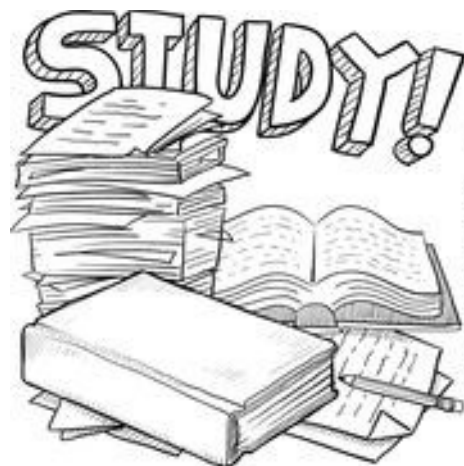
Please note that the **first stage** in this process is a **survey** of all students to get their **initial ideas** about courses for next year (following their identified route). This information will then be **used to collate the final option columns** from which **subject choices** will **later** be made (the second stage in the process). While we will try and accommodate as many preferences as possible we will be unable to satisfy all combinations.

To this end, students should see the **initial survey** as a **starting point**, and **expect** to have to make changes before their final selection. You can rest assured that sympathetic consideration will be given to the needs of every individual. However, we do reserve the right to make the final decision on choices, in consultation with you, depending on timetable and staffing constraints, appropriateness of courses, or where low numbers may preclude us from running a particular course.

As an inclusive school that has high aspirations for all, we seek to ensure that our students follow courses that will allow them to achieve qualifications that will put them in the very best position to make choices at 16 and beyond. We are proud of all our students and their achievements across the curriculum.

Should you have any concerns or queries please do not hesitate to contact your child's Tutor, Mr Stevens or me at your earliest convenience, and we look forward to working with you on these important choices and decisions.

Mr R Barnes  
Assistant Head



# Process

Year 9 into 10 course booklet issued



Route letter (sent out after half term)  
advising students which route has been identified for them

Initial interest survey via MS Forms



Interest forms returned  
These are then used to devise the final Option blocks



Option blocks published



Option forms returned and final discussions with students before options are confirmed.

While the process can seem daunting, it does run smoothly,  
even during the last two years of lockdown!

We will always seek to balance student interests,  
however, the school reserves the right to amend a student's curriculum  
should we feel it does not have sufficient breadth

# Course Selection

## Courses for 2022

All students follow a timetable of fifty lessons per fortnight (30 compulsory hours and 20 hours based on their route). Each lesson is one hour long.

All mainstream students will have 8 periods of English, 7 periods of Maths, 9 periods of Science, 3 of Personal and Religious Studies (PSE, GCSE RS plus Careers) and 3 of PE/Games.

There are no formal tutor lessons for Year 10, but students will be seen on an individual or small group basis by their tutors to check on progress and deal with any problems. **Academic Monitoring Day** in November provides an early opportunity to review student progress.

All students will have access to ICT facilities for the production of coursework etc during Key Stage 4. There will be technical assistance available to students in the ICT room for as much of the time as possible. All students have access to Microsoft Office, both in school and out through Office365, accessed via the students' school email address. Every student is entitled to undertake a fortnight of **work experience** during Year 10. This provides a relevant insight into the world of work and develops key skills.

## Key Questions for Parents

### What subjects do students enjoy and are good at?

- The place to start – what will motivate them?
- What will they learn?
- What skills will they develop?

### Which route has the school identified for my child?

- Do they understand the need to have plenty of opportunities available to them later on?
- Can my child see where they might be headed in two or four years' time?
- Is my child ensuring they have as much breadth to their curriculum as possible, or are they limiting themselves?

### Something new?

- Could new subjects give them a fresh challenge?

### How do students like to learn?

- Listen - do, individual – group, quantity of reading, research, reports, investigations ...

### What are the student's interests?

- Projects, helping people, being outdoors, designing or making?

### Does the student have a particular career path in mind?

- Some jobs require specific qualifications, but most do not at this early stage
- Keep an open mind and consider opportunities post 16.

The most important thing is to keep their options open by choosing a broad and balanced range of subjects. The school will offer advice and direction with the aim of allowing students to maximise their opportunities at the end of Year 11.



## About the Ebacc.

At various points in the Year 9 into 10 process 'Ebacc' is mentioned. Ebacc is short for English Baccalaureate and it refers to a particular combination of subjects. The Government expects schools to have the **majority of students** taking **this combination** of qualifications. As such, this means a majority of students at Beaminster will follow this combination.

### Subjects included in the Ebacc are:

English Language English Literature Maths Science	}	Core Subjects (Science is also available as an Option as is Computer Science)
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French  
Geography or History

A study by UCL Institute of Education shows that studying subjects included in the Ebacc provides students with greater opportunities in Further Education. Sutton Trust research reveals the Ebacc can help improve a young person's performance in English and Maths (Source: [www.gov.uk](http://www.gov.uk))

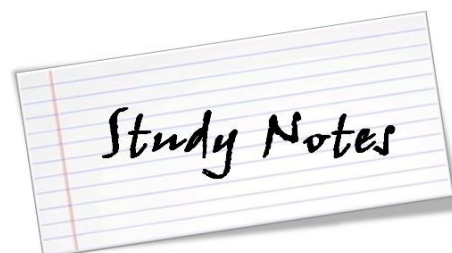
### Why does the school refer to the Ebacc?

The school takes the view (and always has) that a broad range of subjects, taken through years 10 and 11, enable pupils to make the best choices post 16 when they can really specialise in terms of their curriculum.

English, Maths, Science, French and Geography or History, when combined with other creative, technology or sport subjects, represent a broad and balanced curriculum.

In an ever changing world our aim is that our students are ready and able to compete locally, nationally and internationally with other young people in a world that is rapidly changing.

Students identified for Green Route will follow the MFL option (French), as well as Geography or History.



Students on the Purple Route will take, as part of their options, two Ebacc subjects.

Students identified on Blue Route are strongly advised to take this combination as part of their Year 10 and 11 studies but will have to select at least one of the Ebacc subjects as part of their final choices.

Red Route. Students following this route select from the range of subjects, however, because of the additional requirements for their route, they are welcome to select from one of the Ebacc subjects, or from the wider range.

Yellow Route. Students must select one Ebacc subject in addition to Study Support.

All students will have two free subject choices.

In our last Ofsted inspection, our curriculum pathways were reviewed and found to closely meet the needs of our students, whilst preparing them for the widest range of career pathways, including entry into the top universities as well as apprenticeship programmes.

Ofsted did however also recognise that the school needs to continue to raise the aspirations of students in Key Stage 3, and these routes form part of that process.

# The Routes Forward

There are various routes forward at KS4. Students' routes have been identified by the school and their route letter (issued after half term) should be read in conjunction with this booklet before submitting their initial interest forms and then later their final option form.

## How have Routes been selected?

We have considered what we know about students based on their time with us and their school performance from Year 6 to date, using the knowledge and experience of their tutors and teachers. We have also considered what has happened in the rest of Dorset and on a national level, as the combination of subjects students study has evolved. We are also maximising future opportunities for students through a breadth of subjects students.

## Blue Route

**Must** select at least one Ebacc option (but are welcome to select more than one) and are advised to take a broad range of subjects, which can include:

- A creative / arts / sports based subject (Art, Creative Media, Drama, Music, PE)
- A Science or Technology
- History / Geography
- French (MFL)

## Green Route

Will take, as part of their programme of study:

- History / Geography (students are welcome to select both of these subjects)
- French (MFL)
- Two other choices (e.g. creative / arts / sports based / a science / technology).

This means students will study the range of qualifications known as the Ebacc or English Baccalaureate (Maths, English, Science, Geography or History, French (MFL).)

This is in-line with many other schools nationally. The Government expects schools to have the majority of students taking this combination.

## Purple Route

Must select at least **two subjects** from the Ebacc list, and then have two other choices (e.g. creative / arts / sports based / a science / technology).

## Red Route

Some students, who have been identified by the school, may wish to follow a more work related vocational route, selecting a course that best matches their interests and aspirations. Our aim is always to place students on courses where they will have the maximum chance of success, and with more courses and opportunities post-16 requiring success in Maths and English, we have included a support option which will allow pupils to receive extra input in these key areas, boosting their chances of successfully securing post-16 routes. Students following the Red route may go on to follow a vocational course at college, or take up an apprenticeship after Year 11.

**Red route students** select study support as 1 option, a work related qualification as 1 option and then select 2 options from the remaining subjects.

## Yellow Route

Our aim is always to place students on courses where they will have the maximum chance of success, and with more courses and opportunities post-16 requiring a Grade 4 in Maths and English, we have included a support option which will allow pupils to receive extra input in these key areas, boosting their chances of successfully securing post-16 routes.

The Yellow route will also allow students time to be supported in additional study and non-GCSE qualifications, and underpins our desire for all our students to achieve the qualifications they need to enable them to progress seamlessly on to the next stage of their education or career.

**Yellow route students** = 1 option (study support) + 1 Ebacc subject and 2 options from columns.

All students have two “free” choices.

All students are entering two year courses for their GCSEs. **They are not able to drop out of courses and are required to follow a full curriculum.**

We recognise that some students and their parents will have particular views and therefore parents with any queries should contact Mr Stevens or Mr Barnes. However, the initial survey is only the first step and further discussions can take place when the final Options columns are issued.

## Examination Boards

<b>AQA</b>	Assessment and Qualifications Alliance
<b>BTEC</b>	Applied learning Qualifications (BTEC Introductory Level 1)
<b>EDEXCEL</b>	University of London Examination and Assessment Centre
<b>NCFE</b>	National educational awarding organisation
<b>OCR</b>	Oxford, Cambridge and RSA Examinations
<b>WJEC</b>	Welsh Joint Education Committee

## Additional Information

You may find the following link to what qualification levels mean on Gov.uk useful:

<https://www.gov.uk/what-different-qualification-levels-mean/overview>



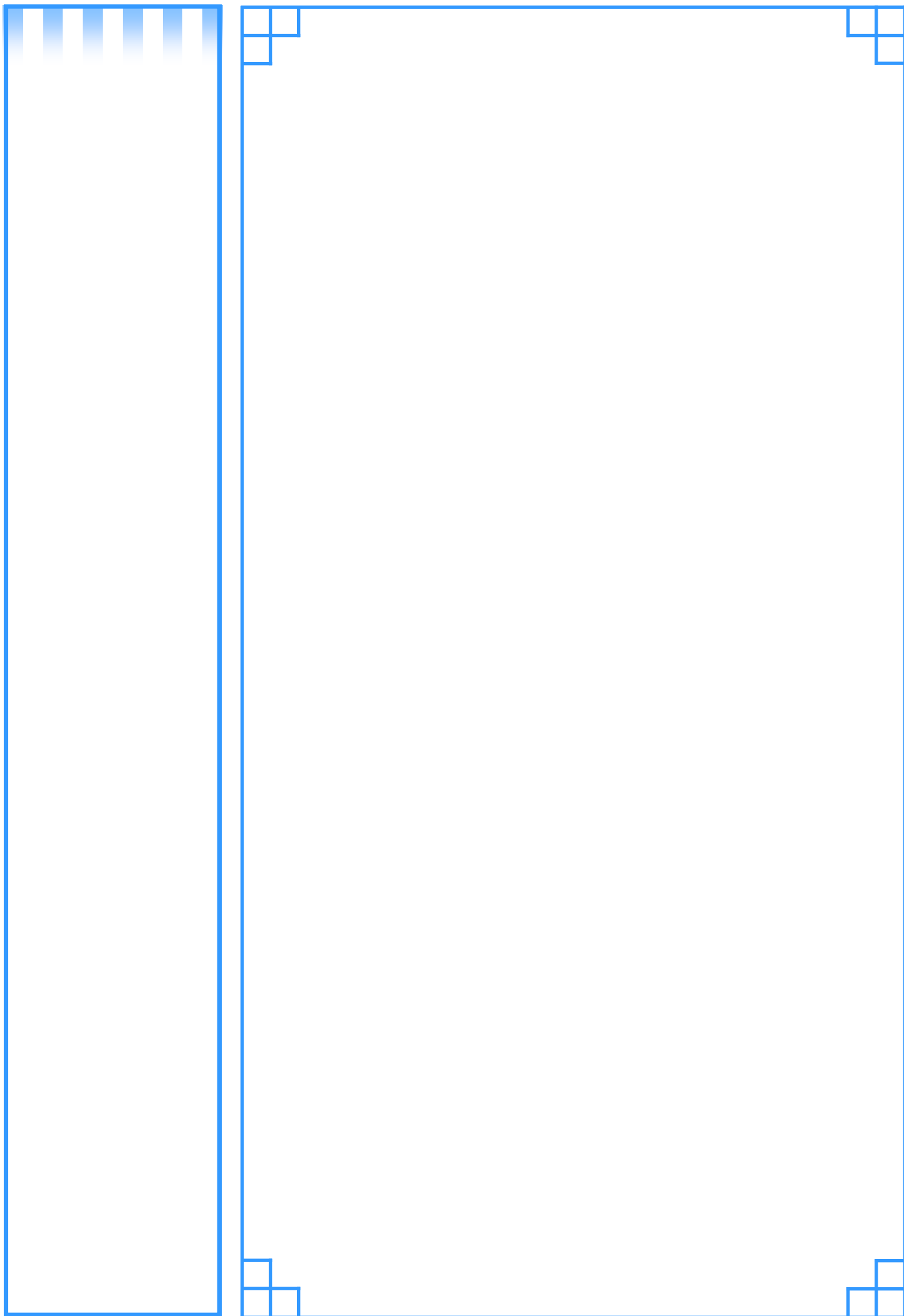


# What are the Routes?

**ALL** students will study 30 “core” hours of English, Maths, Science, PRS and PE. Depending on their route, students will need to choose their other courses as shown below.

<b>Red Route</b>	<b>Compulsory Core hours</b>	<b>Study Support</b>	<b>Work Related Qualification</b>	<b>Choice 1</b>	<b>Choice 2</b>
<b>Yellow Route</b>	<b>Compulsory Core hours</b>	<b>Study Support</b>	<b>Ebacc Subject</b>	<b>Choice 2</b>	<b>Choice 3</b>
<b>Blue Route</b>	<b>Compulsory Core hours</b>	<b>EBacc Subject</b>	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3</b>
<b>Green Route</b>	<b>Compulsory Core hours</b>	<b>French (compulsory)</b>	<b>Choose EITHER Geography OR History</b>	<b>Choice 1</b>	<b>Choice 2</b>
<b>Purple Route</b>	<b>Compulsory Core hours</b>	<b>EBacc Subject</b>	<b>EBacc Subject</b>	<b>Choice 1</b>	<b>Choice 2</b>





# Core Subjects

**Taken by  
All Students**

**CORE SUBJECT  
TAKEN BY ALL  
STUDENTS**

# English Language and English Literature

AQA  
8700  
8702

*English Language  
Allocation of marks:  
Examinations 100%*

*Spoken Language  
Non-examined  
assessment: to be  
reported separately  
on the certificate*

*English Literature  
Allocation of marks:  
Examinations 100%*

Students will study GCSE English Language and GCSE English Literature. These are separate courses, which lead to two separate GCSE qualifications.

## GCSE English Language

This involves the development of reading and writing skills.

There will be no coursework. Instead, students will be prepared for two examinations.

The first will assess comprehension skills based on one unseen fiction extract, alongside a descriptive writing task. The second exam will also assess comprehension, but questions will be set on two non-fiction texts ranging from the 19th-21st centuries.

Paper 1: One unseen fiction extract along with four comprehension questions. One descriptive/narrative writing task.

Paper 2: Two unseen non-fiction extracts along with four comprehension questions. One persuasive writing task.

Speaking and listening skills will be assessed separately and students will have to complete one presentation on a topic of their choice.

## GCSE English Literature

English Literature explores a range of prose, drama and poetry texts. There will be no coursework. Instead, students will be prepared for two exams.

The first exam will assess "Romeo and Juliet" and "A Christmas Carol". The second exam will assess a modern play ("An Inspector Calls"), an anthology of "Power and Conflict" poetry, as well as unseen poetry.

Students will be taught to read texts critically and thoughtfully, and then write about them analytically and precisely.

Both English Language and Literature will develop independent reading and writing skills in our students so that they take ownership of their own learning. It is essential that students are organised with their notes as all texts and questions studied will be assessed at the end of Year 11.



**CORE SUBJECT  
TAKEN BY ALL  
STUDENTS**

# Maths

AQA  
8300F  
or  
8300H

*Allocation of  
marks:  
Examination 100%  
End of  
Year 11 only*

All students continue to study mathematics in Key Stage 4 covering the areas defined in the National Curriculum:

- Number
- Algebra
- Ratio, proportion and rate of change
- Geometry and measures
- Probability
- Statistics

Students will continue to be taught in ability groups and will be entered for the GCSE examination.

The GCSE has two tiers of entry – Foundation and Higher – and both tiers allow students to attain a grade 5.

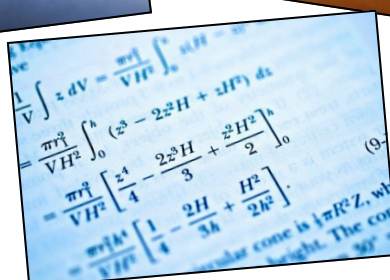
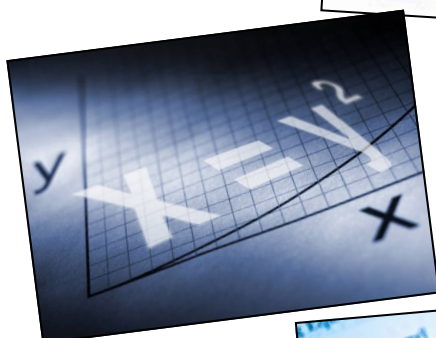
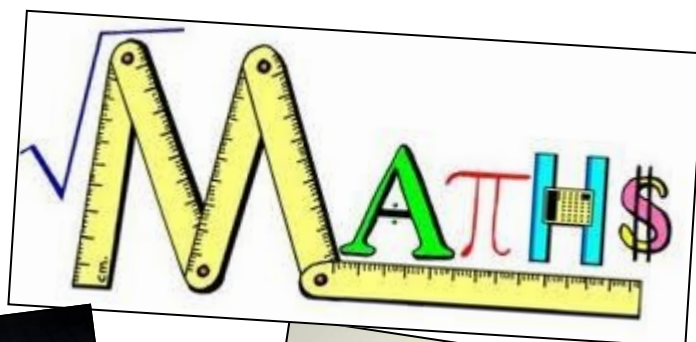
Every student will be encouraged to aim for the highest level within their capabilities.

There are three examinations at the end of Year 11, one non-calculator, the other two with calculator allowed.

## Entry Tier

Grades available:

Foundation	1–5
Higher	4–9



**CORE SUBJECT  
TAKEN BY ALL  
STUDENTS**

# Science

AQA  
Combined  
Science  
Trilogy 8464

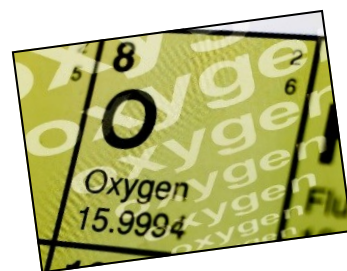
Allocation of  
marks:  
Examination  
100%

During Year 10 students will be taught in ability groups based on their performance at Key Stage 3. They will have 9 lessons per fortnight in which they will be taught Biology, Chemistry and Physics as separate subjects by subject specialists. They will be studying the "AQA Trilogy" course. This qualification is linear, so students will sit all their exams at the end of the course. They will be awarded 2 GCSEs.

Throughout Year 10 and Year 11 students will cover the following topics:

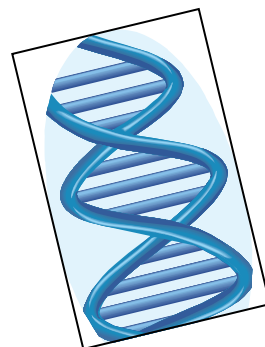
## Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology.



## Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources.



## Physics

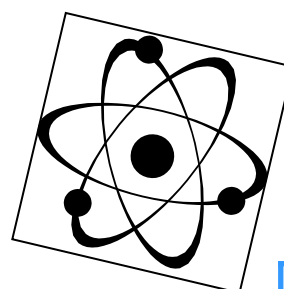
1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism.



## Assessments

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas, are 1 hour 15 minutes long and are worth 16.7% of the final grade.

The practical aspect of science will be examined in the final exams. It is expected that students complete "Required Practical Activities" as part of their normal lessons.





**CORE SUBJECT  
TAKEN BY ALL  
STUDENTS**

# Personal and Religious Studies

**AQA  
Religious  
Studies A  
8062NA**

**Allocation of  
marks:  
Examination  
100%**

**Grades range  
from 9–1**

All students in KS4 follow a GCSE in Religious Studies that will lead to a full GCSE qualification. This course started in Year 9 with studies about the beliefs, teachings and practices within Judaism and Christianity. This course satisfies the legal requirements for RE and will allow the students to gain a GCSE grade following external examinations in Year 11. The PRS lessons will also cover Life Studies (PSE) topics such as sex education and careers input.

The course will help students become knowledgeable on a range of current issues, create a sense of responsibility, understand and respect the views of others, understand how British values have emerged, develop their communication skills and use reasoned argument supported by a range of evidence to respond to religious belief, moral issues and ultimate questions, recognising the complexity of issues. Students critically approach a range of views both religious and non-religious

The course enables students to explore issues through the lenses of theology, philosophy, sociology and psychology. By understanding what other people think, pupils will be able to make more sense of their world. Students will consider a range of views, both religious and non-religious.

The course followed is AQA Religious Studies A. The subject is seen by many as being very important, not least for its historical and cultural illumination, as well as its ability to help pupils understand other areas of study, for example, English Literature. A view endorsed by the prominent atheist Richard Dawkins in 2017.

## **Relationships and Families**

Teaching about nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. The roles of men and women and gender equality.

## **Religion, Peace, Conflict**

Violence, war, pacifism, terrorism, just war theory, holy war, weapons of mass destruction, concepts of justice, forgiveness and reconciliation.

## **Religion and Life**

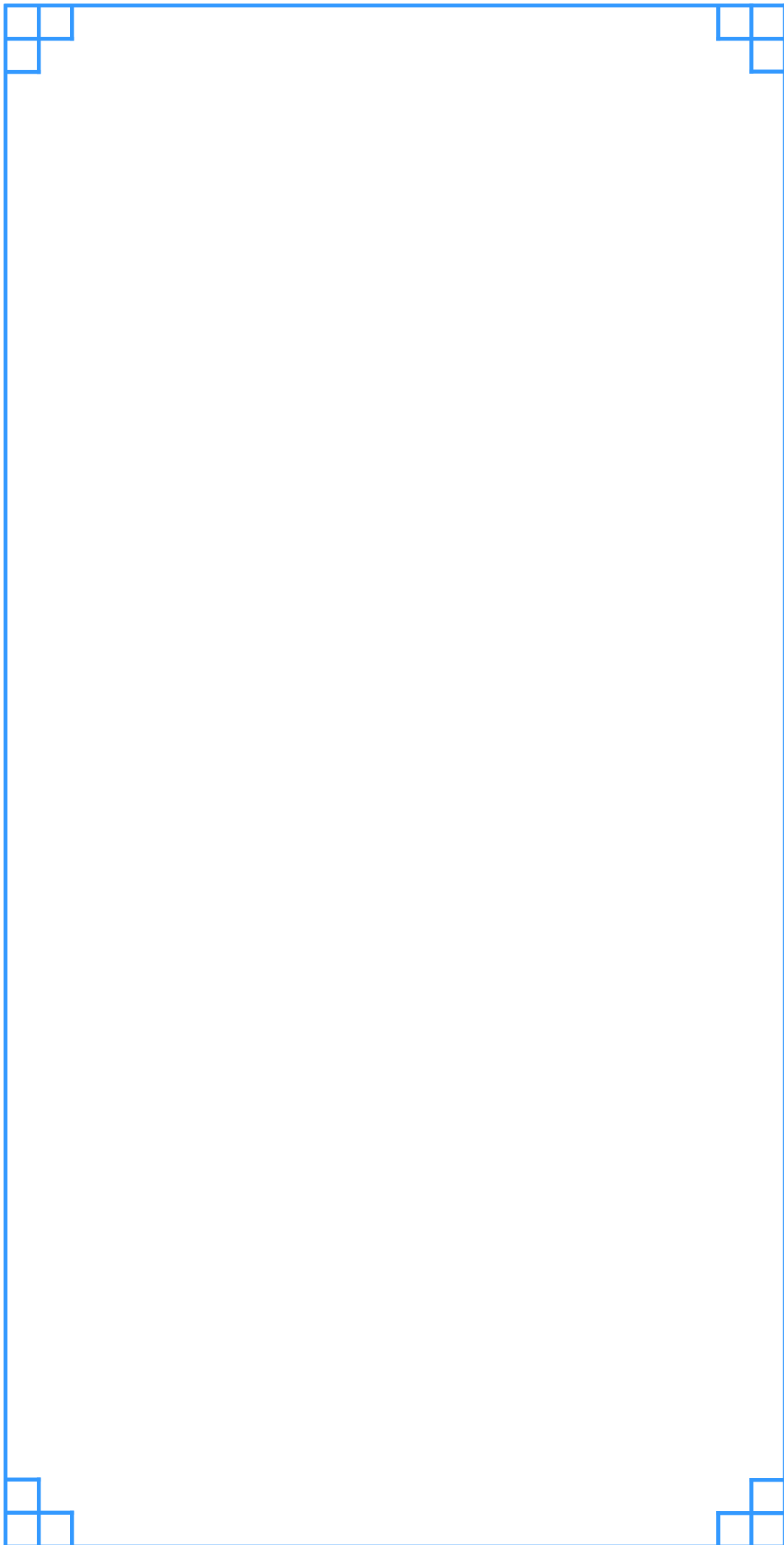
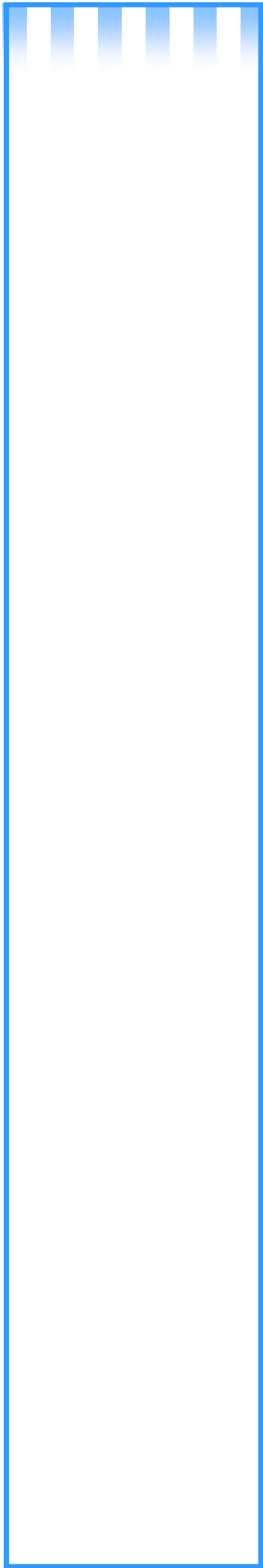
A study of ethical and philosophical issues surrounding: abortion, euthanasia, origins of the universe, value of the world and human responsibility to it, use and abuse of animals.

## **Religion, Crime and Punishment**

A study of ethical and philosophical issues surrounding: corporal punishment, death penalty, causes of crime, types of crime, forgiveness.

The 1998 Education Act reaffirmed that RE should be a compulsory subject, though parents have always had the option of withdrawing their children from RE lessons on the grounds of their conscience.







# **Subject Details**

**Select from the following  
courses according to the  
identified route being taken**

**French (MFL) is a  
Core Subject for those  
on the Green Route**

# 3D Sculpture

AQA 8202

*Fine Art*

*Allocation of  
marks:  
Coursework 60%  
Controlled test  
40%*

The GCSE Art/Sculpture course is suited to those students who enjoy working within the Art department and are enthusiastic about expressing their ideas through the process of making.

Sketchbooks are used extensively to record, observe and develop ideas. Students are taught to draw using a range of techniques and materials. They learn to work with pencil, black biro, charcoal, graphite, paint and various other media. All students make huge progress with their drawing skills throughout this course.

The course focuses on the three main traditional sculptural techniques: Carving, Constructing and Modelling. Students are taught to work with clay, plaster, wood, wire, papier-mache and found materials.

Techniques are taught through a series of projects inspired by the work of Artists and Sculptors from around the world. In Year 11 students are confident and skilled enough to explore their own ideas independently, using any relevant materials or techniques they prefer.

The course requires students to produce a substantial package of coursework (60%) and a final exam project (40%).

Students work hard in an enjoyable, focused, yet fun working environment.

Comments from current Year 10 and Year 11 students:

“It is great fun and really enjoyable”

“Turning our designs into real sculptures is brilliant!”

“There’s a great atmosphere in the room when we’re all making things.”

Please note that students **cannot** study both 3D Sculpture **and** Art and Design.



# Art and Design

AQA 8201

*Allocation of marks:*  
**Coursework 60%**  
**Controlled test 40%**

## Do you enjoy creative mixed media and Art?

Art and the Arts engage our brains like nothing else. The physical act of using our hands and minds to draw, paint and make artwork is hugely beneficial to our wellbeing. If you enjoy making, thinking, doing, reflecting, working with independence, problem solving, imagination and creativity then this is the course for you.



This is a really exciting and rewarding course in which you will experience and gain knowledge of many different types of art, hone your existing skills and try many new techniques and materials. We aim to build your skills and in turn confidence. Well-structured and taught projects lead to a sense of personal accomplishment and a portfolio of work to submit for your GCSE, and also to be really proud of.

## Year 10: Mark Making Project

In Year 10 we explore mark making; using dip pens and fine liner pens to create forms and shapes in space looking at some graphic and illustration art to help us. We explore the techniques of the Impressionists and show you how to make a garden painting inspired by Monet.

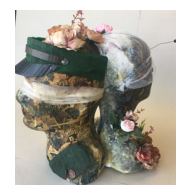
## Year 10: Collage Project

This is an experimental mixed media project exploring a range of styles with art materials, photography and digital options.

## Year 11

We start with a natural forms project and a series of workshop lessons exploring observing form, structure and composition, studying artists Georgia O'Keeffe and Henry Moore to make our outcomes. This is followed by a gallery visit to the exciting **Tate Modern**. Here you can experience artists' work in person to inspire you in a final project of **your own choice**. Depending on your interests, this could combine drawing, painting, collage, mixed media, three-dimension, digital art, photography or film.

GCSE art is fun and enjoyably challenging. We aim to broaden your knowledge of Art and Design and give you an experience of all that it can be. Art is for everyone. It is also the starting point for many careers in the arts. Our art students have gone on to study graphics, product design, illustration, fine art, architecture and animation.



The course requires students to produce a substantial package of coursework (60%) and a controlled practical test (40%). All the work is completed under the guidance and support of Art Department staff.

Some comments from previous Year 11 Art students:

"The course is a creative release that is different from other subjects"

"I found my artistic skills have really improved drastically!"

"I found the course rewarding and satisfying"

Please note that students **cannot** study both Art and Design **and** 3D Sculpture.

# Computer Science

OCR  
J277

*Allocation of  
marks:  
Written Exam  
100%*

## Why study GCSE Computer Science?

If you have an eye for detail, enjoy solving problems, and an interest in how computers work, this could be the course for you. A Computer Science GCSE demonstrates competency in a technical engineering subject.

This course will teach you how to programme in Python, a highly sought-after professional programming language, and you will write your own text-based adventure game. The course also covers many areas of computer science including computer systems, networking, databases, SQL, binary, data representation, law, ethics and cybersecurity.

Computer Science is taught through the OCR Examination Board and encourages pupils to:

- Apply fundamental principles and concepts of Computer Science including: Abstraction; Decomposition; Logic; Algorithms; Data Representation.
- Analyse problems using Computational Thinking. Gain experience in problem solving through problem analysis; design; programming; testing and evaluation.
- Understand computer hardware and software; networking and Communications; User Interactions and Interfaces.
- Gain an understanding of the impacts of digital technology upon society and the environment.
- Apply mathematical skills relevant to Computer Science.

## Course Content

### Computer Systems

- Systems architecture
- Memory and storage
- Computer networks and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology.



This component focuses on the theoretical understanding of Computer Science.

80 Marks, 1 hour 30 minutes, 50%

### Computational Thinking, Algorithms and Programming

- Algorithms
- Programming fundamentals
- Producing robust programs Boolean logic
- Programming languages and Integrated Development Environments.

This component focuses on the practical application of Computer Science: program design, writing, testing and evaluation.

80 Marks, 1 hour 30 minutes, 50%

# Cambridge National in Creative iMedia

OCR  
Level 1 / 2 J834

*Allocation of  
marks:*

*R093 70 marks*

*R094 50 marks*

*R098 70 marks*

The media industry is vast, covering both traditional and new media sectors, and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. This course helps to prepare students to work in this growing industry.

Delivered using online classroom learning (e.g. Teams and OneNote) with regular written assignments and a practical component, this fast-paced, course is split into three different units of work, one of which is an externally assessed written exam (1 hour 30 minutes) and the other two are NEA (coursework) units which are internally assessed (approx. 10 hours per assessment).

## **Unit 1 R093 Creative iMedia in the media industry (Externally assessed exam 1 hour 30 minutes)**

In this unit students will learn about the sectors, products and job roles that form the media industry. You will engage with legal and ethical issues as well as considering the processes used to plan and create digital media products, learning how media codes are used to create media products that convey meaning, create impact and engage audiences. You will also learn how to choose the most appropriate format and properties for different media products.

## **Unit 2 R094 Visual identity and digital graphics (NEA unit 1 of 2)**

In this unit, you will learn how to develop visual identities for clients. Applying the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

## **Unit 3 R098 Visual imaging (NEA unit 2 of 2)**

In this unit, you will learn how to apply the conventions of both static and moving images using language of visual imaging and communication. Planning and capturing photographs and moving images using a digital camera and learning to edit and process photographs and video sequences to create meaningful products in response to client briefs.

This is an ideal subject for anyone who wants to progress on to other related study, such as vocational qualifications in digital media and information technology, A-Levels, T-Levels and apprenticeships.



# Design and Technology

## Food Preparation and Nutrition

EDUQAS  
C560P1

Allocation of  
marks:  
Non exam  
assessment 50%  
Written exam 50%

The Food Preparation and Nutrition GCSE focuses on **practical cooking skills** to enable students to make links between theory and practice and be able to apply their understanding of food science and nutrition to **practical cooking**.

### Why study food at GCSE?

The course will:

- Develop a wide range of practical skills that can be used throughout life
- Learn about nutrition and how to maintain a healthy lifestyle
- Support applications to a wide range of further education courses.

### Year 10 Course Content

#### Practical lessons

Students will develop a wide range of technical skills through practical and experimental work using all of the commodity groups. 3 hours 30 minutes per fortnight will be spent on practical work.

#### Theory lessons

Students will learn about: commodity groups, nutrition, diet and good health, the science within food, where food comes from and cooking and preparation methods.

### Year 11 Course Content

#### September Non Exam Assessment (NEA) 1 Food Science Investigation (15%)

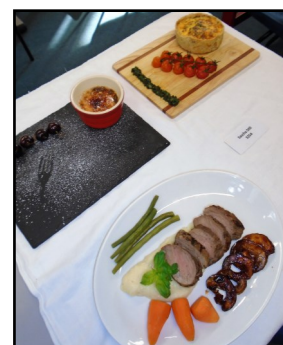
Apply food science knowledge to practical experiments and create a 6-8 page report. *Example task: Shortcrust pastry should have a short, crumbly, melt in the mouth texture. Investigate the best ingredients to achieve the perfect pastry (8hr assessment).*

#### November Non Exam Assessment (NEA) 2 Food Preparation (35%)

Research, plan and produce 3 dishes within a timed 3 hour practical assessment that showcases skills. *Example task: Research, prepare and cook three dishes that promote Street Food within the UK (12hr assessment).*

#### June Written Paper (50% of GCSE)

From February to June of Year 11 students will complete targeted revision using both practical and theory lessons to recap topics covered in Year 10 to fully prepare for the 1 hour 45 minute written exam paper.





# Design and Technology

## Specialising in Timbers and Textiles

Edexcel  
1DTO/1F

Allocation of marks:  
Coursework 50%  
Written exam 50%  
(1 hour 45 mins)

Design and Technology is changing. You will still be able to opt for the different specialist material areas such as Textiles and Timbers, but there is now a common core of theory work. Everyone has to study this regardless of which specialist area you choose. Some of this theory is tested in the exam and some in your final coursework piece.

**Design and Technology** is an exciting course, with its distinguishing feature being its practical nature. This encourages students to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques. Students will gain a working knowledge of textiles, woods, metals, polymers, smart materials and basic electronics.

Skills in Computer Aided Design (CAD) both 2D and 3D packages will be developed and opportunities to use Computer Aided Manufacture (CAM) will be given, including the use of the laser cutter, CNC machine and the 3D printers.

### Year 10

During the first year students will work on a range of smaller projects which will allow them to acquire the underpinning skills that are essential to their success in both the written paper and controlled assessment, these include practical skills, theoretical skills, designing skills, drawing skills, modelling skills and ICT/CAD skills.

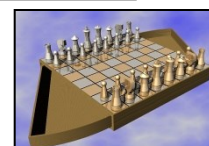
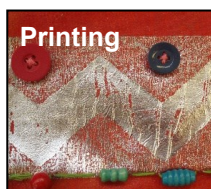
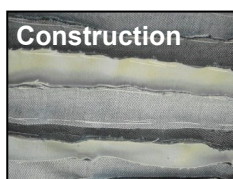
### Year 11

The second year of this two year course is dominated by the design and make unit. Students will be given a range of design content and encouraged to choose a project that will fully display their talents. The majority of the time will be spent designing and making their project. Exam preparation will taking place weekly through homework tasks and class based tests.

Coursework is 50% and is a design portfolio and made product. The final exam is worth 50% of the total marks and is 1 hour 45 minutes.

This subject develops key **life skills** and equips you with the knowledge and **confidence** to problem solve, **experiment** and **analyse**. Skills that you will use everyday even if you decide not to pursue a design based activity as a career choice.

Possible career paths include: Architecture, engineering, product design, industrial design, furniture making and design, special effects work, automotive engineering and design, interior design, carpentry and joinery, textile design, fashion and textiles, costume design.



# Drama

Edexcel  
1DRO

Allocation of  
marks:

Coursework:  
Devising: Practical  
and written  
40% of qualification  
60 marks

Performance from  
Text: Practical  
20% of qualification  
48 marks

Written exam:  
1 hour 45 mins  
40% of qualification  
60 marks

## Should I study Drama at GCSE?

If you...

- Enjoy Drama lessons,
- Enjoy acting and performing,
- Want to see live theatre,
- Can evaluate your work and that of others then ... **YES!**

5 hours a fortnight, lots of fun. Hard work and commitment and the ability to work as part of a team is essential.

### Component 1: Devising - Practical and written Coursework: 40% of the qualification – 60 marks

#### Content overview

Create and develop a **devised piece from a stimulus**

Marked internally.

There are **two parts** to the assessment:

- **A portfolio** covering the creating and developing process and analysis and evaluation
- **A live group performance.**

### Component 2: Performance from Text - Practical Coursework: 20% of the qualification – 48 marks

#### Content overview

Students will either perform in and/or design for **two key extracts** from a performance text.

Externally assessed by visiting examiner.

### Component 3: Theatre Makers in Practice

**Written examination: 1 hour 30 minutes**

**40% of the qualification – 60 marks**

#### Content overview

Practical exploration and study of **one complete performance text**.  
(This year's Year 10s will be studying *The Crucible* by Arthur Miller).  
Live theatre evaluation.

What students say:

"Learn team building and leadership skills."

"It's just good fun."

"It makes you feel good about yourself. "

See Ms Smith for more info.





# French (Modern Foreign Languages)

AQA  
8658

*Allocation of  
marks:*  
*Listening: 25%*  
*Speaking: 25%*  
*Reading: 25%*  
*Writing: 25%*

The French GCSE is a linear course.

There will be exams to test the 4 skill areas and these will be equally weighted. There are two tiers of entry: Foundation and Higher.

Students taking the Foundation paper will be graded 1-5 and those taking the Higher paper will be graded 4-9.

The topics to be covered will be:

## **Subject Content**

The specification covers three distinct themes. These themes apply to all four question papers.

### **Theme 1: Identity and culture**

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/community

### **Theme 2: Local, national, international and global areas of interest**

- Home, town, neighbourhood and region
- Social issues
- Global issues

### **Theme 3: Current and future study and employment**

- My studies Topic
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

The Government have made the decision that 75% of students nationally will take a GCSE in a Modern Foreign Language.

French is therefore a Core Subject, alongside other Core Subjects, for the majority of students.



# Geography

AQA  
8035

*Allocation of  
marks:*

*Written exam  
100%*

## GCSE Course Content

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. As well as studying traditional Geography such as cities, energy, rivers, coasts, earthquakes and volcanoes, the GCSE course also tackles some big issues:

- environmental responsibility
- our global interdependence
- cultural understanding and tolerance
- commerce, trade and industry.



### **Living with the Physical Environment (35%, 1hr 30 mins)**

**Challenges of Natural Hazards:** Tectonic hazards, weather hazards, extreme weather and climate change.

**The Living World:** Ecosystems, including tropical rainforests and deserts.

**UK Physical Landscapes:** Coastal and river landscapes in the UK.

### **Challenges in the Human Environment (35%, 1hr 30 mins)**

**Urban Issues and Challenges:** Urban growth, challenges and sustainability.

**The Changing Economic World:** Development and the development gap, employment changes, UK differences.

**The Challenge of Resource Management:** Resource management, energy, water issues and food supply.

### **Geographical Applications (30%, 1hr 15 mins)**

**Issue Evaluation:** Based on pre-release material (March of Year 11).

**Fieldwork:** Two days of fieldwork (one human, one physical). You will be asked exam questions about the work you have done.

All exams will be taken at the end of Year 11. Everyone has the same exam. There are no tiers of entry.

### **Where can Geography take you?**

This is a highly regarded subject that complements and links with many others. Careers directly linked with Geography include:



Planner - Market Researcher - Housing Officer - Estate Agent - GIS Specialist - Chartered Surveyor - Remote Sensing Analyst - Cartographer - Crime Analyst - Transport Manager - Location Analyst - Retailer - Regional Development Officer - Travel Agent - Tourism Officer - Media Researcher - Environmental Consultant - Estate Manager - Forestry Ranger - Conservation Officer - Pollution Analyst - Weather Presenter - Disaster Manager - Flood Protection Officer - Water Supply Coordinator - Risk Assessor - Hydrologist - Coastal Manager - Geologist - Civil Engineer - Soil Conservationist - Aid Worker - Diplomat - Refugee Advisor - Charity Coordinator - Teacher - Marketing Manager - Accountant - Lawyer - Town Planner.

# History

*Edexcel  
1H10*

*3 Exam papers  
(Longest paper  
1hr 45 mins)*

## Why study History?

History is about real people whose lives were sometimes exciting, frightening and heroic. We will be exploring their fascinating and, occasionally, tragic stories, and how they impact on the world today. As well as being interesting, this course will help you develop skills which will be useful in a wide range of jobs or in further studies. Students should be willing to think hard and tackle complex and relevant political, social and cultural questions. The ideal student will be enthusiastic and have an enquiring mind.

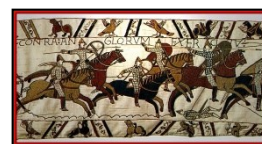
## What you will study

### **Themed Study: Medicine in Britain, c.1250-present**

Students will investigate which factors helped to improve medical knowledge from the medieval period to today. Included is a study of the historic environment of the British sector of the Western Front 1914-18: injuries, treatment and life in the trenches. A trip to the battlefields of WWI is possible.

### **British Depth Study: Anglo-Saxon and Norman England c1060-88**

Life in Anglo-Saxon England  
The Norman Conquest  
How William kept control  
Life in Norman England.



### **Period Study: Superpower Relations and the Cold War 1941-91**

A study of the major events of the Cold War including:  
The nuclear arms race, The Berlin Wall, the Cuban Missile Crisis, the collapse of the Soviet Union

### **Modern Depth study: Weimar and Nazi Germany 1918-1939**

The impact of World War I  
The Weimar Republic  
The rise of the Nazis  
The Nazis and control of Germany  
Life in Nazi Germany



## You will learn the following skills

- How to interpret and evaluate pieces of evidence (sources)
- How to communicate and apply your knowledge
- How to describe and analyse the key features of the period.
- Critical thinking and problem solving by studying: photographs, films, newspapers and original written sources.

## How is History relevant to me?

Besides being fascinating and teaching useful skills, History is a highly regarded subject and A-Level facilitating subject for the Russell Group of universities. History can lead to exciting careers in law, journalism, advertising, researching, archaeology, gaming developer and many more.

## Assessment

There are three examination papers, the longest exam is 1 hour 45 minutes. The full range of historical skills will be tested. An ability to read and write well is important.

# Music

OCR  
J536

*Allocation of marks:*  
*Performing*  
*(coursework)*  
*30% Composing*  
*(coursework)*  
*30% Listening &*  
*Appraising 40%*  
*(exam)*

If you enjoy taking part in musical performances, developing instrumental skills, composing your own music and listening to music, then you will enjoy GCSE Music.

The Music course will help you develop self-confidence, self-discipline and teamwork skills. The course provides substantial opportunity for practical and creative music making, composing and use of technology in recording and production of music.

***This course is designed to build upon the work done through Years 7 to 9. It is not just for those who are having lessons on an instrument.***

Approximately one third of the course is spent on performance activities – both individual performing and performing with others. A third of the course is spent on composing.

Practical workshops and theory help you to build up the understanding and skills you need to tackle individual composing tasks. The remaining third of the course focuses on listening. You will learn about a wide range of musical styles and traditions, covering a broad historical time span.

Topics covered will include Pop and Rock music, Film music, Music from around the world, as well as Baroque, Classical and Romantic music. We will also study the theory of Music so that the reading, writing and understanding of music becomes easier.

During practical 'workshop' lessons much performing and improvisation work is done in pairs or groups. Composing coursework is done individually – a significant amount of this work is set as homework.

Time will be spent in lessons preparing for individual or group performances which will be assessed. You will be given the opportunity to take part in concerts and you can use some of these performances as part of your performing portfolio.

All students are expected to perform once to the whole class as part of the learning process.

If you have any additional queries about this course please do not hesitate to contact Head of Music, Mr Smith.





# Physical Education

AQA  
8582

*Allocation of marks:*  
*Practical performance 30%*  
*Written examination 60%*  
*Analysis and evaluation 10%*

Teachers and the Youth Sport Trust worked closely to develop a GCSE in Physical Education that will inspire. New and contemporary topics will help students of all abilities develop a well-rounded skill set and prepare them for progression to further studies. The specification is engaging and assessment is clear. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

## Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being.

## Assessment

2 papers, both 1 hour 15minutes.  
78 marks and 30% of GCSE per paper.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 1: The human body and movement in physical activity and sport  
Paper 2: Socio-cultural influences and well-being in physical activity and sport.

Non-exam assessment: Practical performance in physical activity and sport. 40% of GCSE. This will be assessed in core PE lessons and it is essential that students attend clubs in order to be involved at a challenging level.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). One activity needs to be a team activity, one an individual and the third can be either.

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity from the specified list. A list of practical activities can be found at AQA GCSE PE 8582.



# Science Option

AQA

Biology 8461

Chemistry 8462

Physics 8463

*Allocation of marks:*

*Examination  
100%*

Students who select the Science Option will have 14 lessons per fortnight so must be 100% committed to the subject, and will be taught Biology, Chemistry and Physics as separate subjects by subject specialists.

They will be studying the AQA Biology, AQA Chemistry and AQA Physics separate science courses.

Students **MUST** take Biology, Chemistry **AND** Physics. There are no choices within the option block.

The course is mostly suitable for students who attain "Above Expected" or "Significantly Above" in their end of Key Stage 3 Year 9 assessment. Places on the course are restricted due to limitations on class size. As a result of this, a selection process may need to take place.

This qualification is linear, meaning that students will sit all their exams at the end of the course and will be awarded 3 GCSEs.

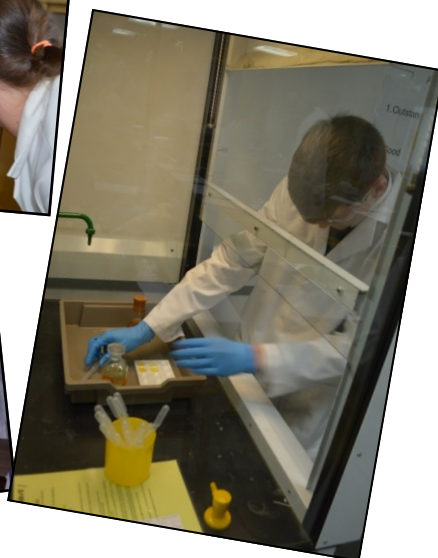
Throughout Year 10 and Year 11 students cover the same basic modules as those students who are studying 'AQA Trilogy,' however, extra time is spent covering these modules in more depth with extra science topics being included.

We recommend this course for students who may wish to study A Level qualifications in Science in the future.

## Assessments

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas, are 1 hour 45minutes long and worth 50% of the final grade for that subject.

The practical aspect of science will be examined in the final exams. It is expected that students complete "Required Practical Activities" as part of their normal lessons.



# Study Support

Available on  
Red and  
Yellow  
routes only

This established course is an essential option for some students. The course allows students to receive additional support in both Maths and English to help them develop the knowledge and essential skills required in these areas.

With 98% of employers rating qualifications in Maths and English as most important, this option on the Red and Yellow routes has been well received.

Students will identify, with their teacher, their strengths and weaknesses before moving forward to address these areas and build really effective study skills. Within this option, a member of staff will be on hand to help students plan and use their time effectively.

The Maths element of study support offers pupils the opportunity to achieve Level 1 and 2 qualifications in Functional Skills Maths. These qualifications will also support GCSE study through the development of basic arithmetic skills and the development of problem-solving skills.

In English sessions, students will develop the required skills needed in order to achieve Grade 4+ in both English Literature and English Language. Lessons will be taught by a member of the English team and will complement the planned curriculum covered in their English lessons with their main teacher. Skills covered include organising the revision they will undertake at home, analysing language, memorising quotations from the literature texts, grammar and accuracy in writing and approaching exams.

The Government decided that young people who are in education after Year 11 without the equivalent of a new Grade 4 in Maths and English are required to keep studying these subjects, and re-sitting them until they reach a grade 4 (or equivalent level).

Therefore, to ensure that all our students can access the widest possible range of opportunities after their GCSEs, this opportunity forms part of the curriculum for students on **Red** and **Yellow** routes.



# Work Related Qualification (WRQ)

*Continuous  
assessment within  
the working  
environment  
alongside practical,  
written and oral  
tests*

## For Red Route Students Only

The distinguishing feature of these proposed courses is that students will acquire work related skills that will be useful in any occupation whilst also ensuring access to a broad curriculum.

### Construction – Screwfix Construction Trade Academy

Run by staff from Yeovil College the “Trade Academy” and works on a multi-carousel basis. Students have an opportunity to achieve certificates in:

- ◇ Bricklaying
- ◇ Carpentry
- ◇ Plumbing
- ◇ Electrical

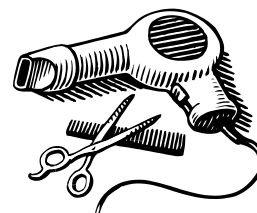


Students will be expected to participate in all aspects of the Academy.

### Hair and Beauty – AQA Unit Award Portfolio of Work

Entry Level and Level One unit awards

Students on this very practical course will undertake AQA modules at entry level. They will provide a portfolio of work which will give them qualifications that may give them prospects within the industry, either at college or in an apprenticeship, after leaving school.



### Food and Cookery – AQA Unit Award

Basic Food Hygiene

This practical course is designed to give students a range of basic skills, whilst allowing them to complete AQA modules that may open up future possibilities within the industry. All students take their Food and Hygiene certificate, the first step towards employability.



Please note that places on vocational courses are strictly limited and all courses will run subject to appropriate staffing and funding. If student numbers necessitate we will combine courses.

