

# Blessed Hugh Faringdon Catholic School

*'True Teaching'*



## Aiming for Success at GCSE

An informative and supportive guide  
for pupils and parents

**Year 10 - Year 11**  
**2018 – 2020**

*"Outstanding School"*  
June 2018 validation



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

September 2018

Dear Pupils and Parents

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” 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:

<a href="http://www.edexcel.com">www.edexcel.com</a>
<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

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	
3	D
2	E
1	F
	G
U	U

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

Your son/daughter **must** keep the booklet with them until the Summer examinations of 2020.

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.



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

## Year Team

**Head of Year 10**

Dr C Kennedy

**Tutors**

**10DB**

Miss J Brennan

**10MK**

Mr P Windibank

**10ML**

Miss L Brennan

**10MT**

Ms M McCarthy

**10OR**

Mrs M Magdziak

## Year 10 Homework timetable 2018 / 2019

**2 – 2 ½ hours:** Generally one hour per subject, more practical based subjects may require additional time

### All Sets

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Science R E	English Maths	Science Option 2	Maths Option 3	English Option 1

In addition, English teachers will set reading homework of one hour per week as appropriate, at the discretion of individual teachers.

Teachers may ask pupils to review work – i.e. read through past work in addition to their set timetable.

Controlled assessment is on-going but **must** be entered into the Planner.

**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 three remaining topics: Church and the Kingdom of God, Redemption 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.  
Text book 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

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 9, 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  
“*Lord of the Flies*” by W Golding - 20<sup>th</sup> century  
*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, ie 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 access via Internet                      Maths Watch CD  
CGP Revision Guide; Workbook (can be purchased from Maths Department)

## 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:

- school website
- Maths Department
- www.nrich.maths.org/forstudents

## Extra resources for Basic Skills students:

- Kerboodle online
- 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 capable of a step 5 or above in KS3 Science and have obtained good (grade 5 or above) in Science assessments during Year 9.

## Year 10 Units of Study

- B1 Cell biology, Organisation, Infection, Response and Bioenergetics
- C1 Atomic structure and the periodic table, Bonding, Structure and the properties of Matter, Quantitative chemistry, Chemical changes and Energy changes.
- P1 Energy, Electricity, Particle model of matter and Atomic structure.

## Year 11 Units of Study

- B2 Homeostasis and response, Inheritance, variation and evolution, Ecology and key ideas
- C2 The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and using resources
- P2 Forces, 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 a test to assess progress and understanding at the end of each unit studied.

## Examinations

**External Module exams will now be linear and sat in June 2020**

**Mock Exams and Walking Talking mocks occur before each module.**

## 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.



AQA GCSE Science (Trilogy) Double Award

www.aqa.org.uk

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

## Year 10 Units of Study

- B1 Cell biology, Organisation, Infection, Response and Bioenergetics
- C1 Atomic structure and the periodic table, Bonding, Structure and the properties of Matter, Quantitative chemistry, Chemical changes and Energy changes.
- P1 Energy, Electricity, Particle model of matter and Atomic structure.

## Year 11 Units of Study

- B2 Homeostasis and response, Inheritance, variation and evolution, Ecology
- C2 The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and using resources
- P2 Forces, 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 will now be linear and sat in June 2020**

**Mock Exam occurs before each module.**

## 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 2020**

**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.artnet.com](http://www.artnet.com)
  - [www.axisartists.org.uk](http://www.axisartists.org.uk)
  - [www.art2day.co.uk/](http://www.art2day.co.uk/)

**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	Business 1: Business activity, Marketing and People	External Assessment
	Year 11: Component 02	Business 2: 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, folders for the coursework task, 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.

## 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 2019**

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 practise booklet are available on SharePoint.

## Examinations

Written exam:	<b>1 hour 45 minutes</b> , 100 marks, this accounts for 50% of GCSE
Food investigation task:	10 hour written report, 30 marks, this accounts for 15% of GCSE
Food preparation task:	3 hour practical, 70 marks, this accounts for 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**. It is also a great advantage to have the use of a personal computer and printer.

## 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 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

## 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	40% of GCSE
Component 2	Performance from Text	20% of GCSE
Component 3	Theatre Makers in Practice	40% of GCSE

## Equipment

Studio / paper / study guides

## Homework

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

## Coursework:

### Component 1 Devising

Content overview:

- Create and develop **a devised piece from stimulus** (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

### Component 2 Performance from text

Content overview:

- Students will either perform in and/or design for **two key extracts** from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

### Component 3 Theatre Makers in Practice (written examination: 1 hour 30 minutes)

Content overview:

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre evaluation – free choice of production

## Examinations

**Component 1:** Internally accessed (moderate externally)

**Component 2:** Externally assessed

**Component 3:** Externally examined (written component)

## Extra resources for ALL:

- A range of visual and audio learning resources in SharePoint
- EDEXCEL 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:

The Challenge of the Physical World

- UK physical landscapes – rivers and coasts
- Ecosystems and tropical rainforests

## Year 11 Units of study:

The Challenge of the Human World

- Urban environments
- Changing economic world
- The challenge of resource management
- Revision of Hazards

## 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

## Extra resources for Gifted and Talented students

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

## Extra resources for Basic Skills students:

- Focused revision sessions
- Differentiated learning strategies
- Extra help with controlled assessment and differentiated controlled assessment booklets



## **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.

## Year 10 and Year 11 Units of Study:

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

## 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

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 two 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.

## 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

## 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%	
Performing coursework	30%	
Listening and Appraising Exam	40%	May/June 2019

## Extra resources for Gifted and Talented:

Students are encouraged to work in groups and complete more complex compositions to a higher standard.

## Extra resources for Basic Skills students:

Differentiated learning tasks according to ability.

**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 team work and organisation for game play.

**AUTUMN: Term 1**

Single Football  
Single Boxercise  
Single Handball

**Term 2**

Single Basketball  
Single Tennis  
Single Uni hoc

**SPRING: Term 3**

Single Football  
Single Trampolining  
Single Table Tennis

**Term 4**

Single Volleyball  
Single Tennis  
Single Uni hoc

**SUMMER: Term 5**

Single Football  
Single Circuits  
Single Athletics

**Term 6**

Single Cricket  
Single Softball  
Single Rounders

**Year 11 Unit of Study**

**AUTUMN: Term 1**

Single Football  
Single Volleyball  
Single Netball

**Term 2**

Single Basketball  
Single Tennis  
Single Circuits

**SPRING: Term 3**

Single Trampolining  
Single Table Tennis  
Single Uni hoc

**Term 4**

Single Football  
Single Badminton  
Single Tennis

**SUMMER: Term 5**

Single Athletics  
Single Rounders  
Single Football

**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 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 2019.

Components 3 will be assessed throughout the course and results submitted prior to moderation in April 2019 and written examinations.

Component 4 will be completed and assessed in Year 10, Terms 5 and 6.

**Component 1: Fitness and body Systems 1PE0/01**  
Written examination: **1 hour 45min** 36% of qualification - 90marks  
Content: Applied anatomy and physiology, movement analysis, physical training, use of data

**Component 2: Health and Performance**  
Written examination: **1 hour 15min** 24% of qualification - 70marks  
Content: Health, fitness and well-being, sport psychology, sociocultural influences, use of data.

**Component 3: Practical Performance**  
Non examined assessment internally marked and externally moderated  
30% of qualification - 105marks - 35marks per activity = **3 activities**  
Skills during individual and team activities, general performance skills.

**Component 4 : Personal Exercise Programme (PEP)**  
Non examined assessment internally marked and externally moderated,  
10% of qualification - 20 marks  
Aim and planning analysis, carrying out and monitoring PEP, evaluation of PEP

## 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
- Final activity can be free choice

Students will be assessed against set assessment criteria set out by Pearson Edexcel.

## 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 also be accessible on the school website via 'showmyhomework'. 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 Edexcel as well as the department's own guide and revision sessions in Year 11. Useful website: bbc bitesize and Edexcel