



Newman Catholic College
GCSE Options Booklet
2016-2017

'Everyone Counts, Everyone Contributes, Everyone Succeeds'

Newman Catholic College
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INTRODUCTION

Key Stage 4 is an important and exciting new phase in your life.

Students have been given a strong grounding in a wide range of subject areas since Year 7 and now have the opportunity to increasingly direct their own learning and pursue some subjects with a heightened focus. We are very proud of the range of subjects we offer at Newman Catholic College and we work hard to make sure all students experience a high quality curriculum.

It is very important that students choose subjects that play to their interests and strengths.

In order that they benefit most from their courses in Years 9, 10 and 11, we have increasingly high expectations of their maturity, application and level of motivation. We expect that students will be organised, punctual and maintain high levels of attendance (95% and above) in order to fulfil their potential.

This booklet is intended to help students and their parents/ carers, together with members of staff, plan the next two/three years of schooling. There are exciting choices to be made so they optimise their chances of success in subjects they enjoy and in which they have ability and interest. We also want them to have a challenging, broad and balanced education that stimulates their desire to learn and is relevant to their future lives.

When making choices, the following questions might help:

1. Would my choice make for a well-balanced timetable?
2. What am I really interested in?
3. What am I good at?
4. What do I enjoy doing?
5. What is relevant to my future studies or possible career choice?

Some words of wisdom...

- ▶ Keep thinking about your choices - this will give you enough time to come to the right decision
- ▶ Do not confuse interest with ability – it is possible to be very keen on a subject without being particularly good at it!
- ▶ Do not focus too much on what career you think you want when you are older – you will probably change your mind many times before you get a job!
- ▶ Try to achieve a good balance of subjects – this will keep your future options open.

► Think about the skills that each subject will teach you – a good balance between the arts, humanities and sciences will lead to a more rounded student. We would strongly recommend you consider continuing the study of at least one practical subject to GCSE level.

WHAT CHOICES DO I HAVE?

This Key Stage 4 Curriculum Information Booklet outlines the programmes of study available in Years 9, 10 and 11 at Newman Catholic College

The Newman Catholic College Key Stage 4 Curriculum is divided into Pathways to ensure that the requirements of the National Curriculum are met by providing a broad and balanced curriculum for each pupil. The Core Curriculum of GCSE English, Mathematics, Science and Religious Education are taken by all students. Additionally you will select further GCSE subjects and/ or vocational pathways from a long list.

(All students have to attend two Games lessons in the two week cycle)

Each Pathway is colour coded:

Yellow Pathway: For students achieving Level 5 or above in most KS3 Teacher Assessments and likely to achieve 8 or more good GCSE grades including English Language and Literature, Maths, combined or Triple Science, Humanities (History or Geography) and a Modern Foreign Language. This is known as the English Baccalaureate (or E-Bacc).

Green Pathway: For students achieving mainly Level 4 in most KS3 Teacher Assessments and likely to achieve 8 or more good GCSEs.

Blue Pathway: For students achieving mostly Level 3(or below) in KS3 Teacher Assessments (GCSE grades equivalent 4-1)

Option Subjects

Each pupil can choose Option subjects in each of the three Pathways. The Option Choices in each Pathway are shown on the Pathways Forms. The Option subjects are; GCSE Art, GCSE Design & Technology (one choice from Catering, Graphic Products, Resistant Materials), BTEC Drama, GCSE French, GCSE Spanish, GCSE Geography, GCSE History.

While every effort will be made to ensure that your choices are met as far as possible, it is inevitable that a few pupils will not be able to follow either their first choice pathway or subjects. It is therefore very important that you indicate alternative choices.

SCHOOL PERFORMANCE MEASURES

English Baccalaureate

An initiative outlined by the Government, has been to identify a desirable range of subjects to be taken by KS4 students at the end of their GCSE courses. The range of GCSEs has been named the English Baccalaureate and it is to be awarded to any pupil who secures good GCSE or iGCSE passes (C and above), New GCSE Grades 5 and above in all of the following subject areas:

- ❖ English (Language and Literature)
- ❖ Maths
- ❖ Two Sciences (including Computing)
- ❖ A modern language (including a language spoken fluently/ studied outside school)
- ❖ A humanity subject: History or Geography



New Grading System

GCSEs will now be graded 1-9 (9 = highest)

New GCSE Grade	Old GCSE Grade
9	A*
8	A1
7	A
6	B B+
5	C1/B3 B-
4	C3/C2 C
3	D
2	E
1	G/F



CORE SUBJECTS

ENGLISH

Key Stage 4 overview

At Key Stage 4 students follow a course designed to effectively deliver the AQA English Language and English Literature GCSEs.

Students will be taught how to **read** and appreciate a range of fiction and non-fiction texts. They will read whole novels and plays as well as extracts from texts. The depth and power of the English literary heritage is covered extensively throughout the course but pupils do have access to modern texts as well. They will learn to understand and critically evaluate texts and are encouraged to learn quotations by heart and use them to support points they make in critical evaluations and essays. Analysing and evaluating the impact of a writer's choice of vocabulary, form, grammatical and structural features; making personal responses to texts and understanding the contexts of each text studied are also key features of the Language and Literature courses.

Students will learn to **write** accurately, fluently, effectively and at length for pleasure and information by adapting their writing for a wide range of purposes and audiences. They will be taught how to select and organise ideas, facts and key points. Students will learn how to select and use judiciously vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate. Students will also be taught how to make notes and to draft as well as to revise, edit and proof-read, reflecting on and restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.

Pupils will be taught to **speak** confidently, audibly and effectively using Standard English. They will also learn to work effectively in groups, listen to and build on the contributions of others as well as learning to Improvise, rehearse and perform play scripts and poetry.

Year 10- Our students enjoy 10 lessons over 2 weeks. They are exposed to a range of contemporary, classic and cross-cultural texts.

Following the AQA specification, students will sit two, un-tiered examination papers in English Language at the end of Year 10 with the opportunity to retake as necessary at the end of Year 11. The GCSE

course begins in Year 9 and focuses on students' ability to analyse and explore fiction and non-fiction texts from the 19th to 21st century and to write for a variety of purposes and audiences. They are also assessed in Spoken English through a formal presentation.

Students are encouraged to work independently using our excellent library facilities and GCSEPod. Homework is set weekly and students complete extended essays, conduct contextual research, prepare for assessments, exam style questions and are challenged to learn and explore the key quotations from the texts they are studying.

English Language and Literature study:

The transferrable skills required for the new GCSE are carefully embedded into all our schemes of learning. The GCSE curriculum is organised into the following units of work:

- Creative writing in different genres, formats and styles
- Writing to argue and persuade
- Reading challenging historical and contemporary non-fiction texts
- Reading contemporary and pre - 20th century prose and drama texts
- Poetry (using AQA's Anthology 'Power and Conflict' cluster.
- Responding to unseen poetry

Literary texts studied include:

- Macbeth and Romeo and Juliet
- DNA
- Lord of the Flies
- An Inspector Calls
- A range of contemporary and pre - 20th century poetry



Year 11- Our students enjoy 10 lessons over 2 weeks. They will review and sharpen the skills learned in Year 10 and will continue to be challenged in their reading of both English language and literature material. Year 11 begins at the end of Year 10 and pupils focus on GCSE English Literature. There are two, un tiered exams at the end of Year 11 with the opportunity to retake English Language as necessary.

Students are encouraged to complete homework weekly and this is typically in the form of revision, practice examination questions and wider reading.

Students will be trained in the following skills:

- Referring to quotations and the writers' language;
- Exploring language, structure and form;
- Relating to and knowing the social and historical contexts;
- The quality of their written communication, expression and clever use of vocabulary

Literary texts studied include:

- Macbeth and Romeo and Juliet
- Frankenstein
- Jekyll and Hyde
- A range of contemporary and pre - 20th century poetry, including AQA Conflict poetry from the Anthology

Enrichment and Intervention

We offer many successful enrichment and intervention programmes to support learning in English including:

- Focused school revision and catch-up sessions
- In school workshops delivered by local theatre groups
- A collaboration with the Year 12 Gifted and Talented Drama students to perform key Shakespeare texts
- Writing Competitions
- Trips to museums, local and national theatres
- A tailored intervention programme
- Study skills presentations, including how to revise, learning styles and having a growth mind set
- Homework Clubs

Useful Websites

<http://www.englishbiz.co.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/english/>

<http://www.revisioncentre.co.uk/gcse/english/>

<http://www.universalteacher.org.uk>

<http://www.guardian.co.uk>

<http://www.shakespearesglobe.com>

<http://www.rsc.org.uk>

<http://www.nationaltheatre.org.uk>

MATHS

Key Stage 4 overview

The Mathematics Department follows a three year Key Stage 4 scheme of work for Years 9, 10 and 11. The topics covered can be described under the headings

- Number
- Algebra
- Geometry
- Statistics and Probability



Years 9, 10 and 11 will be studying the newly launched GCSE Mathematics course, with first examination taking place in June 2017. The new syllabus has considerably more content and therefore students start their preparation in Year 9. We will continue to follow the Edexcel specification. The new examination will be graded 1 to 9, where a 1 is grade F/G and a 9 is above the current A*. Depending on their ability, students will be targeted for grades 1 to 5 (Foundation tier) or 5 to 9 (Higher tier). A mark of 4 is equivalent to the current grade C. The examination will be assessed via three papers (one non-calculator, two calculator papers).

Year 10 students benefit from weekly booster sessions after school, as needed.

Year 11 students benefit from weekly revision sessions before and after school which develop their exam skills and consolidate their knowledge. In addition to this, extra sessions before school are provided for targeted groups in the run up to the exams.

Equipment

All students are expected to bring a full Mathematical set and a scientific calculator to each and every lesson.

Useful Websites

<http://www.mymaths.co.uk>

<http://www.edexcel.org.uk>

<http://www.bbc.co.uk/bitesize>

<http://www.mathedup.co.uk>

<http://www.kangroomaths.com>

<http://www.transum.org>

<http://www.livemaths.co.uk>

<http://www.mangahigh.com>

<http://www.yacapaca.com>

<http://www.khanacademy.org>

<http://www.corbettmaths.com>

<http://www.mrbartonmaths.com>

<http://www.keshmaths.com>

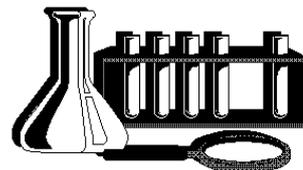
SCIENCE

Key Stage 4 overview

At Key Stage 4, students follow a personalised curriculum, tailored to their individual needs. We study the AQA specification for GCSE and Edexcel specification for the more vocational BTEC qualifications.

Core GCSE Science

Awarding Body: AQA



GCSE Science gives one GCSE in Science and leads on to the Additional Science GCSE to secure a second.

We deliver the first half of GCSE Science in Year 9 and cover aspects of each science discipline, Biology, Chemistry and Physics. In Year 10 pupils complete the course or have the option to switch to Btec Science.

The course consists of four units: Biology 25%, Chemistry 25%, Physics 25% and a Controlled Assessment 25%.

Course Content:

Biology: Keeping Healthy, Nerves and Hormones, The Use and Abuse of Drugs, Interdependence and Adaptation, Biomass and Energy in

Food Chains, Waste Materials from Plants and Animals, Genetic Variation and its control, Evolution.

Chemistry: The Fundamental Ideas in Chemistry, Limestone and Building Materials, Metals and their uses, Crude Oil and Fuels, Other Useful Substances from Crude Oil, Plant Oils and their Uses, Changes in the Earth and its Atmosphere.

Physics: Transfer of Energy, Energy and Efficiency, the Usefulness of Electrical Appliances, Generating Electricity, Waves and Communication, Expansion of the Universe.

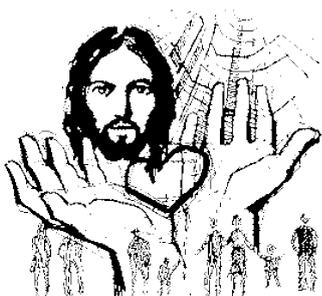
Progression Routes:

This 'Core' Science GCSE is followed by Additional Science GCSE, preparation for further study within Science.

GCSE Science is important for future career choices. As one of the most respected subjects, the standard that everyone is aiming for is two good GCSEs in Science.

RELIGIOUS EDUCATION

Key Stage 4 Overview



GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable learners to gain knowledge and understanding of two religions Catholic Christianity and Judaism.

GCSE Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

Component 1: Foundational Catholic Theology
Written examination: 1 hour 30 minutes
37.5% of qualification



Candidates will study the following two themes. All questions are compulsory.

Theme 1: Origins and Meaning

Theme 2: Good and Evil

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Component 2: Applied Catholic Theology

Written examination: 1 hour 30 minutes

37.5% of qualification

Candidates will study the following two themes. All questions are compulsory.

Theme 1: Life and Death

Theme 2: Sin and Forgiveness

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Component 3: Study of a World Faith

Written examination: 1 hour

25% of qualification

Candidates will study the beliefs, teachings and practices of Judaism.

This component is common with Component 3 in route A, though candidates must study

(Option 4) Judaism.

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

OPTION SUBJECTS

ART, CRAFT and DESIGN

Key Stage 4 Overview

GCSE Art, Craft and Design is the right subject for you if you enjoy:

- developing your visual skills and engaging with the creative process of art, craft and design
- developing and refining ideas
- visits to galleries, museums, workshops and studios
- experimenting and taking risks with your work, and learning from your experiences.

It is really important that you have a passion for the subject and a desire to know more about historical, contemporary and worldwide art; and how to use art materials and processes effectively to develop and express your own great ideas.

This course will give you the skills to enjoy, engage with and produce visual arts throughout your life.

The course is broad and flexible. You will develop your visual skills and build a portfolio of work by completing a wide range of activities and in-depth assignments. Throughout the course, you will:

- develop and explore ideas
- select and experiment with appropriate media, materials, techniques and processes
- record your ideas, observations and insights
- present personal and meaningful responses



The GCSE qualification comprises of 2 components.

Component 1: Personal Portfolio (60%)

Students are required to create work associated with areas of study chosen from **at least two** of the five endorsed titles which are: Fine Art; Graphic Communication; Textile Design; Three Dimensional Design ; Photography.

You will produce a portfolio of work based on tasks agreed with your teacher.

Component 2: Externally Set Assignment (40%)

Students are required to create work associated with **at least one** area of study.

You will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.

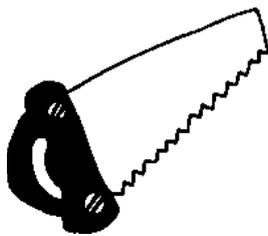
By following this course you will develop transferable skills such as problem solving, communication and critical thinking skills, which will prepare you for further study or the world of work, regardless of the subjects or career you wish to pursue.

If you wish to study Art beyond GCSE you could do a Level 3 course such as A Level Art and Design or BTEC Nationals in Art and Design.

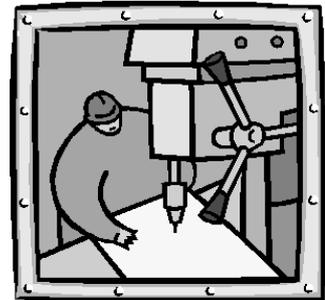
RESISTANT MATERIALS

Students choose a design task from a list to produce a high quality prototype product with an accompanying design folder (60%). They use a range of materials such as wood, plastics and metal, other materials can be ordered specially for specific projects. Students also sit a written exam (40%).

The Resistant Materials and Graphic Departments have a range of equipment including hand and machine tools and power tools. Many of our hand tools are of exceptional quality and have been in the department for over thirty years. We also have a CNC router and CAM1 cutter. This range of resources enables students to realise their ideas and achieve their full potential.



YEARS 9 & 10



Students prepare for their GCSE by perfecting their designing and making skills. They start the year by making set projects such as the spice rack and mechanical toy. The first enables students to practice their joining and finishing methods and the latter stretches their creativity and combines practice in all the manufacturing techniques that they will use in YR11.

YEAR 11

For their GCSE Controlled Assessment (manufactured finished product with design folder). Students choose from three suitable design contexts. They then design and make a product. To obtain maximum marks they must show a variety of making skills including hand, machine and CAD/CAM techniques. Their designs must be creative and original. The design folder must show the design process in detail, including a design brief, specification, plenty of research, model making, and an evaluation. Also they must show both hand drawing and CAD drawing.

GRAPHICS

In Graphics student learn about the different types of Graphic materials and how to use them. They also learn about colour theory, typefaces and finishes in order to design the desired effect of their final outcome.

For their GCSE, students choose a design task from a list to produce a final graphic product prototype, for example, mobile phone casing and packaging, with an accompanying design folder (60%).

They also sit a written exam (40%).

Years 9 & 10

In Graphics, students prepare for their final Year 11 GCSE Controlled Assessment project by doing a practice project based around creating a prototype calculator complete with packaging and a design folder. Here they learn about nets (packaging and box templates), materials, design development, specification, manufacturing techniques, company logos, printing techniques and effects, and environmental issues.

Year 11

Students now do a more detailed Controlled Assessment project choosing from this year's two product ideas, making either a prototype mobile phone or a chocolate bar. Both products must of course include packaging, promotional material and a design folder. As with Resistant Materials, students must show the design process in detail including research, health and safety implications, ethical issues, and a range of creative and original ideas before reaching a final design. Running alongside the controlled assessment work all DT students are given practice exam papers in the lessons and as homework. The exam content and revision sessions are also covered in lessons.



FOOD PREPARATION AND NUTRITION

Specification at a glance

This is a new qualification which is linear. Linear means that students will sit their exam and submit all their non-exam assessment at the end of the course.

Subject content

Food preparation skills – these are intended to be integrated into the five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance



Assessments

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

What's assessed

Task 1: Food investigation (30 marks)

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

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. 30%

Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (70 marks)

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

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. 70%. **Task 1 and 2 50% of GCSE**

Task 3: Written exam: 1 hour 45 minutes 100 marks 50% of GCSE

Useful websites for this subject

www.bbc.co.uk/education (BBC Bitesize)

www.technologystudent.com

www.youtube.com

www.data.org.uk

COMPUTING

Key Stage 4 overview

The department has invested a lot of time and effort to ensure all pupils work, assessment and tracking is securely on the cloud and accessible 24 hours a day 7 days week. This bespoke E-Learning system enables our students to access and continue with their lessons beyond the classroom. All homework is set, completed, assessed and feedback is quickly given.

Year 9 &10

Students are taught OCR Computer Science GCSE which consists of 3 Units;

- Unit A451 is a Written External Exam
- Units A452 and A453 are both Controlled Assessments

This course is equivalent to 1 GCSE

- Unit A451 40% - 1 hour 30 minutes Written paper 80 marks

- Unit A452 30% - Investigative task. OCR-set scenario with a choice of research tasks. 45 marks
- Unit A453 - Controlled Assessment Programming task. 30% Design, develop and test a solution to a problem within the OCR-set scenario. 45 marks

Year 11

Students are taught OCR Computer Science GCSE which consists of 3 Units;

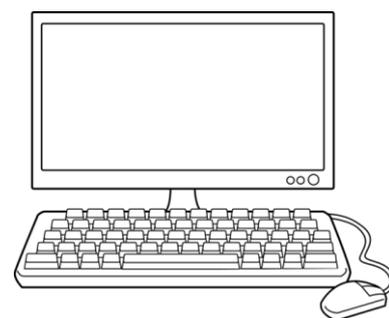
- Unit A451 is a Written External Exam
- Units A452 and A453 are both Controlled Assessments

This course is equivalent to one GCSE

- Unit A451 40% - 1 hour 30 minutes Written paper 80 marks
- Unit A452 30% - Investigative task. OCR-set scenario with a choice of research tasks. 45 marks
- Unit A453 30% - Controlled assessment Programming task. Design, develop and test a solution to a problem within the OCR-set scenario. 45 marks

Students in Year 11 also complete an ECDL (European Computer Driving Licence) course for schools. This ECDL IT Application Skills is equivalent to a GCSE and has an outcome from Pass to Distinction*. Students need to complete 4 Units to get the qualifications:

- Spreadsheet (Microsoft Excel) – 75% Pass mark
- Presentation (Microsoft PowerPoint) – 75% Pass mark
- Word Processing (Microsoft Word) – 75% Pass mark
- Improving Productivity in MS Office – 55% Pass mark



GEOGRAPHY

Key Stage 4 Overview

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. It helps students make sense of their surroundings and the wider world.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Subject content

Living with the physical environment

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Geographical applications

Section A: Issue evaluation

Section B: Fieldwork

Section C: Geographical skills



HISTORY

Key Stage 4 Overview

History is a fascinating subject, full of interesting people, places, events and stories about the lives of people from the past. It is the belief of the department that the lives' of everyone who study the past will be enriched for knowing about the influences that have shaped and made them the people they are. Studying about the past is rewarding and interesting, which offers a window on different times and places, and where people lived much different lives to our own. Developing an understanding of the past is essential to the education of every child if

we are to develop our students into mature, considerate adults, capable of forming their own opinions and making decisions about their life.

Course Outline - Edexcel Specification

Paper 1: Thematic study and historic environment

Written examination: 1 hour and 15 minutes

30% of the qualification

Warfare and British society, c1250–present

London and the Second World War, 1939–45.



Paper 2: Period study and British depth study

Written examination: 1 hour and 45 minutes

40% of the qualification

Henry VIII and his ministers, 1509–40

Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study

Written examination: 1 hour and 20 minutes

30% of the qualification

Russia and the Soviet Union, 1917–41

DRAMA/PERFORMING ARTS

Key Stage 4 Overview

Drama/Performing Arts is a creative centre which is both a learning environment and a platform for students to get involved in work in creative projects in the community.

We aim to combine the best of drama training with our vocational programmes, which will equip our students with the skills they need to

progress onto university or take up employment in the Performing Arts industry.

Key Stage 4 students take the BTEC First Award. This qualification consists of three units: Acting Skills, Preparation, Production and Performance and Individual Showcase. The three units can be tailored to challenge the students while targeting their existing skills and interests. Thus the work produced is always a unique expression of the concerns, amusements and hopes of our young people at this very moment in time

Year 11 opened academic year 2015-2016 with an exploration of playwrights who questioned what it meant to be a man in the Britain of their time. To engage with characters from such different ages, classes and eras required research, imagination, empathy and maturity.

Following that Year 11 received specialist tuition in aspects of theatre that they had no prior experience of such as Mask, Devised Theatre, Physical Theatre and Pantomime. Such an experience brought a new understanding of the relationship between performer and audience and culminated in a production that necessarily relied on the students' developing organisational and personal management skills. This production depended on a high degree of cooperation and collaboration. The success of the students' ensemble work demonstrated their ability to meet such a challenge.

Students select a suitable performance skill to hone in on for their Individual Showcase.



PHYSICAL EDUCATION

Key Stage 4 Overview

The aim of the Key Stage 4 programme is to build on the achievements and successes made at Key Stage 3, to have high levels of enjoyment and participation and to provide pupils with the opportunity to participate in sports/activities which they may never have tried before.

In addition to the KS3 programme

- Pupils will play different roles that are best suited to them within the activities undertaken, including those of performer, coach, leader and official.
- Be more independent & help guide their learning
- Their involvement in active lifestyles out of school and in later life is strongly influenced by their perception of their own skilfulness and personal competence, and the knowledge they have which gives them confidence in exercise and physical activity.

BTEC Level Two First Award in Sport

- Qualification Structure
- The Edexcel BTEC Level1/Level 2 First Award in Sport is taught over 120 guided learning hours (GLH). It has core and optional specialist units. Learners must complete the two core units and a choice of optional units to reach 120 GLH.
- The BTEC First Award has units that your centre assesses (internal) and a unit Edexcel sets and marks (external)

Edexcel BTEC Level 1/Level 2 First Award in Sport			
Unit	Core units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
Optional specialist units			
3	The Mind and Sports Performance	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
6	Leading Sports Activities	Internal	30

CITIZENSHIP

Key Stage 4 Overview

This is a relatively new course and since its introduction in 2013 has proved to be a popular and successful course with students. The study of Citizenship enables students to understand life in modern Britain and aims to get them involved in active participation, contributing and making a difference.

We follow the AQA new specification (8100)

Course content

- Life in modern Britain
- Rights and responsibilities
- Politics and participation
- Active Citizenship
- Citizenship skill, process and methods.

Assessment

Paper 1

What's assessed

Section A: Active Citizenship

Section B: Politics and Participation

How it's assessed

Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

Questions

Section A: Questions on the citizenship actions of others and questions on the actions they themselves have taken during an investigation. (40 marks)

Section B: Politics and participation (40 marks)

Question types: multiple choice, short answer, source-based questions, extended answer.

Paper 2

What's assessed

Section A: Life in modern Britain

Section B: Rights and responsibilities

How it's assessed

Written exam: 1 hour 45 minutes 80 marks 50% of GCSE

Questions

Section A: Life in modern Britain questions (40 marks)

Section B Rights and responsibilities (40 marks)

Question types: multiple-choice, short answer, source-based questions, extended answer.

Useful websites for this subject:

www.aqa.org.uk

www.bbc.co.uk

www.youtube.co.uk

www.gov.uk

www.brent.gov.uk



MODERN FOREIGN LANGUAGES

Key Stage 4 Overview

French and Spanish

Students work to develop their competence in the 4 key language areas of reading, writing, speaking and listening with an equal amount of time devoted to each of these skills in lessons. The department has also launched a greater focus on mastery of grammar which has been very successful in ensuring that pupils are able to work more independently. Students are expected to complete one main homework per week as well as revising for a weekly vocabulary assessment based on the topics studied over the course of the year. We use an array of online and interactive resources. Second language competence is strength in the department and is celebrated. Students are invited to take part in plays and discussions in the target language. Extra modules are offered for G& T students, including the study of Culture and media in the Target language.

With the new GCSE 9-1 and the new 3 year Key stage 4, topic are divided and taught in a progressive manner, with the addition of translation skills, to fit in with the new demands of new assessments. Students make use of websites, textbooks and a translation book, together with a mixture of authentic materials such as newspapers, magazines and blogs to access the language. Films, trips, music and food also help enrich our new curriculum.

Useful Websites for French and Spanish

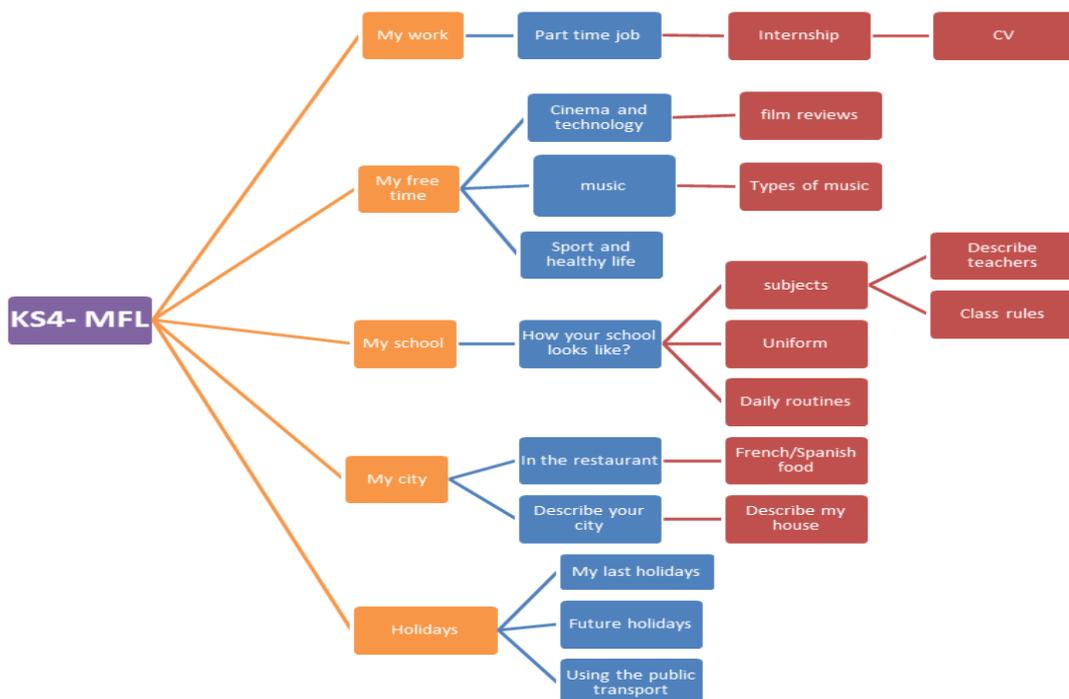
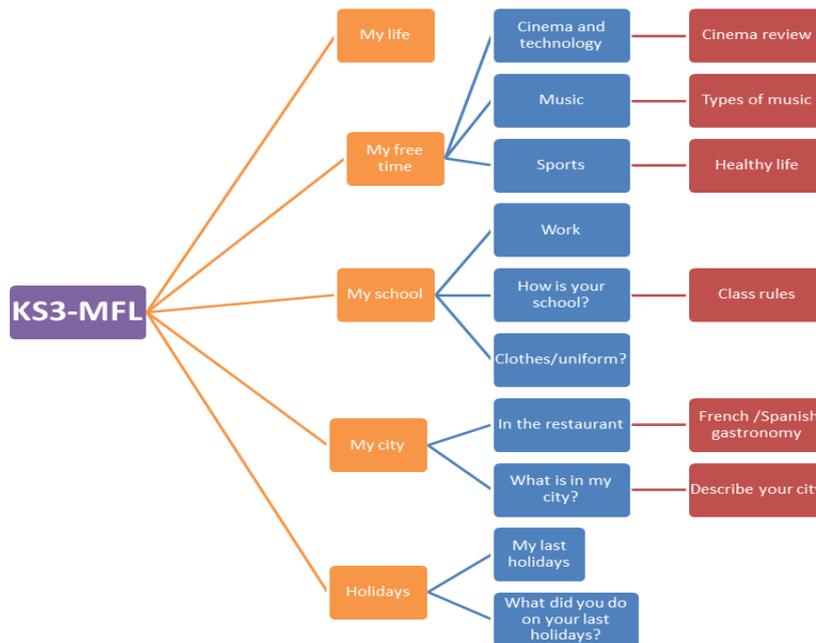
<http://www.bbc.co.uk/languages/>

<http://www.linguascope.com/>

<http://www.20minutes.fr/>

<http://fr.euronews.com/>

<http://es.euronews.com/>



MUSIC

Key Stage 4 overview

Students have the opportunity to learn an instrument, and develop musical skills and understanding.

Students will be given the opportunity to sing, perform on as variety of instruments, listen to music critically and also to compose music.

GCSE and Btec courses are available for Music at KS4. The Btec course focuses on performance, composition, managing a music product and a test on vocational uses of music (each 25%). The GCSE course has 30% for 2 performances, 30% for 2 compositions and 40% for a theory and listening test.

Year 10

BTEC - Performance and composition units are completed GCSE - 2 composition and 2 performances completed

Year 11

BTEC - managing a music product and the revision for the exam GCSE - preparation for the exam

