

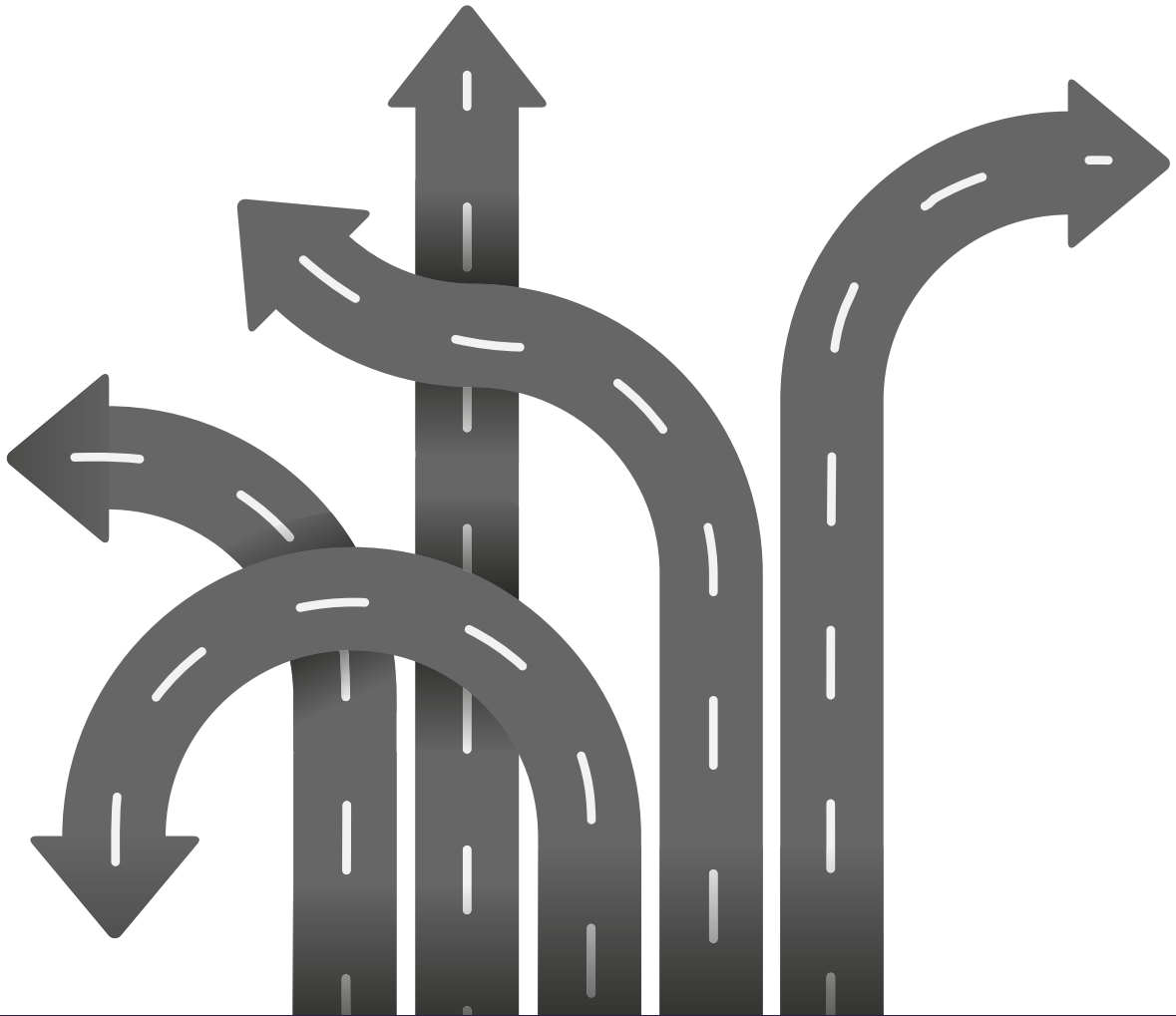


**Teesdale School  
& Sixth Form**

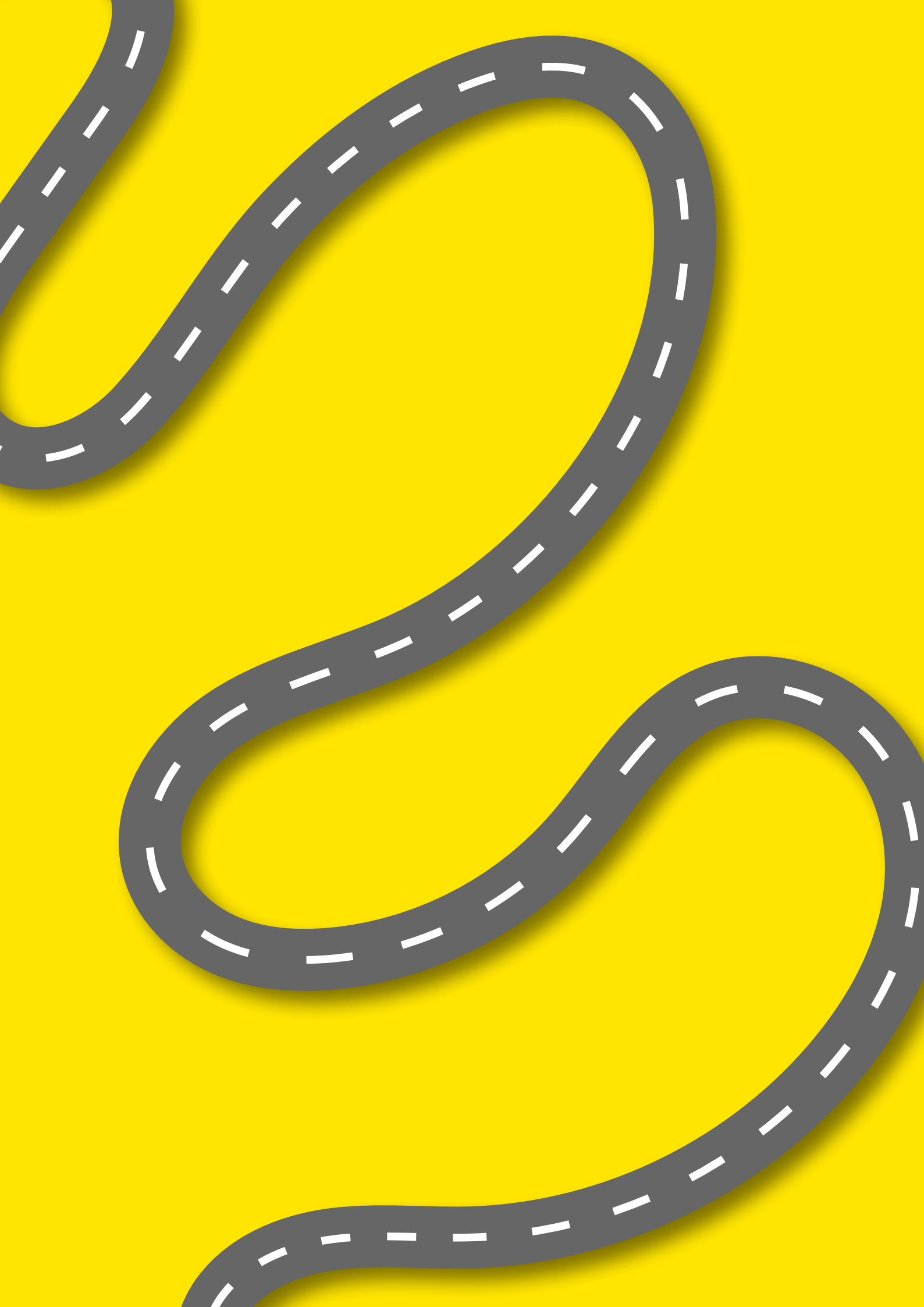
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# THE ROAD AHEAD

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**KS4 Courses**



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# GCSE Biology, Chemistry & Physics (Separate Sciences)

<b>Qualification type</b>	GCSE 9-1 (worth three GCSEs)	
<b>Examination board</b>	AQA	
<b>What is the course like and what will be studied?</b>		
<p>The Separate Science pathway – also known as Triple Science – provides students with 3 Science GCSEs; GCSE Biology, GCSE Chemistry and GCSE Physics. The study will be a broad range of topics, giving students an excellent understanding of the separate disciplines. This pathway should be chosen by students who are passionate about science and may go on to study Science at A-Level. The separate Science pathway is good preparation for understanding our increasingly scientific society, where the ability to question ideas with supporting evidence is essential. Students complete a number of “required practical activities”, which are an essential component of the GCSE qualifications, and 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/Sixth Form.</p>		
<b>The main themes covered within each subject are as follows:</b>		
<p><b>Biology (8461)</b></p> <ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	<p><b>Chemistry (8462)</b></p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Quantitative Chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• The rate and extent of chemical change</li> <li>• Organic Chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of atmosphere</li> <li>• Using resources</li> </ul>	<p><b>Physics (8463)</b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic Structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and Electro-magnetism</li> <li>• Space Physics</li> </ul>
<b>How will the course be assessed?</b>		
<p>Each subject is assessed via two exam papers. Both papers are only available in the June of Year 11: each is 1 hour 45 minutes, 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>		
<p><b>Biology</b></p> <p><b>Paper 1:</b> Cell biology; organisation; Infection and response; and bioenergetics</p> <p><b>Paper 2:</b> Homeostasis and response; Inheritance, variation and evolution; and ecology.</p>	<p><b>Chemistry</b></p> <p><b>Paper 1:</b> Atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry, chemical changes; and energy changes.</p> <p><b>Paper 2:</b> The rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere; and using resources.</p>	<p><b>Physics</b></p> <p><b>Paper 1:</b> Energy, electricity particle model, atomic structure</p> <p><b>Paper 2:</b> Forces, waves, magnetism and electromagnetism; and space physics.</p>

# GCSE Combined Science

<b>Qualification type</b>	GCSE 9-1 (worth 2 GCSEs)
<b>Examination board</b>	AQA

## What is the course like and what will be studied?

The Combined Science pathway provides students with a broad study of the key foundations of Biology, Chemistry and Physics. Students study slightly less content in each of the specialisms than in separate science, meaning examinations are shorter and the course is worth a combined 2 Science GCSEs. This is good preparation for understanding our increasingly scientific society, where the ability to question ideas with supporting evidence is essential. Students complete a number of “required practical activities”, which are an essential component of the GCSE and build essential investigative skills. The course is based around a rigorous and academic approach to learning Science within each of the three disciplines and is perfectly suitable preparation for A-level or BTEC qualifications in Sciences at level 3.

## The main themes covered within each subject are as follows:

### Biology

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Chemistry

- 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

- Energy
- Electricity
- Particle model of matter
- Atomic Structure
- Forces
- Waves
- Magnetism and Electromagnetism

## How will the course be assessed?

Combined Science (8464) is assessed with 6 exam papers – 2 papers for each science discipline. Both papers are only available in the June of Year 11: each is 1 hour 15 minutes, 70 marks, and available in Higher and Foundation tiers. Each paper contains multiple-choice, structured, closed short-answer and open-response elements. Marks from each of the six examinations are added together and the total provides a ‘combined’ grade e.g., 7-7.

### Biology

**Paper 1:** Cell biology; organisation; Infection and response; and bioenergetics  
**Paper 2:** Homeostasis and response; Inheritance, variation and evolution; and ecology.

### Chemistry

**Paper 1:** Atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry, chemical changes; and energy changes.  
**Paper 2:** The rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere; and using resources.

### Physics

**Paper 1:** Energy, electricity particle model, atomic structure  
**Paper 2:** Forces, waves, magnetism and electromagnetism;

# GCSE English Language

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	AQA
<b>What is the course like and what will be studied?</b>	
<p>The English Language course (AQA exam board) is comprised of three units:</p> <p><b>Unit 1: Explorations in creative reading and writing</b></p> <p>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.</p> <p>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><b>Unit 2: Writers' viewpoints and perspectives</b></p> <p>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.</p> <p>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><b>Unit 3: Speaking and Listening</b></p> <p>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>	
<b>How will the course be assessed?</b>	
<p><b>Unit 1: Explorations in creative reading and writing</b></p> <p>Assessment is by exam which lasts 1 hour and 45 minutes.</p> <p>Reading component: Students answer four questions on an extract from a text. (40 marks)</p> <p>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><b>Unit 2: Writers' viewpoints and perspectives</b></p> <p>Assessment is by exam which lasts 1 hour 45 minutes.</p> <p>Reading component: Students answer four questions based on extracts from two non-fiction texts from different eras. (40 marks)</p> <p>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><b>Unit 3: Speaking and Listening</b></p> <p>Students will present an informative talk to their peers which will be recorded and graded by their teacher.</p>	

# GCSE English Literature

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	AQA
<b>What is the course like and what will be studied?</b>	
<p>The English Literature course (AQA exam board) is comprised of the following two units:</p> <p><b>Unit 1: Shakespeare and the 19th Century novel.</b></p> <p><b>Section A: Shakespeare</b> 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><b>Section B: The 19th Century novel:</b> 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><b>Unit 2: Modern texts and poetry / unseen poetry</b></p> <p><b>Section A: Modern Texts:</b> 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><b>Section B: Poetry:</b> 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><b>Section C: Unseen Poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	
<b>How will the course be assessed?</b>	
<p><b>Paper 1: Shakespeare and the 19th Century novel:</b> 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><b>Paper 2: Modern texts and Poetry:</b> 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

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	Pearson Edexcel (Higher) OCR (Foundation)
<b>What is the course like and what will be studied?</b>	
<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><b>Topics covered include:</b></p> <ul style="list-style-type: none"><li>• Number skills and the number system</li><li>• Manipulating algebra and solving equations</li><li>• Numerical and algebraic sequences</li><li>• Graphs</li><li>• Collecting and displaying data</li><li>• Averages</li><li>• Probability</li><li>• Fractions, decimals and percentages</li><li>• Area and volume</li><li>• Properties of shapes and angles</li><li>• Pythagoras and trigonometry</li><li>• Transforming shapes</li><li>• Vectors</li></ul>	
<b>How will the course be assessed?</b>	
<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 Year 10, although it is a very important year to develop the skills necessary for the overall GCSE.</p>	





# Options

# GCSE Art

<b>Qualification type</b>	GCSE
<b>Examination board</b>	AQA
<b>What is the course like and what will be studied?</b>	
<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>	
<b>How will the course be assessed?</b>	
<p><b>Students are required to create two units of work:</b></p> <p>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%. These are:-</p> <ul style="list-style-type: none"><li>• AO1- Artists and analysis</li><li>• AO2- Materials and Techniques</li><li>• AO3- Recording observations</li><li>• AO4- Final piece</li></ul> <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

<b>Qualification type</b>	BTEC
<b>Examination board</b>	Pearson Edexcel
<b>What is the course like and what will be studied?</b>	
<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.</p> <p>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"><li>• Natural Forms</li><li>• Portraits</li><li>• Surroundings</li><li>• Pursuits</li></ul>	
<b>How will the course be assessed?</b>	
<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

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	AQA
<b>What is the course like and what will be studied?</b>	
<p><b>Inspiring a love of Design and Technology</b> – 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><b>Becoming confident in developing ideas</b> - 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><b>A more personal approach</b> – 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><b>Relevant and contemporary</b> – 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><b>Progression to AS and A Level</b> – 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</p>	
<b>How will the course be assessed?</b>	
<p><b>Technical Understanding Examination (50% of the GCSE)</b> - A two section examination (1 hour 45 minutes). All students must study the Core (Section A), plus one Material option (Section B).</p> <p><b>Section A: Core</b> - 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><b>Section B: Material</b> - 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><b>Non Examination Practical Assessment (50% of the GCSE)</b> – 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"><li>1 – Investigate - This includes investigation of needs and research, and a product specification.</li><li>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.</li><li>3 – Make - This includes manufacture, and quality and accuracy.</li><li>4 – Evaluate - This includes testing and evaluation.</li></ol>	

# GCSE Food Preparation and Nutrition

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	AQA
<b>What is the course like and what will be studied?</b>	
<p>GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.</p> <p><b>The topics and themes covered are:</b></p> <ul style="list-style-type: none"><li>• Food, nutrition and health</li><li>• Food science</li><li>• Food safety</li><li>• Food choice</li><li>• Food provenance.</li></ul> <p>There will be both a practical and theoretical element to the course with most of the theory being delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.</p> <p>The range of food and ingredients studied will reflect the recommended guidelines for a healthy diet based on the main food commodity groups.</p>	
<b>How will the course be assessed?</b>	
<p><b>Task 1: Food investigation (30 marks)</b></p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Practical investigations are a compulsory element of this NEA task.</p> <p><b>Task 2: Food preparation assessment (70 marks)</b></p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>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.</p>	

# GCSE Geography

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	Edexcel
<b>What is the course like and what will be studied?</b>	
<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>	
<b>How will the course be assessed?</b>	
<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>	

# BTEC Health & Social Care

<b>Qualification type</b>	BTEC
<b>Examination board</b>	Pearson Edexcel
<b>What is the course like and what will be studied?</b>	
<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 has been designed to allow students to draw on the knowledge and skills acquired from these subjects where relevant. The course develops to a range of Post-16 study options.</p> <p><b>Learners have the opportunity to develop applied knowledge in the following areas:</b></p> <ul style="list-style-type: none"><li>• the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) classifications and the different factors that can affect an individual's growth and development</li><li>• different life events and how individuals can adapt or be supported through changes</li><li>• health and social care conditions, how they can be managed by the individual and the different services that are available</li><li>• the barriers and obstacles an individual may encounter and how these can be overcome</li><li>• the skills, attributes and values required to give care and how these benefit the individual</li><li>• how factors can affect an individual's current health and wellbeing</li><li>• how physiological indicators and an individual's lifestyle choices determine physical health</li><li>• the use of the person-centred approach</li><li>• recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face.</li></ul>	
<b>How will the course be assessed?</b>	
<p>Component 1: Human Lifespan Development- Internally assessed- 4 tasks to be completed from in the first year from February and to be handed in in May</p> <p>Component 2: Health and social Care services and Values- Internally assessed- 5 tasks to be completed from October and handed in the end of November</p> <p>Component 3: Health and Well-being- Externally assessed- end of course May</p>	

# GCSE History

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	Pearson Edexcel
<b>What is the course like and what will be studied?</b>	
<p>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.</p> <p><b>The course covers four major modules:-</b></p> <ul style="list-style-type: none"><li>• Germany 1918-39</li><li>• Medicine Through Time from 1250 to the present with special focus on Surgery and treatment on the Western Front of WW1</li><li>• Elizabeth I 1558-88</li><li>• American West c.1835-1895</li></ul> <p>We will look at these periods chronologically whilst also discussing key themes.</p>	
<b>How will the course be assessed?</b>	
<p>Students will be assessed through three terminal exams which they will sit at the end of Year 11.</p> <ul style="list-style-type: none"><li>• <b>Paper 1 focuses on medicine and surgery in World War 1</b></li><li>• <b>Paper 2 focuses on the American West and Elizabeth I</b></li><li>• <b>Paper 3 focuses on Germany 1918-39</b></li></ul> <p>Each exam has six questions and has a mixture of source based questions and extended writing tasks.</p>	



# Cambridge National In Creative iMedia

<b>Qualification type</b>	Level 1/2 Cambridge National Certificate in Creative iMedia
<b>Examination board</b>	OCR
<b>What is the course like and what will be studied?</b>	
<p>The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.</p> <p><b>R081: Pre-production skills (mandatory)</b></p> <p>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><b>R082: Creating digital graphics (mandatory)</b></p> <p>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><b>R085: Creating a multipage website (optional)</b></p> <p>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><b>R092: Developing digital games (optional)</b></p> <p>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>	
<b>How will the course be assessed?</b>	
<p><b>Mandatory Units</b></p> <p>R081: Pre-production skills - written paper, 1h 15m, 25% of total GCSE</p> <p>R082: Creating digital graphics - centre assessed coursework, 25% of total GCSE</p> <p><b>Optional Units</b></p> <p>R085: Creating a multipage website - centre assessed coursework, 25% of total GCSE</p> <p>R092: Developing digital games - centre assessed coursework, 25% of total GCSE</p>	

# GCSE Modern Foreign Languages - French

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	AQA
<b>What is the course like and what will be studied?</b>	
<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.</p> <p>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><b>Theme 1: Identity and Culture</b></p> <ul style="list-style-type: none"><li>• Topic 1 - Me, my family and friends</li><li>• Topic 2 - Technology in everyday life</li><li>• Topic 3 - Free-time activities</li><li>• Topic 4 - Customs and festivals in French/Spanish speaking countries</li></ul> <p><b>Theme 2: Local, National, International and Global Areas of Interest</b></p> <ul style="list-style-type: none"><li>• Topic 1 - Home, town, neighbourhood and region</li><li>• Topic 2 - Social Issues</li><li>• Topic 3 - Global Issues</li><li>• Topic 4 - Travel and Tourism</li></ul> <p><b>Theme 3: Current and Future Study and Employment</b></p> <ul style="list-style-type: none"><li>• Topic 1 - My studies</li><li>• Topic 2 - Life at school/college</li><li>• Topic 3 - Education post-16</li><li>• Topic 4 - Jobs, career choices and ambitions</li></ul>	
<b>How will the course be assessed?</b>	
<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><b>Paper 1 – Listening (25% of GCSE):</b> Understanding and responding to different types of spoken language.</p> <p><b>Paper 2 – Speaking (25% of GCSE):</b> Communicating and interacting effectively in speech for a variety of purposes.</p> <p><b>Paper 3 – Reading (25% of GCSE):</b> Understanding and responding to different types of written language.</p> <p><b>Paper 4 – Writing (25% of GCSE):</b> Communicating effectively in writing for a variety of purposes.</p>	

# GCSE Music

<b>Qualification type</b>	GCSE 9-1
<b>Examination board</b>	Eduqas
<b>What is the course like and what will be studied?</b>	
<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 components: 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 areas of study and set works are:</p> <p><b>Area of Study 1: Musical Forms and Devices</b> Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord from Orchestral Suite No.2 in B minor.</p> <p><b>Area of Study 2: Music for Ensemble</b> Exploration of teacher selected works.</p> <p><b>Area of Study 3: Film Music</b> Exploration of teacher selected works.</p> <p><b>Area of Study 4: Popular Music</b> Africa: Toto (released 1982).</p> <p>There is no requirement for students to have instrumental or singing lessons prior to starting the GCSE Music course, but it is recommended to do so from the start of Year 9. It is also necessary for all GCSE Music students to commit to regular independent practice time on their instrument or voice each week.</p>	
<b>How will the course be assessed?</b>	
<p><b>Unit 1: Performing - Teacher assessed portfolio 30%</b> 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.</p> <p><b>Unit 2: Composing - Teacher assessed portfolio 30%</b> Using music technology or otherwise, 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.</p> <p><b>Unit 3: Appraising - Externally assessed examination 40%</b> Students will sit a 1 hour and 15 minute exam where they will listen to extracts of music and be tested on their knowledge of the areas of study and set works listed above.</p>	

# GCSE Physical Education

<b>Qualification type</b>	GCSE
<b>Examination board</b>	AQA
<b>What is the course like and what will be studied?</b>	
<p><b>This course gives students an in-depth understanding of factors which affect PE, sport and performance.</b></p> <p>The course is assessed through two written examinations focusing on the human body, movement analysis, physical training, socio-cultural influences, sport psychology and health and wellbeing. Students will also undertake practical lessons where they will have the opportunity to develop their sporting performance. Their performance in three sports will be assessed along with the ability to analyse their own performance.</p> <p>Students are given an understanding of the socio-cultural influences, the psychological factors that can affect performers in physical activity and sport as well as the impact and benefits of health, fitness and well-being.</p> <p>It is strongly recommended that students are participating regularly in their chosen practical activities at school, extra-curricular clubs and ideally at club level outside of school to meet the demands of their practical assessment.</p> <p>This course provides a secure foundation for students going on to study Level 3 courses.</p>	
<b>How will the course be assessed?</b>	
<p>This course is examined by:</p> <p><b>Paper 1:</b> The human body and movement in physical activity and sport</p> <p><b>Paper 2:</b> Socio-cultural influences, sport psychology and health, fitness and well-being.</p> <p><b>NEA:</b> Practical performance in physical activity and sport</p> <p>Students will be assessed in three practical activities, one of which must be an individual activity or one of which must be a team activity. Students will also complete a controlled assessment piece of work and will be required to identify the strength and weaknesses of a sporting performance, and devise a plan to improve the weakness.</p>	

# Cambridge National In Sports Science

<b>Qualification type</b>	Cambridge Nationals
<b>Examination board</b>	OCR
<b>What is the course like and what will be studied?</b>	
<p>This qualification allows students to understand and apply the principles of sport science, develop learning and practical skills that can be applied to real life contexts. The course consists of three components.</p> <p><b>Component 1:</b> They will understand how to reduce the risk of sport injuries and how to deal with common medical conditions. This is assessed by an exam</p> <p><b>Component 2:</b> Students will learn to apply the principles of training and the components of fitness to a fitness training programme and evaluate the success of the programme. This work is assessed through a set assignment brief</p> <p><b>Component 3:</b> Students study the body's response to physical activity and how technology informs this. This is completed through the study of how both the cardio-respiratory and musculo- skeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems.</p>	
<b>How will the course be assessed?</b>	
<p><b>Component 1:</b> Exam</p> <p><b>Component 2:</b> NEA: Set assignment brief</p> <p><b>Component 3:</b> NEA: Set assignment brief</p>	





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