



St Bede's
Roman Catholic High School

Key Stage 4 School Curriculum 2017





The St Bede's mission:

To guide and inspire success, with belief all things are possible



Be informed

Please find enclosed our 'Key Stage 4' brochure for the pupils who will be starting examination courses in September 2017.

Can I suggest that you do take the time to read the brochure and discuss with your son or daughter its contents, so that as a family, you are fully aware of what needs to be completed and the dates and times of upcoming information evenings.

Choosing examination courses can be an anxious time but I can reassure you that every effort will be made to accommodate each pupil so that they can look forward to the next academic year, in the knowledge that they are fully aware of what is involved.

As a school we constantly seek to improve examination performance for all pupils regardless of ability. To do this, requires a joint effort by you the parents, the staff and each pupil working towards achieving the highest academic standards possible.

If you are aware of what is involved for your son or daughter, you will be more able to support them through their GCSE/BTEC courses.

I can promise that they will receive every support and encouragement from the staff. I would be grateful if you could note the key dates outlined on the following page.

Yours sincerely

Mr D J Callaghan
Headteacher

Important Dates

Monday 31st January

- Key Stage 4 brochure and options form sent home
- Subject teachers discuss with pupils the nature and requirements of the Key Stage 4 course

Thursday 2nd February

- Parents' Options Briefing, 6pm - 7.30pm

Thursday 9th February

- Year 9 Parents' Evening, 4pm - 7pm

Thursday 2nd March

- Further guidance interviews (by appointment) 2.30pm - 5pm

Friday 3rd March

- Option Forms to be returned



Changes to GCSE grading

For the majority of subjects, a new means of assessment has been introduced at Key Stage 4. Pupils are no longer graded A*-G but rather on a one to nine numerical scale, with 9 being the highest and 1 the lowest.

BTEC subjects continue to be awarded from Distinction* to Pass.



Everything is possible
for one who believes

Mark 9:23



The English Baccalaureate

What is the English Baccalaureate (EBacc) and how does it affect Year 9 Options?

The EBacc was introduced by the Government in October 2010 in the belief that schools should offer students a broad range of academic subjects. The EBacc promotes this aspiration.

The EBacc will cover achievement in English, Mathematics, Sciences, a Modern Foreign Language and either Geography or History.

Leading Universities, (The Russell Group), have identified these subjects as 'facilitating' subjects and highly desirable for gaining entry.

In order to qualify for the EBacc a pupil must choose both a Modern Foreign Language and either Geography or History from the Options Bands A and B.

Compulsory Subjects

All pupils will study the following compulsory subjects:

Religious Studies GCSE

English Language GCSE

English Literature GCSE

Mathematics GCSE

Science GCSE

Information and
Communication Technology

Physical Education

Religious Studies

Course:

All pupils follow a Religious Studies GCSE at KS4.

Course Content

At the time of print, GCSE courses in Religious Studies have yet to be finalised. However, the content of the course is likely to include;

- The study of religion(s)
- Beliefs and teachings
- Sources of Wisdom and Authority
- Philosophy and Ethics
- Textual Studies
- Forms of Expression and Way of Life

Examination

The course is assessed by examination only (100%).

There are two 90 minute examinations (50% each) and both papers are taken at the end of Year 11.

Grading

The qualification will be graded and certified on a nine-grade scale, where 9 is the highest grade.

Career possibilities

The study of Religion is a central part of the educational experience of all pupils in a Catholic School. The aim is to provide a purpose and a context around which the other studies pupils choose, can centre. The GCSE course assists pupils in their overall academic development, especially higher level reading and writing skills. Its concern with morality and values makes it highly regarded by employers in many occupations. It is accepted as part of the general GCSE entry requirements for all Universities, Higher and Further Education establishments and Professional Bodies. Possible occupations include: Teaching, Banking, Law, Police, Nursing, Social Services and Medicine.



English Literature

This is a compulsory course for all pupils entering year 10. The pupils will study a Shakespeare play, a 19th-century novel, a modern text and poetry. Assessments for all of the texts will be at the end of the course in year 11. The qualification will be graded on a nine point scale; 1 to 9 – where 9 is the best grade.

In studying the set texts students will have the opportunity to develop the following skills.

Reading comprehension and reading critically

Literal and inferential comprehension:

understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationships between actions or events.

Critical Reading:

identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.

Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.

Comparing texts:

comparing and contrasting texts studied, referring where relevant to theme, characterisation, context, style and literary quality; comparing two texts critically with respect to the above.

Writing

Produce clear and coherent text:

writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

Using accurate Standard English:

accurate spelling, punctuation and grammar.

English Language



This is a compulsory course for pupils entering year 10. The course will be taken over two years with all assessments for Reading and Writing taken at the end of the course.

The assessment and preparation of Spoken Language is a compulsory requirement of the course of study and will be assessed internally. It will appear on all students' GCSE certificates as a separately reported grade, alongside the overall GCSE grade for English Language.

The qualification will be graded on a nine-point scale: 1 to 9- where 9 is the best grade.

The GCSE specification in English Language will require pupils to study the following content:

Reading

Critical reading and comprehension:

Identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing. Reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within a text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on texts, using the context of the text and drawing on the knowledge and skills gained from wider reading; recognising the possibility of different responses to texts.

Summary and synthesis:

Identifying the main themes; summarising ideas and information from a single text; synthesising from more than one text.

Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text.

Comparing texts:

Comparing two or more texts critically with respect to the above.

Writing

Producing clear and coherent text

Writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining consistency and coherence across a text.

Writing for impact:

Selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices.

Spoken Language

Presenting information and ideas:

Selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches.

Responding to spoken language:

Listening to and responding appropriately to any questions and feedback.

Spoken Standard English:

Expressing ideas using Standard English whenever and wherever appropriate.



Mathematics

We follow the Edexcel Linear GCSE course. This covers the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for Mathematics.

Assessment

There are two tiers available, Foundation and Higher. Each tier consists of three equally weighted written examination papers. Paper 1 is a non-calculator assessment. A calculator is allowed for paper 2 and paper 3. Each paper is 1 hour and 30 minutes long. The content outlined for each tier will be assessed across all three papers. Both tiers will be examined at the end of year 11.

Grading

The qualification will be graded and certified on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Foundation tier covers grades 1 to 5 and Higher tier covers grades 4-9.

Career possibilities

Accountant, Engineer, Electrician, Bricklayer, Plumber, Banking, Business, Commerce, Architecture, Engineering, Construction, Civil Engineering, Mechanical Engineering, Electrical Engineering, Catering, Hotel Management, Retailing, Teaching, Estate Agents, Armed Services.

Science

Course

In years 10 and 11 the majority of pupils will study the AQA Combined Science course. This is a new course which is equivalent to two GCSE qualifications in science. This new qualification has no controlled assessment tasks. Instead, the new examinations will test pupils on both scientific knowledge but also practical skills. Pupils will study all three sciences and be examined at the end of year 11.

A small number of the most able pupils in science will be given the opportunity to study the three sciences: Biology, Chemistry and Physics separately which would lead to three separate GCSE's. Again there is no controlled assessment and all examinations (on both scientific knowledge and practical skills) will be at the end of year 11.

Assessment

Combined Science

There will be 6 examinations to undertake at the end of Year 11. Two of these papers will broadly examine the Biology content, two of these papers will examine the Chemistry content and the final two papers will examine the Physics content. All exams are 1 hour 15 minutes in duration.

Separate Sciences

Each GCSE comprises of 2 examinations with 50% weighting in each. Both examinations cover all content studied during the two year course. Each exam is 1 hour 45 minutes in duration.

Grading

All science qualifications will be graded and certified on a nine-graded scale using 1 to 9 with 9 being the highest grade and 1 being the lowest. For combined science two grades will be awarded, for example 5-6, whilst for the separate science GCSE's each qualification will be awarded one grade.

Career possibilities

Engineering, doctor, pharmacist, dentist, nurse, midwifery, biomedical scientist, scientific researcher, neuroscientist, astronomer, astronaut and many others

Computing

All students will complete the BTEC Tech. The course will cover aspects of knowledge, understanding and competency necessary for employment within the IT sector.

The course prepares learners for the future by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. At the core of this qualification is the concept of preparing young people for the working world.

Units

There are four units to be covered, three which are internally assessed and one external exam.

Unit 1: Set Up and Configure Technology Systems (Internal)

Learners develop the skills needed to install, configure and test a computer system to a given user requirement.

Unit 2: Exploring Current and Emerging Technologies (Internal)

Learners investigate current and emerging technologies and how organisations use them to meet their business needs.

Unit 3: Security Protection and Risk Management (External exam)

Learners will study threats to IT system security and the methods used to protect against them.

Unit 4: Working as an IT Support Technician

Learners investigate the different processes and procedures undertaken by an IT Support Technician. They then carry out tasks related to the role, demonstrating a range of technical and transferable skills.

Further Study and Careers

ICT is a requirement at most colleges for entry but for those looking to specialise BTEC Tech offer direct progression onto:

- BTEC Level 3 IT programmes
- A-Level IT and Computer Science.
- Most vocations now require the use of ICT skills but specifically, Architects, Web designers, Graphic Designers, Programmers, Network Engineers, Telecommunications.

Please note that at time of publication the course has still to be ratified by OFQUAL. IT Support and Management.

Physical Education



Those pupils who choose to undertake Physical Education at Key Stage 4 will be placed on the course which the PE department feels is most suited to their abilities. Pupils will follow either GCSE PE or BTEC Sport.

GCSE Physical Education

Pupils who select GCSE PE will follow an OCR course and this is assessed through a combination of practical (40%) and theoretical (60%) methods.

Practical marks are allocated for performance in three different sports (30% of practical mark) to include 1 individual sport, 1 team sport and 1 additional from either category. Pupils will be expected to show their knowledge and understanding of tactics and strategies in one sport through Analysing and Evaluating Performance (10% of practical mark).

Theory marks are awarded through 2 1 Hour written exams at the end of the course. The written exams will cover the 2 theoretical modules:

- Physical Factors Affecting Performance (30% of theoretical marks)
- Socio-Cultural Issues and Sports Psychology (30% of theoretical marks)

BTEC Sport

Pupils selected for BTEC Sport First Award will study 4 units, 3 of which are internally assessed. 1 unit which Edexcel sets and marks – and a 1 hour online exam.

This course encourages personal development through practical participation in a range of sports and exercise activities. It gives learners the chance to improve their people, communication, planning and team-working skills through a selection of units:

- Unit 1 Fitness for Sport and Exercise
- Unit 2 Practical Sports Performance
- Unit 5 Training for Personal Fitness
- Unit 6 Leading Sports Activities

Core PE

Those pupils who do not choose Physical Education as an option will still undertake the compulsory 2 hours core PE every week.

Core Physical Education will involve looking at healthy active lifestyles, fitness, leadership, officiating and coaching.

Option Subjects

The following pages provide a brief overview of the courses that each subject is offering at Key Stage 4. There will be a subject 'Carousel' at the Options Briefing on Thursday 2nd February.

All students must choose one of the courses from Option A. This Band is comprised of Geography, History or a Modern Foreign Language. Option B is an 'open' option in which students can choose any of the courses available within that Band.

Constraints on choices:

1. Students are not allowed to duplicate their choice in both Options Bands.
2. The availability of all courses is subject to demand. A lack of sufficient demand might lead to some courses, initially offered, being withdrawn.
3. For Health and Safety reasons, there is a strict limit on the size of groups in some subjects. Numbers sometimes exceed places available and whilst every effort will be made to allow a student to follow a particular course, sometimes reserve choices have to be followed. All students must therefore make a reserve choice of subject.



Consideration before selecting subjects

Generally speaking there are three choices available to you when you leave St Bede's at the end of Year 11.

1. Seek full-time employment (with training).
2. Join a Training Scheme or Apprenticeship.
3. Continue your full time education.

When choosing your Key Stage 4 option you should have in mind which of these paths you might follow; your particular interests, abilities and strengths.

Your subject teachers are best placed to advise you on the courses offered in their subject area and provide detail on which particular areas you will be studying.

Some good reasons for choosing a subject are:

1. You have achieved strong results in a subject.
2. You are interested in a particular subject.
3. You enjoy a subject.
4. The subject may help you in your chosen career.

Please do not make the mistake of choosing a subject just because your friend is doing so. There is no guarantee that you will be in the same class and you are less likely to succeed. Options are personal to you and should reflect your own interests, abilities and aspirations.

Fine Art

Summary of Subject Content

Students will explore practical and critical/contextual work through a range of 2D exercises using differing media and techniques. Students can work in appropriate art, craft and design materials and techniques, including both traditional and new technologies. Knowledge and understanding should be developed through research, the development of ideas and the making activities working from first-hand experience and, where appropriate, secondary source materials.

Specification

Unit 1: Controlled Assessment

This is started in Year 10 and completed by Christmas in Year 11. This is worth 60% of the final grade. Each portfolio must include more than one project and we therefore focus the pupil's work around the themes of portraiture and landscapes.

Unit 2: Externally Set Task

This contributes 40% towards the final grade. After preparation time, students complete 10 hours of sustained focused study

Career possibilities

A wide choice of careers involving visual communication, aesthetics, presentations, drawing, use of colour and art knowledge. Design/display work, media and printing industries, advertising/public relations. Education work - nursery nurse, primary teaching, beauty work/hairdressing, fashion and allied industries, museum work, modelling and realisation, leisure and entertainment industry.



Design and Technology



Product Design – Resistant Materials

The course mirrors good practice within industry and allows students to design and make quality products and foster awareness of sustainability and the environmental impact of their designing. The course seeks to build upon both the practical and multimedia approach at Key Stage 3 but also moves on to develop a high amount of hands on problem solving.

The GCSE course has been designed to encourage students to design and make products with creativity and originality. This is achieved using a range of materials and techniques. The aim is to produce a complete design proposal. This is achieved through the development of both the product and the packaging. Students will be enthused and challenged by the range of activities available and the scope for their ideas. There will also be aspects of Graphic Design within the course, including the use of ICT, CAD/CAM and drawing techniques. Students will use both graphic media and new technologies to prepare for the world of work.

This course has 50 per cent controlled assessment in order to recognise the importance of practical work within this subject. The controlled assessment allows the student to independently manage a project from concept to evaluation. The experience will in turn allow the student to be able to talk confidently about a project that they can call their own.

Assessments

Unit 1:

Written Paper

50% of total marks

2 hours

120 marks

Pre-Release material issued

Unit 2:

Design and Making Practice

50% of total marks

Approximately 45 hours

90 marks

Consists of a single design and make activity selected from a range of board set tasks.

Please note that at the time of publication the precise name of the course has yet to be decided.

Product Design – Graphics

In GCSE Graphic Products the students will be able to design and make products with creativity and originality. They will build upon the skills and techniques learnt at Key Stage 3 to use a range of graphic and modelling materials.

The projects are designed to direct the students and allow them to understand and apply colour and design to 3D products. Students will generate design proposals against a stated design criteria, and modify their proposals in the light of on-going analysis, evaluation and product development.

Students will learn to present design concepts in effective and exciting ways. This will be achieved through the use of ICT, CAD/CAM and drawing techniques. The outcome will combine fonts, images and colour to communicate ideas that will appeal to the general consumer or a defined targeted market.

Students will use both graphic media and new technologies to prepare for the world of work. Graphic skills are needed in a great many careers especially publishing, marketing and business as well as for specialised professional graphic design, illustration, film, TV, and animation.

Assessments

Unit 1:

Written Paper

50% of total marks

2 hours

120 marks

Pre-Release material issued

Unit 2:

Design and Making Practice

50% of total marks

Approximately 45 hours

90 marks

Consists of a single design and make activity selected from a range of board set tasks.

Drama

The subject content for GCSE Drama is divided into three components:

1. Understanding Drama

This is a written examination that focuses on your knowledge and understanding of drama and theatre. You will have to answer questions on your practical exploration of a scripted play and on a live theatre performance that you will go and see. There is also a short multiple choice section. The examination is 1 hour 45 minutes and you are allowed to take a copy of the play studied, without annotations, into the exam. This is worth 40% of your overall GCSE.

2 Devising Drama (practical)

You will create a devised piece of drama in a small group from a starting point that is given to you by your teacher. The material given to you will enable you to create interesting and exciting theatre. You will be expected to perform your work in front of an audience and a visiting examiner. You will also have to keep a detailed log book about the devising process. This is worth 40% of your overall GCSE.

3. Texts in Practice (practical)

You will rehearse and perform two extracts from one play as part of a small group, the play studied must be different from the play you will write about in the theory exam. This will be performed in front of a live audience and a visiting examiner. This is worth 20% of your overall GCSE.

Awarding Grades.

GCSE Drama will be graded on a nine point scale: 1 to 9 – where 9 is the highest grade that you can achieve.

Career possibilities

Drama helps provide personal, social and communication skills that are of value in many areas of work, especially jobs which require team work, creativity, decision making and contact with the public. Drama can also help you find work in the arts and entertainment industries. As well as acting/dance which are very competitive there is backstage and technical work, design, publicity, management and a wide variety of related occupations.

Performing Arts

Edexcel BTEC Level 2, First Award

Performing Arts is a vocational qualification that offers you the opportunity to study Drama, Dance and Music. It will broaden your understanding of the Performing Arts industry and help you to develop the skills needed for further study or employment within the Performing Arts. Importantly, you will also work to the standard of performance and discipline needed to succeed in Performing Arts. If you enjoy Drama, Dance and Music and you are 100% confident and committed to performing and learning about the process behind performance, then this is the course for you.

Units:

The course consists of the following units:

Unit 1: Individual Showcase Performance

Unit 2: Preparation, Performance and Production

Unit 3: Musical Theatre

Each of these units is very much performance based. However, you will be required to keep a detailed working notebook and an audio/visual record for each unit. You will also be expected to undertake research and create resources. Along with your final performance, this will form the basis for each unit. For the individual showcase unit, the assignment will be set by the exam board and marked by a visiting examiner.

You must be aware that each unit will require you to perform in a professional setting and in front of an audience. The course is very much focused towards the standard of work and skills expected within the Performing Arts industry.

Career possibilities

BTEC Performing Arts enables you to continue your studies or find employment within the same or related area. It is a particularly good choice for you if you know what you want, in order to continue your involvement in Performing Arts beyond school.

It also provides you with the skills that you will need to work individually and as part of a team. You will become a more confident creative thinker, reflective learner and self manager.

Geography

Course

Geography GCSE

Subject Content

Unit 1: Physical Environment

Topics include:

- Tectonics (volcanoes and earthquakes)
- Extreme weather and climate change
- Rivers
- Coasts
- Ecosystems (tropical rainforests and extreme cold environments)

Unit 2: Human Environment

- Urban environments
- Population
- Development
- Resource management (water and energy)

Examination

100% Examination

Exam papers

There are 3 examination papers, consisting of:

- **Physical geography exam paper**
(1 hour 30 minutes) – 35% of GCSE
- **Human geography exam paper**
(1 hour 30 minutes) – 35% of GCSE
- **Geographical skills**
(1 hour 15 minutes) – 30% of GCSE

Grading

This GCSE will no longer be graded from the traditional marks of A* to G. It will take on the new style grading of 1 to 9 with a grade 9 being the highest grade obtainable.

Fieldtrips

Fieldtrips are an important part of Geography. Pupils will complete two fieldtrip investigations that are compulsory and are examined in the Geographical skills paper. We also hope to offer an overseas visit, which will be optional.



Famous Geographers

Prince William and Prince Harry (Needed to do geography to be a pilot), Michael Palin, Mother Teresa, David Attenborough, Harry Styles, Tom Felton (Draco Malfoy in Harry Potter), Tom Hanks, Steven Spielberg, Holly Willoughby, Tom Cruise, Leonardo Da Vinci, Gandhi and many more!

Relevance of Geography

Geography is a relevant up to date subject that challenges issues of our world now and in the future. Geography is constantly in the news with issues of natural disasters, wars and energy and sustainability issues. Geography will make students aware of these issues and current world affairs.

Career Possibilities

Geography opens the door to any career opportunities as it is an academic and challenging subject. But here are some specific jobs related to the subject:

Environmental Agency, teacher, cartographer, town planner, civil service, meteorology, armed forces, water engineer, landscape architect, geologist, tourism, air hostess, journalism, television, logistics, law, transport, structural engineer.



History

Exam Board

GCSE AQA

Course Content:

The GCSE History content comprises the following elements:

- One wider world depth study
- One depth study
- One thematic study
- One British depth study, including the historic environment.

Paper 1: Understanding the Modern World

- **Section A:
America 1920-1973 Opportunity and Inequality**
Topics include: the roaring 1920s, jazz and cinema, prohibition and organised crime e.g. gangsters such as Al Capone, flappers, racism and the Ku Klux Klan, the Wall Street Crash, the Depression and the New Deal, McCarthyism, rock and roll, the Civil Rights movement including Martin Luther King and Malcolm X.
- **Section B:
Conflict and Tension 1894-1918**
Topics include: the alliance system, the arms race, the assassination of Franz Ferdinand, the Schlieffen Plan, key First World War battles e.g. the Somme, military tactics, trench warfare the armistice.

Paper 2: Shaping the Nation

- **Section A:
Britain: Power and the people:
c1170 to the present day**
Topics include: King John and Magna Carta, the Peasants Revolt, the Pilgrimage of Grace, the English Revolution, Chartism, the anti-slavery movement, the campaign for female suffrage, post war race relations.
- **Section B:
Elizabethan England c.1568-1603**
Topic include: difficulties of a female ruler, the Golden Age, exploration, the religious settlement, Mary Queen of Scots, conflict with Spain including the Spanish Armada. This unit will also feature a study of an historic site e.g. a Tudor house.

Assessment

Both examination papers are worth 50% of the overall GCSE. Each examination is 1 hour and 45 minutes.

Grading

GCSE History will be numerically graded from 1-9, with a grade 9 being the highest grade obtainable.

Career possibilities

History gives you lots of vital transferable skills, such as using evidence, constructing arguments, reaching judgements. It is very well regarded by universities and employers alike and can be a really useful subject to take for many different careers. Examples include: Law, Civil Service, Armed Services, Nursing, Government, Tourism, Archaeology, Restoration work, Librarian, Local History Libraries, Museums, Auctioneer, Antiques, Design, Politics, Broadcasting, Journalism, Personnel, Police, Service Industries, Teaching and most occupations which deal with people.



Modern Foreign Languages French & Spanish



Courses:

GCSE
(Edexcel – Spanish and French)

Subject Description:

The GCSE course for Spanish and French builds on the foundations laid in foreign language learning at Key Stage 3. Pupils are able to extend their knowledge of language through an emphasis on oral/aural skills as well as reading and writing.

For those pupils who have studied Spanish and French in Years 8 and 9, it is possible to select two languages on the Options Form.

Examination Paper:

Pupils will begin to Study GCSE Spanish and French in September 2017. They will do either Foundation or Higher level papers in all four of the following skills.

- **Listening (25%)**
50 minutes paper in which students are required to respond to multiple-response and short-answer open questions based on a recording featuring native speakers.
- **Reading (25%)**
50 minutes paper in which students are required to respond to multiple-response and short-answer questions.
- **Writing (25%)**
One hour and 20 min paper in which students are required to do two extended response questions and one translation into the foreign language.
- **Speaking (25%)**
Students are required to complete three tasks: a role play, a conversation and a picture discussion. This assessment will be conducted by their teacher.

They must have a bi-lingual dictionary at the start of the course.

Cultural activities:

At Key Stage 4 there will be opportunities to use the language outside of the classroom. There will be Skype conferences with students in Spain or France to practise the language learned in the classroom. Some other activities will be confirmed at a later date (trip to Spain).

Career possibilities:

Apart from careers such as interpreting, teaching languages and translating, where knowledge of a foreign language is a primary requirement, there are an increasing number of careers where knowledge of a foreign language combined with another skill such as engineering, business and technological skill or marketing is required.

Employers and educational institutions all value a GCSE in a foreign language, and some insist on it.



Music

Music GCSE is made up of 3 components;

- Understanding Music
- Performing
- Composing

Component 1:

Understanding music (40% of the GCSE marks)

What is assessed

- Listening skills
- Contextual understanding

The assessment will take place in the form of an examination paper with listening exercises using excerpts of music. The exam is one hour 30 minutes.

Section A: Listening

Section B: Contextual understanding

Component 2:

Performing music (30% of the GCSE marks)

What is assessed

- Music performance as an instrumentalist and/or vocalist

You are required to prepare two performance pieces.

- Performance 1: Solo performance (36 marks)
- Performance 2: Ensemble performance (36 marks)

A minimum of four minutes and a maximum of seven minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance. These pieces are not recorded under performance exam conditions, therefore if mistakes are made, pupils can continue to perform until they are happy with their final recording!

Both performances will be internally marked by teachers and externally moderated by AQA.



Component 3:

Composing Music (30% of the GCSE marks)

What is assessed

- Composition

You are required to compose two pieces of music

- Composition 1: Composition to a brief
- Composition 2: Free composition

A minimum of three minutes and a maximum of four and a half minutes of music in total is required. Composition lessons can take place in whichever format the student chooses. Some pupils are happier using technology and software packages whilst others are more comfortable composing using their own instruments and recording a live performance of their piece. There are no restrictions in the way that pupils wish to write their own music and they are actively encouraged to explore their creativity in whichever way they choose.

Both compositions will be internally marked by teachers and externally moderated by AQA.

The GCSE Music course is linear, which means that students will sit the exam and submit all of their non-exam assessment at the end of the course. The grades for the course have changed from A* - G to the points system of 9-1, 9 being the highest result possible.

BTEC Level 2, First Certificate in Music



Btec Music is a course for those pupils who enjoy music in Year 9, as much of the course is spent developing skills on rock instruments and performing in a band. The standard of performance expected does not need to be as high as that required at GCSE and pupils can succeed at Btec level without needing to be an established instrumentalist/vocalist or a fluent reader of music.

Btec Music is made up of 4 units, two of which are mandatory core units;

- The Music Industry (core unit)
- Managing a Music Product (core unit)
- Introducing Performance
- Introducing Composition

The Music Industry (30 guided learning hours)

In this unit you will learn all about different organisations and job roles within the music industry. You will learn about how these organisations and job roles interrelate with each other and much of the work is 'case study' based.

Assessment takes place in the form of a written exam lasting one hour. It is marked externally by Btec Moderators/Examiners.

Managing a Music Product (30 guided learning hours)

In this unit you will create your debut CD! You will spend time preparing songs/tracks that will then be recorded and uploaded onto a CD. You are required to keep a logbook giving details of the progress and the management process.

You are also expected to promote and advertise your CD and you must provide a Promotional Pack containing the CD cover/insert, magazine article/review, poster/flyer.

All marking and assessment of this work is completed by your teacher.

Introducing Performance

This unit is all about developing your skills as an instrumentalist/vocalist. You will develop your technical and rehearsal skills and finish by performing and recording two pieces. These can either be performed as a solo or within a band/group.

You are also required to keep a logbook, highlighting your strengths and weaknesses as a player as well as setting targets for areas to develop.

All marking and assessment of the work is completed by your teacher.

Introducing Composition

This unit is all about developing skills as a composer/songwriter. You will be taught a variety of compositional techniques and using this knowledge, will compose short pieces of music from a variety of starting points ie chords/melody/rhythm/improvisation.

You will be given a brief from which to work from.

All marking and assessment of the work is completed by your teacher.



Aspire Group Enrichment Option

We are offering our Aspire group the opportunity to participate in an additional enrichment programme which will run from September in Year 10. You will be notified by School if your son or daughter will be participating in this programme.

There are three main aims:

1. Raise levels of attainment – with a strong emphasis on achieving grades 8 and 9 at GCSE.
2. Raise student aspirations – to help students be fully aware of their potential and options in terms of education and employment.
3. Personal development - to develop in students the personal attributes and characteristics that they will need in order to fulfil their potential.

By offering an enrichment programme, we intend to work closely with each student to construct a curriculum that best meets their needs. We will be encouraging students to develop their interest in a particular subject that reflects their individual interests and future aspirations. It is designed to broaden the horizons of the students that take part and encourage independent study skills. Over the past couple of years we have offered a range of unique opportunities including; Latin, Law, Business internships and a variety of visits to prestigious Universities.



Completing your options forms



Do not forget to put your name on the form

Key Stage 4 Option choices
September 2016

St Bede's
Roman Catholic High School

Name: _____ College: _____
House: _____ RE Set: _____

Pupils must choose from the Option A block, either Geography, History or a Modern Foreign Language.
Please note that you can only opt for Spanish if **you have** studied this language in Years 8 and 9.*

Although you are not allowed to duplicate your option A choice in Option B, you are allowed to opt for one of the other Option A subjects. For example, if you were to opt for Geography in Option A, you could still choose either History or a Modern Foreign Language in Option B.

Please indicate with an X your option choice from Block A

Option A	
French	
Geography	X
History	
Spanish*	

Please indicate with an X your option choice from Block B

Option B	
Art	X
D&T Product Design (select one only)	
Resistant Materials	
Graphic Products	
Drama	
GCSE Music / BTEC Music (Please delete as appropriate)	
French	
Geography	
History	
PE - This will either be GCSE or BTEC	
Performing Arts	

Reserve subject: _____

Signed _____ (Parent / Guardian)

Please return this form via your House Tutor by Friday 4th March

Please fill in all details

General teaching set eg. RE

Clearly indicate your choices by placing an "x" in the appropriate box

Mistakes should be fully blanked out or you should request a new form

You must select your reserve subject

This must be signed

Be excited
Be responsible
Be confident
Be independent
Be humble
Be creative
Be curious
Be respectful
Be brave
Be ambitious
Be challenged
Be prepared
Be supported
Be positive
Be safe
Be honest
Be determined
Be caring
Be dedicated
Be fair
Be inspired
Be understanding
Be proud
Be thankful
Be happy
Be remembered
Believe all things are possible

