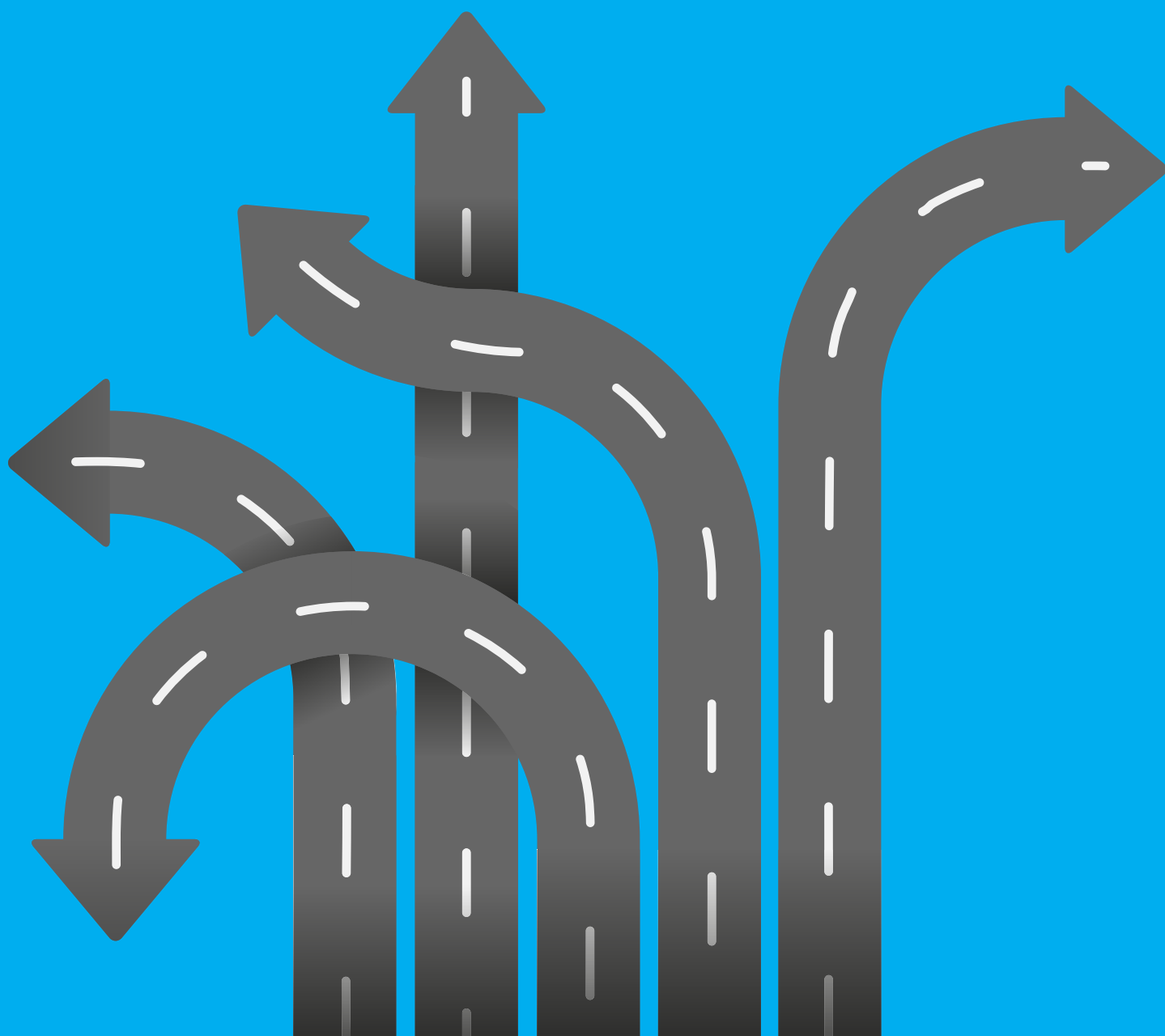




Teesdale School
& Sixth Form Centre

THE ROAD AHEAD



KS4 COURSES
2019-2022

GCSE ENGLISH LANGUAGE

Qualification type	GCSE 9-1
Examination board	AQA
What is the course like and what will be studied?	
<p>The English Language course (AQA exam board) is comprised of three units:</p> <p>Unit 1: Explorations in creative reading and writing This is an exam assessed component. The aim of this paper is to engage students in a creative text and inspire them to write creatively. Section A involves reading an extract from a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. Section B involves writing their own creative text, inspired by the topic that they have responded to in Section A to demonstrate their narrative and descriptive skills in response to a written prompt or visual image.</p> <p>Unit 2: Writers' viewpoints and perspectives This is an exam assessed component. The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes. Section A involves reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. Section B involves producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in Section A.</p> <p>Unit 3: Speaking and Listening Students produce a presentation in a formal context, responding to questions and feedback, asking questions themselves to elicit clarification. This component does not count towards the student's final grade but is a pre-requisite for award of the qualification.</p>	
How will the course be assessed?	
<p>Unit 1: Explorations in creative reading and writing Assessment is by exam which lasts 1 hour and 45 minutes. Reading component: Students answer four questions on an extract from a text. (40 marks) Writing component: Students produce a piece of descriptive or narrative writing based on a picture stimulus or written title. Students choose one task from a choice of two. (40 marks)</p> <p>Unit 2: Writers' viewpoints and perspectives Assessment is by exam which lasts 1 hour 45 minutes. Reading component: Students answer four questions based on extracts from two non-fiction texts from different eras. (40 marks) Writing component: Students produce a piece of writing to argue or persuade, thematically linked to the topic in the reading component. (40 marks)</p> <p>Unit 3: Speaking and Listening Students will present an informative talk to their peers which will be recorded and graded by their teacher.</p>	

GCSE ENGLISH LITERATURE

Qualification type	GCSE 9-1
Examination board	AQA
What is the course like and what will be studied?	
<p>The English Literature course (AQA exam board) is comprised of the following two units:</p> <p>Unit 1: Shakespeare and the 19th Century novel. Section A: Shakespeare Students will study the Shakespeare text "Romeo and Juliet" and will then answer one question on this in their Year 11 examination. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B: The 19th Century novel: Students will study "A Christmas Carol" by Charles Dickens and will then answer one question on this in their Year 11 examination. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Unit 2: Modern texts and poetry / unseen poetry Section A: Modern Texts: Students will study the play "An Inspector Calls" by J. B. Priestley. In the exam students will answer one essay question from a choice of two on this text.</p> <p>Section B: Poetry: Students will study an anthology of poetry based on the theme of "Power and Conflict" provided by the AQA exam board. In the exam students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C: Unseen Poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	
How will the course be assessed?	
<p>Paper 1: Shakespeare and the 19th Century novel: This is assessed by a written exam of 1 hour 45 minutes. In Section A students will produce an essay response on "Romeo and Juliet" In Section B students will produce an essay response on "A Christmas Carol" by Charles Dickens.</p> <p>Paper 2: Modern texts and Poetry: This is assessed by a written exam of 2 hours and 15 minutes. In Section A students will produce an essay response on "An Inspector Calls". In Section B students will produce an essay response on "AQA Poetry Anthology: Power and Conflict". In Section C students will produce an essay response on two unseen poems.</p>	

GCSE MATHEMATICS

Qualification type	GCSE 9-1
Examination board	Pearson Edexcel (Higher) OCR (Foundation)
What is the course like and what will be studied?	
<p>Lessons focus upon the three main aims: develop fluency in mathematical techniques; reasoning mathematically; and developing problem solving. Every student receives four hours per week for their GCSE course and should expect at least two pieces of homework each week to support the development of their skills.</p> <p>Topics covered include:</p> <ul style="list-style-type: none">• Number skills and the number system• Manipulating algebra and solving equations• Numerical and algebraic sequences• Graphs• Collecting and displaying data• Averages• Probability• Fractions, decimals and percentages• Area and volume• Properties of shapes and angles• Pythagoras and trigonometry• Transforming shapes• Vectors	
How will the course be assessed?	
<p>Students are entered for examination at one of two overlapping tiers of entry (Foundation: Grades 1-5 and Higher: Grades 4-9) which allows opportunities for students at all levels of attainment to show what they know, understand and can do. Students are entered at the appropriate tier determined by their teacher following their achievement in each topic.</p> <p>All examinations are sat at the end of the course and students will sit three papers: two calculator papers and one non-calculator. Each exam is 1 hour 30 minutes.</p> <p>No external examinations will take place in Years 9 or 10, although they does remain very important years to develop the skills necessary for the overall GCSE.</p>	

GCSE BIOLOGY, CHEMISTRY & PHYSICS (SEPARATE SCIENCES)

Qualification type	GCSE 9-1 (Worth 3 GCSEs)	
Examination board	AQA	
What is the course like and what will be studied?		
<p>All students will study triple Science giving them 3 GCSEs. The study will be a broad range of topics giving students an excellent understanding of the separate disciplines. This is good preparation for understanding our increasingly scientific society, where the ability to question ideas with supporting evidence is essential. In terms of the course, there is no longer any controlled assessment but students complete a number of “required practical activities” which are an essential component of the GCSE. These build essential investigative skills. The course is based around a rigorous and academic approach to learning Science within each of the three disciplines which is the perfect preparation for A-level or BTEC qualifications in sciences at level 3.</p> <p>The main themes covered within each subject are as follows:</p>		
Biology (8461) <ul style="list-style-type: none">• Cell Biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology• Key ideas	Chemistry (8462) <ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative Chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic Chemistry• Chemical analysis• Chemistry of atmosphere• Using resources	Physics (8463) <ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic Structure• Forces• Waves• Magnetism and Electromagnetism• Space Physics
How will the course be assessed?		
<p>Each subject is assessed via two exam papers. Both papers are only available in the June of Year 11: 1 hour 45mins, 100 Marks, available in Higher and Foundation tiers, worth 50% of the Subject's GCSE. Each paper contains multiple choice, structured, closed short answer and open response elements.</p>		
Biology <p>Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics</p> <p>Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p>	Chemistry <p>Paper 1: Atomic structure and the periodic table; Bonding, Structure, and the properties of matter; Quantitative Chemistry, Chemical changes; and Energy changes.</p> <p>Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.</p>	Physics <p>Paper 1: Energy, Electricity Particle model, Atomic structure</p> <p>Paper 2: Forces, Waves, Magnetism and Electromagnetism; and Space Physics.</p>

GCSE MODERN FOREIGN LANGUAGES - FRENCH

Qualification type	GCSE 9-1
Examination board	AQA
What is the course like and what will be studied?	
<p>In a highly competitive global workforce, having the ability to communicate in another language is viewed positively by employers. In addition, with over 70% of UK businesses now trading overseas, the ability to speak a foreign language has become a necessity in many areas. Students will sit the newly designed specification which aims to develop language skills enabling them to communicate effectively in real contexts, whilst developing their cultural knowledge of the country where the language is spoken.</p> <p>The GCSE course for French covers the following themes:</p> <p>Theme 1: Identity and Culture</p> <ul style="list-style-type: none">• Topic 1 - Me, my family and friends• Topic 2 - Technology in everyday life• Topic 3 - Free-time activities• Topic 4 - Customs and festivals in French/Spanish speaking countries <p>Theme 2: Local, National, International and Global Areas of Interest</p> <ul style="list-style-type: none">• Topic 1 - Home, town, neighbourhood and region• Topic 2 - Social Issues• Topic 3 - Global Issues• Topic 4 - Travel and Tourism• <p>Theme 3: Current and Future Study and Employment</p> <ul style="list-style-type: none">• Topic 1 - My studies• Topic 2 - Life at school/college• Topic 3 - Education post-16• Topic 4 - Jobs, career choices and ambitions	
How will the course be assessed?	
<p>GCSE French has a foundation tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier and all papers are taken at the same time at the end of the course. There is no coursework or controlled assessment.</p> <p>Paper 1 – Listening (25% of GCSE): Understanding and responding to different types of spoken language.</p> <p>Paper 2 – Speaking (25% of GCSE): Communicating and interacting effectively in speech for a variety of purposes.</p> <p>Paper 3 – Reading (25% of GCSE): Understanding and responding to different types of written language.</p> <p>Paper 4 – Writing (25% of GCSE): Communicating effectively in writing for a variety of purposes.</p>	

GCSE MODERN FOREIGN LANGUAGES - SPANISH

Qualification type	GCSE 9-1
Examination board	AQA
What is the course like and what will be studied?	
<p>In a highly competitive global workforce, having the ability to communicate in another language is viewed positively by employers. In addition, with over 70% of UK businesses now trading overseas, the ability to speak a foreign language has become a necessity in many areas. Students will sit the newly designed specification which aims to develop language skills enabling them to communicate effectively in real contexts, whilst developing their cultural knowledge of the country where the language is spoken.</p> <p>Students study less Spanish in KS3 than they do French so this means that the pace of learning over time needs to be greater in KS4. It may feel to students in Year 8 that Spanish is easier because they are working at a more basic level but it is important to recognise that it isn't. Spanish and French are equally difficult.</p> <p>The GCSE course for Spanish covers the following themes:</p> <p>Theme 1: Identity and Culture</p> <ul style="list-style-type: none">• Topic 1 - Me, my family and friends• Topic 2 - Technology in everyday life• Topic 3 - Free-time activities• Topic 4 - Customs and festivals in French/Spanish speaking countries <p>Theme 2: Local, National, International and Global Areas of Interest</p> <ul style="list-style-type: none">• Topic 1 - Home, town, neighbourhood and region• Topic 2 - Social Issues• Topic 3 - Global Issues• Topic 4 - Travel and Tourism <p>Theme 3: Current and Future Study and Employment</p> <ul style="list-style-type: none">• Topic 1 - My studies• Topic 2 - Life at school/college• Topic 3 - Education post-16• Topic 4 - Jobs, career choices and ambitions	
How will the course be assessed?	
<p>GCSE Spanish has a foundation tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier and all papers are taken at the same time at the end of the course. There is no coursework or controlled assessment.</p> <p>Paper 1 – Listening (25% of GCSE): Understanding and responding to different types of spoken language.</p> <p>Paper 2 – Speaking (25% of GCSE): Communicating and interacting effectively in speech for a variety of purposes.</p> <p>Paper 3 – Reading (25% of GCSE): Understanding and responding to different types of written language.</p> <p>Paper 4 – Writing (25% of GCSE): Communicating effectively in writing for a variety of purposes.</p>	

GCSE HISTORY

Qualification type	GCSE 9-1
Examination board	Pearson Edexcel

What is the course like and what will be studied?

History is an exciting, challenging and rewarding subject to study at GCSE and is recognised by universities and employers as a high quality academic option.

The course covers four major modules:-

- Germany 1918-39
- Medicine Through Time from 1250 to the present with special focus on Surgery and treatment on the Western Front of WW1
- Elizabeth I 1558-88
- American West c.1835-1895

We will look at these periods chronologically whilst also discussing key themes.



How will the course be assessed?

Students will be assessed through three terminal exams which they will sit at the end of Year 11.

- Paper 1 focuses on Medicine and Surgery in World War 1.
- Paper 2 focuses on the American West and Elizabeth I
- Paper 3 focuses on Germany 1918-39.

Each exam has six questions and has a mixture of source based questions and extended writing tasks.

“For all the cruelty and hardship of the world, we are not mere prisoners of fate. Our actions matter, and can bend history into justice.”



GCSE GEOGRAPHY

Qualification type	GCSE 9-1
Examination board	AQA
What is the course like and what will be studied?	
<p>This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. The course material is interesting and relevant, and examines a wide range of skills through contemporary case studies.</p>	
How will the course be assessed?	
<p>There is no controlled assessment within Geography. Students will be assessed in three exams. The first physical exam will assess; A Living World, Hazards, and Physical landscapes of the UK. During this exam, students will cover ecosystems, deserts, tectonic events, climate change, tropical storms, rivers, and coasts.</p> <p>The human paper has three components; The changing economic world, Changing urban world, and Challenges of resource management. During this exam, students will cover urban change, urban growth in Nigeria, urban challenges, economic development, global development, economic change in Nigeria and UK and resource management.</p> <p>The third examination will consist of pre-release material and an examination of the fieldwork that students have completed as well as a range of geographical skills.</p>	

GCSE ART

Qualification type	GCSE
Examination board	AQA
What is the course like and what will be studied?	
<p>This is an exciting course where students will be introduced to a variety of experiences that explore a range of materials, techniques and processes. They will explore both traditional and new technologies, including photography and computer editing techniques, such as using Photoshop.</p> <p>During the course, students will use sketchbooks or journals to underpin their work. They will research Artists and Photographers to inform their practice and will work towards a specific project theme. Drawing is an essential part of the course, accounting for 25% of the final grade, so it is essential that students are competent in this element.</p> <p>This is a course where there is freedom to be creative and develop ideas. Students wanting a stricter brief to work towards should see the course information for BTEC Art.</p>	
How will the course be assessed?	
<p>Students are required to create two units of work: Coursework worth 60% and an exam unit worth 40%.</p> <p>Work for each unit is assessed using the four assessment objectives, each being worth 25%.</p> <p>These are:-</p> <ul style="list-style-type: none">• AO1- Artists and analysis• AO2- Materials and Techniques• AO3- Recording observations• AO4- Final piece <p>Students will create work for the first three assessment objectives in their folders or sketchbooks and will then create their final piece (AO4) in a timed exam in Year 11.</p>	

BTEC ART

Qualification type	BTEC
Examination board	Pearson Edexcel
What is the course like and what will be studied?	
<p>The BTEC Art course is a fun and exciting course where students will be introduced to a variety of experiences that explore a range of artistic materials, techniques and processes. They will explore both traditional and new technologies, including photography and computer editing techniques such as using Photoshop. BTEC Art is suited to students who would enjoy a stronger focus on the design element of the subject and the challenge of working to specific briefs. Each brief gives students the chance to express themselves and explore their own ideas. Examples of past BTEC briefs are:</p> <ul style="list-style-type: none">• Reflecting your World• Tutti Frutti• Flower Power• Hobbies	
How will the course be assessed?	
<p>Students will complete 4 units of work, each worth 25%, with Unit 2 being an exam unit in Year 11. Students will create folders of work for each unit which will show how they can use a variety of materials and techniques, take inspiration from artists and designers, record their observations through photography and manipulate these images using computer editing.</p> <p>It is important that students are able to reflect on their work and their ideas and are able to offer a written commentary in their folders. This is essential for helping the external examiner to understand where their thoughts have come from.</p>	

GCSE DESIGN & TECHNOLOGY

Qualification type	GCSE 9-1
Examination board	Pearson Edexcel
What is the course like and what will be studied?	
<p>Inspiring a love of Design and Technology – Design and Technology at GCSE is about how real life products are designed and developed into prototypes (working models), using materials and technologies that are best suited to the job.</p> <p>Becoming confident in developing ideas - Students will be able to look at existing designs of products and find out what makes them so useful and successful. They will learn how to develop their own individual design, thinking and learning to become confident in how to explore, create and evaluate their prototype into an 'even better' proposal.</p> <p>A more personal approach – The non-examined assessment at GCSE is not restricted by materials or processes. This allows students the freedom to utilise any materials, resources and facilities appropriate to the design that they are developing.</p> <p>Relevant and contemporary – The study of Design and Technology will give students the opportunity to design and make prototypes of products that solve real and relevant problems, preparing them to become critical and creative designers, engineers and consumers of the future.</p> <p>Progression to AS and A Level – The GCSE and AS and A Level qualifications have been created together to ensure clear progression of knowledge, understanding and design/making skills so that students will have a sound experience of moving from the breadth of the GCSE to the specialisation of AS and A Level.</p>	
How will the course be assessed?	
<p>1) Technical Understanding Examination (50% of the GCSE) - A two section examination (1 hour 45 minutes). All students must study the Core (Section A), plus one Material option (Section B).</p> <p>Section A: Core - This section is 40 marks and is based on the technical and theoretical understanding of a wide range of materials and topics including structures, mechanisms, and electronics. It also includes familiarity with the work of past and present designers and companies.</p> <p>Section B: Material - This section is 60 marks and is based on questions relevant to the student's choice of material e.g. wood products or systems and electronics products.</p> <p>2) Non Examination Practical Assessment (50% of the GCSE) – A design folder and developed product/prototype.</p> <p>Content Overview - There are four parts to this assessment:</p> <ol style="list-style-type: none">1 – Investigate - This includes investigation of needs and research, and a product specification.2 – Design - This includes producing different design ideas, review of initial ideas, and development of design ideas into a chosen design, communication of design ideas and review of the chosen design.3 – Make - This includes manufacture, and quality and accuracy.4 – Evaluate - This includes testing and evaluation.	

FOOD AND COOKERY

Qualification type	Level 2 Certificate
Examination board	NCFE (TBC)
What is the course like and what will be studied?	
<p>From September 2018 we are hopeful of introducing a GCSE level course in a food related subject. This is likely to be a Level 2 Certificate from NCFE. However, at this stage this is dependent upon being able to recruit a teacher who can lead on food technology at Key Stage 4.</p> <p>This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none">• focus on an applied study of the food and cookery occupational area• offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability• provide opportunities to acquire a number of practical and technical skills. <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none">• prepare and cook using basic skills• understand food and its functions in the body and in recipes• understand balanced diets and modification of recipes for health• plan and produce dishes for a purpose. <p>There are four units within the qualification:</p> <ul style="list-style-type: none">• Unit 1: Preparing to cook - internally assessed portfolio of evidence• Unit 2: Understanding food - internally assessed portfolio of evidence• Unit 3: Exploring balanced diets - externally set and marked assessment paper• Unit 4: Plan and produce dishes in response to a brief - internally assessed portfolio of evidence	
How will the course be assessed?	
<p>75% of the course is assessed through a portfolio of evidence which is collected during the course. 25% is assessed through an examination.</p> <p>Students will achieve either a pass, merit, distinction or distinction*</p>	

BTEC HEALTH & SOCIAL CARE

Qualification type	BTEC
Examination board	Pearson Edexcel
What is the course like and what will be studied?	
<p>The skills learnt in studying a BTEC Tech Award will aid progression to further study and prepare students to enter the workplace. In the Health and Social Care sector, typical employment opportunities may be as an apprentice or in a supervised entry role, depending on specific job requirements and age restrictions. This qualification provides students with a taste of what the Health and Social Care sector is like, enabling them to make informed choices about their future career.</p> <p>The BTEC Tech Award suite has been designed to allow students to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', students can use the knowledge and skills from GCSEs generally, giving them the opportunity to apply their academic knowledge to everyday and work contexts. The BTEC Tech Award suite is an introduction to vocational learning. The award gives students the opportunity to build skills that show an aptitude for further learning both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating students to engage fully with challenging study. It does not limit progression options because the skills acquired are applicable to a range of Post-16 study options.</p> <p>There are three components (units):</p> <p>The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore students need to demonstrate attainment across all components in order to achieve the qualification.</p> <p>Internal assessments</p> <ol style="list-style-type: none">1. Human Lifespan Development2. Health and Social Care Services and Values (Internally Assessed)3. Health and Wellbeing (Externally Assessed)	
How will the course be assessed?	
<p>Components 1 and 2 are internally assessed on Pass, Merit, Distinction criteria. (Students have one chance at a resubmission.)</p> <p>Component 3 is an externally assessed task set by Pearsons and follows the same grading. (Students can also resubmit work once.)</p>	

ICT

Qualification type	OCR Level 1/2 Cambridge National Certificate in Creative iMedia
Examination board	OCR
What is the course like and what will be studied?	
<p>The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.</p> <p>R081: Pre-production skills (mandatory) Learners will develop an understanding of the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.</p> <p>R082: Creating digital graphics (mandatory) Learners will develop an understanding of the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.</p> <p>R085: Creating a multipage website (optional) Learners will explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief.</p> <p>R092: Developing digital games (optional) Learners will explore different types of digital games creation software, hardware and peripherals. They will be able to plan a digital game, create and edit the digital game and test the digital game with a client or focus group, identifying any areas for improvement.</p>	
How will the course be assessed?	
<p>Mandatory Units R081: Pre-production skills - written paper, 1h 15m, 25% of total GCSE R082: Creating digital graphics - centre assessed coursework, 25% of total GCSE</p> <p>Optional Units R085: Creating a multipage website - centre assessed coursework, 25% of total GCSE R092: Developing digital games - centre assessed coursework, 25% of total GCSE</p>	

LAND BASED STUDIES

Qualification type	Level 2 Technical Award
Examination board	City & Guilds
What is the course like and what will be studied?	
<p>This Level 2 qualification will enable students to explore how historical land use and management has changed from a greater emphasis on food production to an emphasis on sustainability, environmental management and public access. They will find out how science plays a major role in the modern land based sector by investigating different parts of the industry, roles of plants/crops and animals, whilst considering the importance of biosecurity.</p> <p>This qualification has three units:</p> <ul style="list-style-type: none">• Exploring the use of land• Application of science in the land based sector• Application of technology in the land based sector <p>Other GCSE subjects that will complement this course are GCSEs in Geography, Biology, Physics and Chemistry.</p> <p>Unit 201: Exploring the use of land</p> <p>This unit addresses the factors that affect land management and food production. It will compare historical land use and management from the times when land managers were actively encouraged to produce food to the present day with a greater emphasis on sustainability, environmental management and public access. Students will investigate primary and associated industries in the sector.</p> <p>Unit 202: Application of science in the land based sector</p> <p>Students will develop an understanding of how science is applied in land based industries. They will develop their understanding of animal and plant physiology, nutrition and health and will be introduced to the role of the sciences in the modern land based sector.</p> <p>Unit 203: Application of technology in the land based sector</p> <p>Learners will be given the opportunity to investigate the range, application and innovation involved in the use of the technology in the land based sector. The use of technology in pursuit of productivity and quality in this industry can raise many everyday ethical issues which we face in later life. Students are encouraged to confront some of these issues as they study this unit.</p> <p>Each half term, students will spend one day study off-site at a range of locations related to the course including Houghall College in Durham.</p>	
How will the course be assessed?	
<p>Examination: (40%) Assignment: (60%) Students will be graded Pass, Merit, Distinction, Distinction*. To be awarded a grade, students must pass both elements of assessment.</p>	

GCSE MUSIC

Qualification type	GCSE 9-1
Examination board	Pearson Edexcel
What is the course like and what will be studied?	
<p>GCSE Music is an excellent option choice for students who have a passion for music, an open mind towards varied musical styles, and who wish to build on their musical progress at Key Stage 3. The course is made up of three assessed units: Performing, Composing and Appraising. Students will develop their skills as a performer on their choice of instrument or voice, learn to write songs and compose music, including using music software, and explore songs and pieces of music from across a range of musical styles. The set works studied are:</p> <p>Instrumental Music 1700–1820 J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</p> <p>Vocal Music Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')</p> <p>Music for Stage and Screen S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</p> <p>Fusions Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</p> <p>There is no requirement for students to have instrument or singing lessons prior to starting the GCSE Music course, but it will be necessary for all GCSE Music students to commit to regular independent practice time on their instrument or voice each week.</p>	
How will the course be assessed?	
<p>Unit 1: Performing - Students will be required to perform on their instrument or voice as a soloist and as part of an ensemble with at least one other performer. Each performance will be marked out of 30 to give a total mark out of 60 for this unit.</p> <p>Unit 2: Composing - Students will have to compose two songs or pieces of music with a combined duration of at least three minutes – at least one composition will be in response to a brief set by the exam board. Each composition is marked out of 30 giving a total mark out of 60 for this unit.</p> <p>Unit 3: Appraising - Students will sit a 1 hour and 45 minute exam where they will be tested on their knowledge of the set works listed above, which will be studied throughout the course, and one unfamiliar piece of music.</p> <p>The exam is marked out of 80.</p>	

BTEC PHYSICAL EDUCATION

Qualification type	BTEC
Examination board	Pearson Edexcel
What is the course like and what will be studied?	
<p>BTEC Sport consists of three units which gives students the opportunity to develop broad knowledge and understanding of the sports industry and specialist skills and techniques in planning fitness training programmes and recommending nutritional strategies to improve fitness and performance. Unit 1 and 3 are assessed through internal assessments and unit 2 by external exam lasting one and a half hours in duration</p> <p>Unit 1: Understand the Body and the Supporting Technology for Sport and Activity (internal assessment)</p> <ul style="list-style-type: none">• Knowledge of the body systems• Common sports injuries• Technological advances that impact on sport and activity <p>Unit 2: The Principles of Training, Nutrition and Psychology for Sport and Activity (External assessment)</p> <ul style="list-style-type: none">• Development of key skills that support theoretical understanding of the training, nutrition and psychological factors that influence and impact on engagement in sport and activity <p>Unit 3: Applying the Principles of Sport and Activity (Internal assessment)</p> <ul style="list-style-type: none">• Understanding the underpinning principles of leadership in sport• Understanding the physical and psychological benefits for sport session participants• Investigating methods of planning, delivering and reviewing sessions for a range of target groups	
How will the course be assessed?	
<p>This course is examined by:</p> <ul style="list-style-type: none">• Unit 2 external assessment / exam one hour 30 minutes• Unit 1 and 3 internal assessment (assessment is through written and synoptic assignment)	