

**Blessed Hugh Faringdon  
Catholic School and  
Sixth Form Centre**



*'True Teaching'*

**Aiming for Success  
at GCSE**

An Informative and Supportive Guide  
for Students and Parents

**YEAR 10 – Year 11  
2021-2023**

*"Outstanding School"*  
2018 Diocesan Inspection (Section  
...)



# Blessed Hugh Faringdon Catholic School and Sixth Form Centre



September 2021

Dear Students, Parents and Carers,

Welcome to your GCSE courses for the next two years.

You will have an exciting two years of hard work ahead of you but the recent examination successes enjoyed by pupils in the school indicate that if you are prepared to apply yourself and co-operate with your teachers you will be very successful.

As part of our “Aiming for Success” curriculum evening, we are taking the opportunity to issue this booklet. It will enable everyone to have a clearer picture of each stage of their course, with particular emphasis on:

- Details of the units of study for the courses undertaken, including the exam board (e.g. OCR) and the syllabus number (e.g. 1121) and name, e.g. English Literature
- Controlled assessment content

All subject examination specifications, including course content, past examination papers etc. can be found on the Exam Board websites.

The main Exam Boards are:

[www.edexcel.com](http://www.edexcel.com)  
[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.eduqas.co.uk](http://www.eduqas.co.uk)

The booklet details the courses issued in the Options Booklet and brings together much of the day to day advice given by teaching staff. Experience shows that achieving good levels of organisation depends upon having a keen awareness of what is expected.

## GCSE Courses

GCSE courses are linear courses that are assessed at the end of Year 11. Assessment has now moved to 100% external examinations for the majority of subjects, with some still having internally assessed components.

The national grading system has been designed so that there are comparable points to the previous GCSE grading system:

- Grade 9 Indicates exceptional performance.
- Grade 7 The bottom of grade 7 is comparable to the bottom of the previous grade A.
- Grade 5 A “strong pass”  
Is comparable to the top of the previous grade C.
- Grade 4 Indicates a “standard pass”  
The bottom of grade 4 is comparable to the bottom of the previous grade C.

Please see the diagram below:

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
1	G
U	U

When the Government published its league tables in 2018, the Grade 5 (not 4) was the figure used in these tables, even though a Grade 4 is equivalent to a current Grade C.

Your child **must** keep the booklet with them until the Summer examinations of 2023.

We have in place a range of strategies to assist those who need additional support to meet deadlines. These include voluntary and compulsory workshops, voluntary and compulsory revision classes, supervised study sessions, coursework catch up classes, etc. depending on the degree of support that is appropriate for the individual.

There are so many opportunities available to embed success. Just ask us if you want more!

I would also like to remind you that we have a great Sixth Form here at Blessed Hugh Faringdon and you should be thinking of the courses you would like to study in the Sixth Form and meeting any entry requirements they have – don't leave anything until it is too late.

Be assured of our prayers and best wishes for your studies.

A handwritten signature in black ink that reads "Simon R. Uttley". The signature is written in a cursive style with a long horizontal flourish underneath the name.

**Dr Simon Uttley**  
**Headmaster**

## 2021/2022

**Head of Year 10**

Mrs ML Edwards

**Tutors**

**10DB**

Mr D Carter

**10MK**

Miss T Hobson

**10ML**

Mr C Saumarez

**10MT**

Miss J Greaves

**10OR**

Miss J Carey

**Component 1: Catholic Christianity**  
**Component 2: Perspectives on Faith**

## Year 10 Units of Study:

### Perspectives on Faith - Judaism:

Students will study the beliefs, teaching, and practices of Judaism, and how these influence individuals, communities, and societies.

### Catholic Christianity:

Students will study the beliefs, teaching, and practices of Catholics from the two remaining topics: Church and the Kingdom of God and Eschatology.

## Year 11:

**Perspectives on Faith:** Theme A: Religion, relationships, and families  
Theme B: Religion, human rights, and social justice

Followed by a thorough and detailed programme of revision of both components studied in years 9 and 10, and preparation for the exam at the end of the year.

## Equipment:

- A Bible with the Old and New Testament.
- Textbook is provided in the lesson.
- A Bible is **not** allowed in the examination

## Homework:

PowerPoint presentations, reading, research using the internet and library, examination questions, learning Bible passages through visualisation, e.g., symbols/illustrations, mind map summaries, revision tasks, media research.

## Revision:

Before each mid unit and end of unit assessment  
Before the Year 10 mock examinations  
December of Year 11 onwards

## Examinations:

The assessment consists of two written GCSE examination papers:

<b>Year 11</b>	<b>100% exam</b>	
<b>Component 1:</b>	<b>Catholic Christianity</b>	50%
<b>Component 2:</b>	<b>Perspectives on Faith</b>	50%

Year 10 mock examination: End of Year 10  
Year 11 mock examination: November/December of Year 11

## Extra resources for Gifted and Talented:

- Students to practice knowledge by 'teaching' parents
- Focus on achieving grade 9 through exam practice
- Modelling answers, paired and self-assessment
- Targeted, detailed revision booklet
- Challenge as presented through the extended writing evaluation questions

## Extra resources for basic skills students:

- Appropriate revision skills taught
- Organisational skills developed
- Targeted, differentiated revision booklet
- Internet resources as advised – [www.aqa.org](http://www.aqa.org)

AQA English Language 8700  
AQA English Literature 8702

[www.aqa.org.uk](http://www.aqa.org.uk)

English Language will be taught both through the Literature course – as outlined below – and as distinct units, also outlined below over a three-year period, which will also include transitional skills from KS3 to KS4.

## Years 10 and 11 Units of Study

(a chronology is in place that will be shared with student)

**Literature:** “*Macbeth*” by William Shakespeare - 17<sup>th</sup> century  
“*Dr Jekyll and Mr Hyde*” by R L Stevenson - 19<sup>th</sup> century  
“*An Inspector Calls*” by J.B Priestly OR *Lord of the Flies*  
*Poetry Anthology (Power and Conflict)*

**Language:** Paper 1 Explorations in creative reading and writing  
Paper 2: Writers’ viewpoints and perspectives (as above)

## Skills Assessed:

**Reading:** Identify, interpret, synthesise and evaluate meanings  
Compare ideas and perspectives

**Writing:** Communicate clearly and imaginatively with appropriate register and form.  
SPaG

Spoken Language will be graded separately from the Language GCSE, i.e., it will be awarded a grade in its own right.

This will assess over a ten-minute period:

- presentation skills
- ability to listen appropriately
- use of standard English

## Equipment:

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

## Homework:

One piece of homework per week.

## Revision:

This will be based around both mid-term formative assessments and end of unit summative assessments. Students will be assessed every three weeks.

## Examinations:

These are linear exams, i.e., English Language and English Literature to be taken at the end of Year 11.

## Extra resources for Gifted and Talented:

Provision through differentiated questions in each lesson, class leaders on lesson starters and plenaries and introduction to and developing their understanding of literary concepts necessary for A level literature study.

## Extra resources for basic skills students:

A range of differentiated texts will be available to match the needs of different levels of ability.

## Year 10 Programme of Study

GCSE in Mathematics gives students the opportunity to develop the ability to:

- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Throughout Year 10 and 11 students:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including: Number, Algebra, Geometry, Measures, Statistics, Probability, Ratio and Proportion.
- Use their knowledge and understanding to make connections between mathematical concepts
- Apply the functional elements of mathematics in everyday and real-life situations.

## Equipment:

It is essential that pupils bring Mathematical equipment – exercise book, ruler, pen, pencil, protractor and a calculator to all lessons.

## Homework:

Students are given two pieces of homework per week either online or as a written homework. Failure to complete the work to the acceptable standard will result in attending after school Monday's study session (supervised by members of Maths Department).

## Revision:

www.mymaths.co.uk

Kerboodle.com

mathsgenie.co.uk

CGP Revision Guide

hegarty maths

## Examinations:

Three written papers: each contributes one-third of the final grade

- Tiered papers Higher and Foundation
- Foundation Tier grades 5-1 available
- Higher Tier grades 9-4 available
- Each paper 1 hour 30 minutes
- Paper 1: Non-calculator
- Papers 2 and 3: calculator required

## Extra resources for Gifted and Talented:

Revision resources:

- Maths Department
- [www.nrich.maths.org/forstudents](http://www.nrich.maths.org/forstudents)

## Extra resources for Basic Skills students:

- Kerboodle.com
- After school study session (Monday)

## Separate SCIENCE – Biology/Chemistry/Physics GCSE

AQA GCSE Biology 8461  
GCSE Chemistry 8462  
GCSE Physics 8463

[www.aqa.org.uk](http://www.aqa.org.uk)

This course is available to pupils who are on pathway 1 or have obtained consistently good grades (6 or above) in Science assessments during Year 9.

### Year 10 Units of Study:

- B1 Bioenergetics and Homeostasis and response
- C1 Bonding, Structure and the properties of Matter, Quantitative chemistry, Chemical changes and Energy changes.
- P1 Electricity and Forces

### Year 11 Units of Study:

- B2 Inheritance, variation and evolution and Ecology
- C2 The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and using resources
- P2 Waves, Magnetism and electromagnetism and Space physics.

The topics taught in Years 10 and 11 build upon the basics covered in Year 9. In addition to the content that is covered in the Science Double award, separate Science pupils will cover extra content in each of the units of study and in greater detail.

The qualifications awarded at the end are three separate GCSEs in Biology, Chemistry and Physics.

### Equipment

In addition to the basic school equipment, every pupil needs to bring a calculator to all Science lessons. Students are also very strongly advised to buy the Revision books which are available at a discount from the department.

### Homework:

Researching topics, planning and writing up investigations, reading, revising for module tests, practice exam type questions etc

### Practical Skills:

There are eight required practical investigations for GCSE Biology, Chemistry and Physics. Pupils will be expected to answer questions on the practical investigations carried out via the external exams.

### Revision:

- Structured revision will occur prior to each module test
- Revision boosters are available prior to every test and examination

### Assessment:

Pupils will sit an assessment at the end of each unit studied

### Examinations:

- **External Module exams are linear and sat at the end of the course**
- **Mock Exams are sat at the end of year 10**

**Extra resources for Gifted and Talented:**

- Focus on achieving 8/9 through exam practice
- Exam question booklets on application, analysis, prose and synthesis questions to target grade 8/9
- Focused revision and intervention sessions

Students study GCSE Combined Science: Trilogy 8464 (Double Award)

## Year 10 Units of Study:

- B1 Bioenergetics and Homeostasis and response
- C1 Bonding, Structure and the properties of Matter, Quantitative chemistry, Chemical changes and Energy changes.
- P1 Electricity and Forces

## Year 11 Units of Study:

- B2 Inheritance, Variation and Evolution and Ecology
- C2 The rate and extent of chemical change, Chemical analysis, and Using resources
- P2 Waves, Magnetism and electromagnetism.

## Equipment:

In addition to the basic school equipment, every pupil needs to bring a calculator to all Science lessons. Students are also very strongly advised to buy the set of CGP Revision books which are available at a discount from the department.

## Homework:

Researching topics, planning and writing up investigations, reading, revising for module tests, practice exam type questions etc.

## Practical Skills:

There are twelve required practical investigations that will be taught throughout the course. Pupils will be required to answer questions based on the practical investigations in the exam papers.

## Revision:

Structured revision and booster sessions will occur prior to each module test.

## Assessment:

Pupils will sit a test to assess progress and understanding at the end of each unit studied.

## Examinations:

- External Module exams are linear and sat at the end of the course
- Mock Exam are sat in November and March

## Extra resources for Gifted and Talented:

- Focus on achieving 8/9 through exam practice
- Exam question booklets on application, analysis, prose and synthesis questions to target grade 8/9
- Focused revision and intervention sessions

## Extra Resources for Basic Skills students:

- Differentiated learning strategies
- Extra help with exam technique
- Focused revision sessions.

**Unit 1: Controlled Assessment Portfolio**

Component 1 is 100% coursework and is worth **60%** of the final mark. This Unit begins in Term 1 of Year 10 and concludes during Term 2 of Year 11. Students will be required to demonstrate their drawing and painting skills as well as their ability to research ideas, analyse artists' work and sustain a design development.

**Unit 2: Externally Set Task**

An exam paper, outlining five project themes, will be issued to students in Term 3 of Year 11. Students will then have a preparatory period during which they will research, plan, and develop ideas leading to a final outcome based on one of the five themes.

The final outcome will be completed during a 10-hour supervised time period which will take place over two school days.

**Summer exam: April 2021**

**Equipment:**

A range of pencils, paintbrushes, colouring pencils, pens, watercolours, an acrylic paint set, eraser and sharpener and A3 sketchbook(s).

**Homework:**

Observational drawing activities, artist research, gathering resources for practical class work, completing coursework.

**Revision:**

- Mock exams in Year 10 and Year 11.
- Group critiques and self/peer assessments to review and refine progress.
- Mini exhibitions

**Extra resources for Gifted and Talented:**

- Invitation to meet with A' level art students to share ideas and view their work
- Opportunities to work on a larger scale and with a wider range of art media
- Opportunities to explore alternative themes and work with more independence
- After school workshops.
  - [www.tate.org.uk](http://www.tate.org.uk)
  - [www.axisartists.org.uk](http://www.axisartists.org.uk)
  - [www.art2day.co.uk](http://www.art2day.co.uk)
  - [www.theartstory.org](http://www.theartstory.org)
  - [www.artuk.org](http://www.artuk.org)

**Extra resources for Basic Skills students:**

- Exam preparation day
- Basic skills worksheets
- Intervention workshops
- Personal Learning Checklists

**Course Outline:**

Entry Code	2 Year Course	Component Title	Assessment Type
J204	Year 10: Component 01	<b>Business 1:</b> Business activity, Marketing and People	External Assessment
	Year 11: Component 02	<b>Business 2:</b> Operations, Finance, and Influences on business	

**Course Overview:**

**Year 10**

**Business 1: Business Activity, Marketing and People (01)**

- |                      |     |   |
|----------------------|-----|---|
| 1. Business Activity | 1.1 | The role of business enterprise                         |
|                      | 1.2 | Business planning                                       |
|                      | 1.3 | Business ownership                                      |
|                      | 1.4 | Business aims and objectives                            |
|                      | 1.5 | Stakeholders in business                                |
|                      | 1.6 | Business growth   |
| 2. Marketing         | 2.1 | The role of marketing                                   |
|                      | 2.2 | Market research   |
|                      | 2.3 | Market segmentation                                     |
|                      | 2.4 | The marketing mix                                       |
| 3. People            | 3.1 | The role of human resources                             |
|                      | 3.2 | Organisational structures and different ways of working |
|                      | 3.3 | Communication in business                               |
|                      | 3.4 | Recruitment and selection                               |
|                      | 3.5 | Motivation and retention                                |
|                      | 3.6 | Training and development                                |
|                      | 3.7 | Employment law  |

**Year 11**

**Business 2: Operation, Finance and Influences on Business (02)**

- |               |      |  |
|---------------|------|--|
| 4. Operations | 4.1  | Production process                     |
|               | 4.2  | Quality of goods and services          |
|               | 4.3  | The sales process and customer service |
|               | 4.4  | Consumer law                           |
|               | 4.5  | Business location                      |
|               | 4.6  | Working with suppliers                 |
| 5. Finance    | 5.1. | The role of the finance function       |
|               | 5.2  | Sources of finance                     |
|               | 5.3  | Revenue, costs, profits and loss       |
|               | 5.4  | Break-even                             |
|               | 5.5  | Cash and cash flow                     |

6. Influences on Business	6.1	Ethical and environmental considerations
	6.2	The economic climate
	6.3	Globalisation

**Year 11 – Summer:** The exams come in the form of two external examinations

**Business 1 (01) 80 marks 1 hour 30 minutes**

Assesses content from business activity, marketing and human resources

**Business 2 (02) 80 marks 1 hour 30minutes**

Assesses content from operations, finance and influences on business and assumes knowledge from marketing and human resources

Both papers are split into two sections

Section A contains multiple choice questions worth 15 marks.

Section B includes short, medium and extended response style questions which use case studies based on real business, worth 65 marks.

**Equipment Needed:**

Pens, rulers, pencils, exercise books, colouring pens/pencils, a calculator and a revision guide (in Year 11).

**Revision and Exams:**

Students will be required to prepare for two exams. In order to prepare for these, they will be set several interim examinations that should test their knowledge and understanding.

Students will be required to attend revision days organised by the department

## Overview of Qualification:

Edexcel have developed the GCSE Computer Science 2020 in collaboration with teachers and the Computer Science community to create an engaging qualification that equips students with the knowledge and practical skills to thrive in the fast-changing world of Computer Science. The qualification provides a practical approach to developing computational skills.

Paper 1 is a written examination and Paper 2 is a practical onscreen assessment.

### **Paper 1: Principles of Computer Science (\*Paper code: 1CP2/01)**

Written examination: 1 hour and 30 minutes 50% of the qualification 75 marks

#### **Content overview:**

This paper will assess Topics 1 to 5.

- Topic 1: Computational thinking
- Topic 2: Data
- Topic 3: Computers
- Topic 4: Networks
- Topic 5: Issues and impact

#### **Assessment overview:**

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

### **Paper 2: Application of Computational Thinking (\*Paper code: 1CP2/02)**

Onscreen examination:

2 hours

50% of the qualification

75 marks

#### **Content overview:**

This paper will assess Topic 6: Problem solving with programming.

- understanding what algorithms are
- understanding how to decompose and analyse problems
- ability to read, write, refine, and evaluate programs.

#### **Assessment overview:**

This practical paper requires students to design, write, test, and refine programs in order to solve problems. They will be provided with:

- coding files
- a hard copy of the question paper to support completion.

This assessment consists of six compulsory questions.

### Homework:

You will be set one formal homework, each week, in line with the homework timetable and will, also, be expected to spend time at home, or in school, working on developing the skills required to complete assessment assignments. You should enjoy coding in at least one language and working with technology as a hobby in your spare time.

### Extra resources for Gifted and Talented:

- [www.codecademy.com](http://www.codecademy.com)  
([Learn to Code - for Free | Codecademy](#))

### Extra resources for Basic Skills students:

- [www.codecombat.com](http://www.codecombat.com)  
([CodeCombat - Coding games to learn Python and JavaScript | CodeCombat](#))
- <https://hourofcode.com/uk>  
([Join the largest learning event in history, October 10-25, 2020 \(hourofcode.com\)](#))

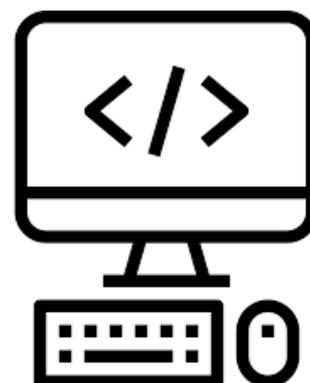
### Assessment Schedule:

The course is 100% external examination

- Paper 1 – Written exam 50%
- Paper 2 – Computer based exam 50%

### Useful Websites:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>



## Units of Study:

The GCSE Food Preparation and Nutrition specification sets out the knowledge, skills and understanding required to cook and apply the principles of food science, nutrition and healthy eating. The topics are Food, Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance.

## Equipment:

Pupils are expected to supply all ingredients for all practical lessons, however in some cases, some ingredients can be purchased to help with costing/budgeting.

## Homework:

Homework will take the form of research projects based on the lesson topics. It is expected that students spend approximately 2 hours per week researching and revising in preparation for the NEAs and final exam.

## Coursework Units (NEA 1 and NEA 2):

Final submission for folder and practical work:

**March 2022** (starting in Sept 2020)

The 'non-exam assessments' are worth 50% of the overall GCSE grade.

This is completed in two tasks:

### Task 1: Food investigation:

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

### 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 3 hours, planning in advance how this will be achieved.

## Revision:

A revision guide and exam practice booklet are available on SharePoint.

## Examinations:

Written exam:	<b>1 hour 45 minutes</b>	100 marks	50% of GCSE
Food investigation task:	10 hour written report	30 marks	15% of GCSE
Food preparation task:	3 hour practical	70 marks	35% of GCSE

## Extra resources for Gifted and Talented:

- Focus on achieving grade 8/9 through exam practice
- Focused revision and intervention sessions

## Extra resources for Basic Skills students:

- Refer to exemplar folders
- Border templates for coursework
- Attend intervention sessions

## Units of Study:

The Year 10 course will cover a wide range of skills, processes and techniques to prepare students to apply investigative, analytical and problem-solving skills to the 'design and make task' set by the exam board (AQA). This coursework unit ('non-exam assessment') will begin at the end of Year 10 and conclude in March. Students will then prepare for a written exam paper in June.

## Equipment:

An A3 folder – this **must** be brought to all lessons. Drawing equipment - includes coloured pencils, fine liners, ruler and compasses. Students must be prepared to have this equipment ready for all lessons, mock exams and the final exam. It is also a great advantage to have the use of a personal computer and printer.

All of this will also be needed for the examination in December (mock) and June, and for **all lessons**.

## Homework:

All Design and Technology homework should take approximately 2 hours a week in Year 10. The assignments will consist of a mixture of the following: researching, investigating, disassembly, drawing, sketching, analysing, planning, evaluating and recording results.

## Coursework Unit (NEA):

Final submission for folder and practical work:

**March 2022** (starting in Sept 2020)

The 'non-examination assessment' (NEA) will be in A3 format and consist of approximately 20 pages. From a series of test samples, one model or product will be selected and produced in 3D.

*All controlled assessment will need to be completed on a weekly basis and should it not be completed, then students will have to attend a compulsory after-school session to complete the outstanding work.*

## Revision:

Read the revision textbook on SharePoint, make notes and complete the set activities.

## Examinations:

Written exam:	2 hours	100 marks	50% of GCSE
NEA (Non-exam Assessment):	30-35 hours	100 marks	50% of GCSE

## Extra resources for Gifted and Talented:

- Include manufacturing perspective
- Collect student CAD software version
- Research based visits
- Use of 3D printer
- Involvement of industry expert
- Sustainability evaluation

## Extra resources for Basic Skills students:

- Refer to exemplar folders
- Border templates for coursework
- Attend booster sessions

## Year 10 and Year 11 Units of Study

Component 1	Devising Theatre	40% of GCSE
Component 2	Performance from a Text	20% of GCSE
Component 3	Interpreting Theatre	40% of GCSE

### Equipment:

Studio / paper / study guides

### Homework:

Written portfolio analysing rehearsal workshops.  
Coursework reading and writing.  
Revision

### Coursework:

#### Component 1 Devising Theatre

Learners will be assessed on either acting or design

Content overview:

- Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in **response to a stimulus** set by WJCE
- Learners must produce:
  - A realisation of their piece of devised theatre
  - A portfolio of supporting evidence
  - An evaluation of the final performance or design.

#### Component 2 Performing from a Text

Content overview:

- Learners will be assessed on **either** acting **or** design
- Learners study **two** extracts from the **same** performance text chosen by the centre
- Learners participate in **one** performance using sections of text from **both** extracts.

#### Component 3 Interpreting Theatre

Content overview:

##### Section A: Set Text

A series of questions on **one** set text from a choice of five:

1. *The Tempest* William Shakespeare
2. *The Caucasian Chalk Circle* Bertolt Brecht
3. *Hard to Swallow* Mark Wheeler
4. *War Horse* Michael Morpurgo, adapted by Nick Stafford
5. *DNA* Dennis Kelly

## Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

### Examinations

**Component 1:** Devising Theatre

Non-exam assessment  
Internally assessed, externally moderated  
**40% of qualification**

**Component 2:** Performing from a Text

Non-exam assessment  
Externally assessed by a visiting examiner  
**20% of qualification**

**Component 3:** Interpreting Theatre

Written examination - 1 hour 30 minutes  
**40% of qualification**

### Extra Resources:

- A range of visual and audio learning resources in SharePoint
- EDUQAS website
- One-to-one support
- Extra sessions outside timetabled lessons
- A wide range of theatre books in the Drama department and the library

## Year 10 Units of study:

- Natural Hazards
- Tectonic Hazards
- Weather Hazards
- Climate and Change
- Coasts
- Glaciation

## Year 11 Units of study:

- Development Gap
- Nigeria
- Changing UK Economy
- Resource Management
- Energy
- Study of pre-release material

## Equipment:

Normal basic equipment, percentage protractor, normal protractor, calculator

## Homework:

Set reading tasks, activities, sample exam questions, research

## Skills examination – preparation:

- Swanage coastal / tourism study
- A day will be spent gathering information which will be written up by the students and used in skills examination

## Revision:

There will be intensive revision sessions at the end of the course and at the end of each unit

## Examinations:

Three written examinations and a controlled assessment

All written papers are taken at the end of the two-year course

Unit 1:	The Physical Environment	35%	1 hour 30 minutes
Unit 2:	The Human Environment	35%	1 hour 30 minutes
Unit 3:	Skills	30%	1 hour 15 minutes

## Extra resources for Gifted and Talented students:

- Focused revision sessions
- Differentiated learning strategies
- Encouraged to develop independent coursework assignments within the general framework

## Overview of Qualification:

This course gives students the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life-changing events like marriage or parenthood. Students will learn how people adapt to these changes as well as the types of support available to help them.

Students will also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. Students will be able to demonstrate these care values practically. Students will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

## Component 1: Human Lifespan Development

This unit will be internally assessed through a written assignment  
This unit will make up 30% of the overall qualification.

### Content Overview

- Explore how individuals develop physically, emotionally, socially and intellectually over time
- Investigate how various factors, events and choices may impact on individuals' growth and development
- Discover how people adapt to life events and cope with making decisions

## Component 2: Health and Social Care Services and Values

- This unit will be internally assessed through a written assignment
- This unit will make up 30% of the overall qualification

### Content Overview

- Learn which health and social care services are available
- Identify why people might need to use these services
- Discover who is involved in providing these services
- Explore what might stop people from accessing the services they need
- Look at the care values they have to make sure people get the care and protection they need

### **Component 3: Health and Wellbeing**

This unit will be externally assessed through a written assignment in which students create a health and wellbeing improvement plan.

This unit will make up 40% of the overall qualification

#### **Content Overview**

- Learn what 'being healthy' means to different people
- Explore the different factors that might influence health and wellbeing
- Create a health and wellbeing improvement plan for that person which includes targets

#### **Equipment:**

Fully equipped pencil case.

Course booklets and resources will be provided for each student

#### **Extra resources for Gifted and Talented:**

- Workshops and intervention available after school for specific skills development
- Extension activities and reading to challenge the more motivated
- Differentiated resources for tasks and activities with the classroom and for homework

#### **Extra resources for Basic Skills students:**

- Regular contact with SEN and ASD departments for support
- Intervention sessions on Monday after school for those who need extra support for Unit 1
- Differentiated resources for tasks and activities with the classroom and for homework.

# HISTORY

Edexcel GCSE – History

[www.qualifications.pearson.com](http://www.qualifications.pearson.com)

## Year 10 and Year 11 Units of Study:

<b>Paper code:</b> 1HI0/12	Warfare and British society, c1250-present London and the Second World War, 1939-45
<b>Paper code:</b> 1HI0/26-27	Superpower relations and the Cold War, 1941-91
<b>Paper code:</b> 1HI0/B1	Anglo-Saxon and Norman England, c1060-88
<b>Paper code:</b> 1HI0/31	Weimar and Nazi Germany, 1918-39

We also study Black History Week in October and The Holocaust in January

**Equipment:** Standard

**Homework:** Background reading and ICT research, source work, essays, and exam questions.

## Revision:

- In-house revision
- Regular sessions after school for target groups
- After school workshops
- Schoolhistory.co.uk website

## Examinations:

**Paper 1:** Thematic study and historic environment  
Combination of structured and sources-based question

**Written examination** 30% of the total GCSE - 52 marks  
1 hour and 15 minutes

**Paper 2:** Period study and British Depth Study  
Students answer questions that assesses their knowledge and understanding

**Written examination** 40% of the total GCSE - 64 marks  
(32 for the period study, 32 for the British depth study)  
1 hour and 45 minutes

**Paper 3:** Modern depth study  
Students answer a question based on a provided source and a question that assesses their knowledge and understanding. For section B students answer a question based on two provided sources and two provided interpretations.

**Written examination** 30% of the total GCSE - 52 marks  
1 hour and 20 minutes

## Extra resources for Gifted and Talented:

- Timed tasks
- CGP revision books
- History Association articles
- Extra sessions targeted at achieving Grade 8/9
- Extension work activities for Grade 9 practice

## Extra resources for Basic Skills students:

- Key fact sheets
- Differentiated work sheets
- Targeted questions
- Extra sessions targeted at developing skills

## **AUTUMN:** *Term 1 and 2*

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

- Where you live and what you do there
- Revising places in town and asking the way
- Describing a region
- Finding out tourist information
- Discussing plans and the weather
- Talking about your town, village or neighbourhood

#### **Core Skills:**

Understanding different words for 'in'  
Using *il y a ...* and *il n'y a pas de ...*  
Asking someone the way  
Using a variety of adjectives and superlatives  
Using *je voudrais / j'aimerais* + infinitive  
*pour* + infinitive  
Negatives  
Using the present tense and the imperfect tense together

## *Term 3 and 4*

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

- Talking about what you normally do on holiday
- Dealing with a hotel stay
- Talking about travelling
- Saying what you do and did on holiday
- Ordering in a restaurant
- Talking about holiday disaster

#### **Core Skills:**

Making your writing more interesting  
Using the *nous* form and *notre/nos*  
Using *votre/vos* to say 'your'  
The pronoun *y*  
Listening for higher numbers  
Looking out for tenses when translating  
Using the present and perfect tenses together  
The pronoun *en*  
Using context to work out meaning

## *Term 5 and 6*

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

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

- Revising school subjects and talking about your timetable
- Giving opinions on school subjects and facilities
- Talking about your school and school in France
- Discussing rules and regulations
- Discussing healthy and unhealthy living
- Talking about school activities
- Talking about successes at school

### **Core Skills:**

Giving opinions and making adjectives agree

Using 'a' or 'some' when needed

Listening for points of view

Using adverbs

Learning to use the imperfect tense

Deciding which tense to use

### **Equipment:**

Textbook AQA Studio, A4 exercise book. A French-English/English-French dictionary, a verb guide and the AQA GCSE workbook are essential

### **Homework:**

As per homework timetable.

Frequent learning of vocabulary / phrases

### **Assessment Schedule:**

- End of unit assessments
- Mock exam as per school timetable
- Frequent vocabulary test

### **Recommended Reading / Useful Websites:**

- [www.languagenut.com](http://www.languagenut.com) Each student will be given login details to access this online platform.
- <http://www.aqa.org.uk/>
- <http://www.languagesonline.org.uk>
- <http://www.wordreference.com>
- [www.francais-extra.co.uk](http://www.francais-extra.co.uk)
- [www.mflgames.co.uk](http://www.mflgames.co.uk)
- [www.channel4.com/extra](http://www.channel4.com/extra)
- [www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french)

### **Extra Resources for Gifted and Talented:**

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture

### **Extra Resources for Basic Skills students:**

- Appropriately differentiated tasks
- A focus on core vocabulary
- Learning support in class

## **AUTUMN:** *Term 1 and 2*

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

- Discussing work preference
- Talking about plans, hopes and wishes
- Talking about how you earn money
- Discussing work experience

#### **Core Skills:**

How to say what job someone does

Listening for synonyms

Using sequencers

Using a range of different tense, including the conditional and future tense

Using qualifiers to make your speaking more interesting

## *Term 3 and 4*

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

Talking about what concerns you

Discussing the weather and natural disasters

Talking about protecting the environment

Discussing ethical shopping

Talking about volunteering

#### **Core Skills:**

Using *qui* and *ce qui*

Using cognates to understand meaning

Using *en* + the present participle

Linking ideas together

Using certain phrases to improve your French

Reading all answer options carefully in multiple choice questions

Using the pluperfect tense

Using three time frames

#### **Equipment:**

Textbook AQA Studio, A4 exercise book. A French-English/English-French dictionary, a verb guide and the AQA GCSE workbook are essential

#### **Homework:**

- As per homework timetable.
- Frequent learning of vocabulary / phrases
- **Assessment Schedule:**
- End of unit assessments
- Mock exam as per school timetable
- Frequent vocabulary test

### **Recommended Reading / Useful Websites:**

- [www.languagenut.com](http://www.languagenut.com) Each student will be given login details to access this online platform.
- <http://www.aqa.org.uk/>
- <http://www.languagesonline.org.uk>
- <http://www.wordreference.com>
- [www.francais-extra.co.uk](http://www.francais-extra.co.uk)
- [www.mflgames.co.uk](http://www.mflgames.co.uk)
- [www.channel4.com/extra](http://www.channel4.com/extra)
- [www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french)

### **Extra Resources for Gifted and Talented:**

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture.

### **Extra Resources for Basic Skills students:**

- Appropriately differentiated tasks
- A focus on core vocabulary
- Learning support in class

This qualification is linear. This means that students sit all the examinations at the end of the course.

### Course breakdown:

Listening:	examination comprising 25% of the overall mark
Speaking:	internally taken and externally moderated assessment comprising 25% of the overall mark.
Reading:	examination comprising 25% of the overall mark
Writing:	examination comprising 25% of the overall mark

All elements are available at either higher or foundation levels to reflect individual levels of attainment (Foundation – grade 1 to 4 or 5; Higher – grade 5 to 9)

### Units of study:

Over the three years, students develop their understanding, grammatical knowledge, reading, writing, listening and speaking skills via an in-depth study of French speaking countries and their culture focusing on the following themes:

- **Identity and culture** (family and friends; technology; free time activities; customs/festivals in French speaking countries)
- **Local, national, international and global areas of interest** (home, town, region; social issues; global issues; travel and tourism)
- **Current and future study and employment** (studies; life at school; education post -16; jobs, career choices and ambitions)

### Equipment Required:

A French-English / English-French dictionary, a verb guide and a French grammar book are essential.

### Homework:

Formal homework will be set once per week and will be supplemented by preparation or research task as required.

### Mock examinations across four skills (Listening, Speaking, Reading, Writing):

These mocks will be scheduled to take place at appropriate times during the course, and in line with the school assessment calendar. They will be preceded by in-class revision and, where necessary, after school preparation opportunities. Further details will be forwarded to parents as appropriate.

### Revision:

Learning a language is a life-time commitment. A commitment to learning vocabulary and grammar in detail and accurately is essential and a 'little and often' approach supplemented by focused, intensive revision at key points is the most successful way forward.

### Key resources and opportunities, for all students, including the Gifted and Talented:

- Clear learning objectives with differentiated outcomes
- Extension activities for key skills
- Manipulation and application of language in a variety of settings
- Developing pupils' skills in constructing complex sentences
- Use of modelling and exemplar work
- Consolidation of vocabulary and linguistic concepts across the four skills areas.
- Developing skills in using vocabulary to apply within defined contexts
- Link with a French school and possibility to exchange emails with French students

This qualification is linear. This means that students sit all the examinations at the end of the course.

### Course breakdown:

Listening:	examination comprising 25% of the overall mark
Speaking:	non-exam assessment comprising 25% of the overall mark.
Reading:	examination comprising 25% of the overall mark
Writing:	examination comprising 25% of the overall mark

All elements are available at either higher or foundation levels to reflect individual levels of attainment (Foundation – grade 1 to 5; Higher – grade 4 to 9)

### Units of study:

Over the two years, students develop their understanding, grammatical knowledge, reading, writing, listening and speaking skills of the Polish language. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Polish is spoken:

- **Identity and culture** (family and friends; technology; free time activities; customs/festivals in Poland)
- **Local, national, international and global areas of interest** (home, town, region; social issues; global issues; travel and tourism)
- **Current and future study and employment** (studies; life at school; education post-16; jobs, career choices and ambitions)

### Equipment Required:

A Polish-English / English-Polish dictionary, a Polish grammar book is desired.

### Homework:

Formal homework will be set once per week and will be supplemented by preparation or research task as required.

### Mock examinations across four skills (Listening, Speaking, Reading, Writing):

These mocks will be scheduled to take place at appropriate times during the course, and in line with the school assessment calendar. They will be preceded by in-class revision and, where necessary, after school preparation opportunities. Further details will be forwarded to parents as appropriate.

### Revision:

Learning a language is a life-time commitment. A commitment to learning vocabulary and grammar in detail and accurately is essential and a 'little and often' approach supplemented by focused, intensive revision at key points is the most successful way forward.

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- Developing pupils' skills in constructing complex sentences
- Use of modelling and exemplar work
- Consolidation of vocabulary and linguistic concepts across the four skills areas.
- Developing skills in using vocabulary to apply within defined contexts

## Year 10 and Year 11 Units of Study:

There are three components to the GCSE music specification which are studied throughout the course. They are:

### Component 1: Understanding Music

Listening and contextual understanding are assessed with an exam at the end of the course. The listening exam has a number of exercises and questions using excerpts of music.

The exam is split into two main sections:

Section A: Listening to unfamiliar music

Section B: Set Works

The exam is 1 hour 30 minutes and is worth 40% of the final mark.

### Component 2: Performing Music

Two performances will need to be recorded, marked and submitted to the board for moderation.

Each performance is worth 15% of the total mark and can be recorded at any time throughout the course as many times as is required.

### Component 3: Composing Music

Two compositions worth 15% each must be produced, recorded, marked and submitted to the board for moderation.

Composition 1 is a free brief

Composition 2 has to meet a brief set by the board.

### Equipment:

- Musical instruments and standard writing equipment.
- Music files will be provided.

It is necessary for students have an instrument they can use at home. It is also extremely beneficial (almost necessary) for students to have instrumental lessons on the instrument (or voice) of choice - *contact* Mr Windibank for details on [p.windibank@hughfaringdon.org](mailto:p.windibank@hughfaringdon.org).

### Homework:

1. Instrumental/vocal practice
2. Research tasks related to styles/genres of music
3. Learning musical vocabulary/terminology
4. Completing theory sheets
5. Participating in public performances or school concerts.

### Revision:

- Music files
- [www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)
- Practice papers

### Examinations:

Composing coursework	30%	April year 11
Performing coursework	30%	April year 11
Listening and Appraising Exam	40%	May/June year 11

**Extra resources for Gifted and Talented:**

Students are encouraged to work in groups and complete more complex compositions to a higher standard, perform more technical pieces and become familiar with a greater range of vocabulary and theory.

**Extra resources for Basic Skills students:**

Differentiated learning tasks according to ability.

## CORE P.E

EVERY STUDENT IS EXPECTED TO PARTICIPATE IN CORE P.E.

### Year 10 Unit of Study

Each lesson the students will be allowed to choose out of 3 sports on offer to participate in and to encourage versatility as well as teamwork and organisation for game play.

#### AUTUMN: Term 1

Option 1	Football
Option 2	Fitness
Option 3	Basketball

#### Term 2

Option 1	Basketball
Option 2	Football
Options 3	Netball

#### SPRING: Term 3

Option 1	Football
Option 2	Badminton
Option 3	Fitness

#### Term 4

Single	Football
Single	Alternative Games
Single	Volleyball

#### SUMMER: Term 5

Single	Softball
Single	Cricket
Single	Rounders

#### Term 6

Single	Cricket
Single	Softball
Single	Rounders

### Year 11 Unit of Study

#### AUTUMN: Term 1

Single	Football
Single	Fitness
Single	Basketball

#### Term 2

Single	Basketball
Single	Football
Single	Netball

#### SPRING: Term 3

Single	Football
Single	Badminton
Single	Fitness

#### Term 4

Single	Football
Single	Alternative Games
Single	Volleyball

#### SUMMER: Term 5

Single	Softball
Single	Cricket
Single	Rounders

### Equipment:

#### Compulsory:

Black shorts, black polo shirt, black/white rugby top, black football socks, white trainer socks, football boots/moulds and indoor trainers

*(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)*

#### Optional:

Black tracksuit, black and white fleece, Black/white skins

### Assessment Schedule:

- Practical assessment at the end of each unit of work
- Our departmental focus is evaluating and improving performance

## Year 10 and Year 11 Units of Study

GCSE PE consists of 2 externally examined papers and 2 non examined assessment components.

Components 1 and 2 will be assessed in May/June 2021.

Components 3 will be assessed throughout the course and results submitted prior to moderation in April 2021 and written examinations.

### Component 1: Physical Factors Affecting Performance

Written examination: **1 hour** 30% of qualification - 60marks

Content: Applied anatomy and physiology, movement analysis, physical training, use of data

### Component 2: Socio-cultural issues and Sports Psychology

Written examination: **1 hour** 30% of qualification - 60marks

Content: Socio-cultural influences, sports psychology, health, fitness and well-being.

### Component 3: Performance in Physical Education

Non examined assessment internally marked and externally moderated

40% of qualification - 80 marks – 35 marks per activity = **3 activities**

Skills during individual and team activities. Either two individual sports and one team sport or two team sports and one individual sport. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

## Assessment:

### Practical Component 3 Performance in Physical Education

The assessment consists of students completing **three** physical activities from a set list.

- One must be a team activity
- One must be an individual activity
- One other individual or team activity

Students will be assessed against set assessment criteria set out by OCR.

## Equipment:

- Exercise books and text books will be provided by the school.
- Students are expected to have full school PE kit for all practical lessons.

## Homework:

Homework will be given out every week that will consist of research, further reading, coursework and revision as well as work to embed class information. This will all be made accessible via their Microsoft Teams channel. Students will need access to a computer that has internet.

## Revision:

Students will be given the opportunity to purchase a revision guide provided by the department as recommended by OCR as well as the department's own guide and revision sessions in Year 11. Useful website: BBC bitesize and Edexcel

## **Year 10 and Year 11 Units of Study**

BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness

### **Component 1: Understand the Body and the Supporting Technology for Sport and Activity**

Internally assessed coursework unit with 36 guided learning hours

Learners will explore body systems, common sports injuries and technological advances that impact on sport and activity

### **Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity**

External assessment set and marked by Pearson and completed under supervised conditions.

The set external assessment will be completed in 1 hour and 30 minutes in the period timetabled by Pearson. (70 marks.)

### **Component 3: Applying the Principles of Sport and Activity**

Internal synoptic coursework unit with 36 guided learning hours.

Learners will study the attributes of a successful sports leader and the physical and psychological benefits for the people taking part in their sessions. Learners will then plan and lead an engaging activity session.

### **Equipment**

- Exercise books and text books will be provided by the school
- Students are expected to have full school PE kit for all practical lessons

### **Homework**

Homework will be given out every week that will consist of research, further reading, coursework and revision as well as work to embed class information. This will be accessible through their Microsoft Teams channels. Students will need access to a computer that has internet

## PERSONAL & SOCIAL DEVELOPMENT (ASDAN LEVEL 1)

The Personal and Social Development ASDAN course helps young people become confident individuals who are physically, emotionally and socially healthy. It is a Level 1 course.

### **Objectives:**

The ASDAN Personal and Social Development Level 1 course has been developed to give you the opportunity to:

- understand the benefits of living a healthy lifestyle
- prepare for life in the future, exploring options and opportunities for further study and careers
- make a positive contribution to society and embrace change
- to manage risk together with your own wellbeing

Units of Study will include:

- Healthy eating
- Healthy lifestyle
- Managing your own money
- Work experience- preparation and undertaking a work placement
- Working towards goals

In addition, students will have the chance to take their Duke of Edinburgh Bronze award, Level 2 Food Hygiene and Safety course and a First Aid course.

The course will provide students with the necessary skills to manage their lives, whilst improving valuable ICT, English and Maths skills for their lives outside of the classroom. They will develop key soft skills and prepare for employment in the future. There will be challenges and tasks to complete to show an understanding and awareness of the subject content. The teaching will aim to match the students' needs and strengths, to ensure they can access the course content. Students will need to demonstrate their knowledge and understanding through presentations, posters, record books and practical based activities. There will also be an opportunity to take online courses, leading to work experience opportunities.

### **Assessment Schedule:**

The ASDAN Level 1 is assessed through internal assessments. These include a variety of pieces of work and evidence provided by students to show they have completed each unit. They must complete 4 units to achieve the Level 1 Pass. Students can use photographic and video evidence to support their assessments.

**Component 1: Understanding Social Processes**

**Component 2: Understanding Social Structures**

## Year 10 Units of Study

### Key concepts and processes of cultural transmission

Students will study key concepts used in sociology and how our culture is passed on and how we acquire our identities including all of the characteristics which make up an individual's 'self', including our sense of self and how we think other people see us.

### Families

Students will study how families are changing in contemporary society and the purpose of the family including the functions the family performs for the stability of society.

### Education

A sociological exploration of the patterns of inequality in the education system evidenced by differences in attainment between social classes, ethnic groups and genders. Different sociological theories will be examined to account for these differences and the function of education for society.

### Sociological research methods

Students will study the skills of social research that sociologists base their ideas about society on.

## Year 11

### Social differentiation and stratification

Students will understand the differences between individuals and groups in order to evaluate the changing nature of society and the effects of this on groups within society. Debates about power, wealth and life-chances.

### Crime and deviance

Examining the debates about the causes and impacts of crime.

### Applied methods of sociological enquiry

Examining the use of sociological research methods to inform and shape sociological debates.

### Equipment:

Textbook is provided in the lesson.

### Homework:

PowerPoint presentations, reading, research using the internet and library, examination questions, learning through visualisation, e.g., symbols/illustrations, mind map summaries, revision tasks, media research.

### Revision:

**Before each end of unit assessment**  
**Before the Year 10 mock examinations**  
**December of Year 11 onwards**

### Examinations:

The assessment consists of two written GCSE examination papers:

<b>Year 11</b>	<b>100% exam</b>	
<b>Component 1:</b>	<b>Understanding Social Processes</b>	50%
<b>Component 2:</b>	<b>Understanding Social Structures</b>	50%

Year 10 mock examination:

End of Year 10

Year 11 mock examination:

November/December of Year 11

**Extra resources for Gifted and Talented:**

- Students to practice knowledge by 'teaching' parents
- Focus on achieving grade 9 through exam practice
- Modelling answers, paired and self-assessment
- Challenge as presented through the extended writing evaluation questions

**Extra resources for basic skills students:**

- Appropriate revision skills taught
- Organisational skills developed
- Internet resources as advised – [www.eduqas.co.uk](http://www.eduqas.co.uk)