



St Bede's

Roman Catholic High School

KEY STAGE 4

# Curriculum Brochure 2026





The St Bede's mission:

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



Please find enclosed our 'Key Stage 4' brochure for pupils who will be starting examination courses in September 2026.

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.

Your son/daughter will receive every support and encouragement from the staff. I would be grateful if you could note the key dates outlined in this brochure.

**Mr D Milton**  
Headteacher

## Important Dates

**Thursday 13th November**

Year 9 Progress Evening

**Thursday 15th January**

Year 9 Curriculum Options Evening

**Friday 23rd January**

Initial Choice Submission  
Deadline

**Wednesday 11th February**

Showcase Lessons week

**Friday 27th February**

Final Choice Submission  
Deadline

# The English Baccalaureate

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

The introduction of the EBacc (English Baccalaureate) in October 2010 aimed to ensure that students receive a broad, academic education. It includes English, Mathematics, the Sciences, a Modern or Ancient Foreign Language, and either Geography or History. These subjects have been identified by leading universities as "facilitating" subjects, meaning they are highly regarded when applying for university.

At St Bede's, to qualify for the EBacc, pupils must study Spanish and either Geography or History. While the school recognises that the EBacc pathway may not be suitable for every student, it provides the opportunity for those who wish to pursue it. St Bede's believes that, for students aiming for the highest academic standards post-16, the EBacc is an important and necessary qualification.

Gaining qualifications in the EBacc offers a range of benefits, both for students during their time in school and for their future academic and professional opportunities. These benefits can be broken down into several key areas:

- 1. Broader and Balanced Education** studying a wide variety of subjects that provide a well-rounded education.
- 2. Preparation for Higher Education** Many leading universities consider EBacc subjects as "facilitating subjects," meaning they are the subjects most commonly required for entry into competitive degree programs.
- 3. Improved Career Opportunities** The EBacc pathway aligns well with the demands of the modern workplace, where skills like problem-solving, communication, and analytical thinking are highly valued.
- 4. Development of Key Skills** such as Critical Thinking, Problem-Solving and Communication Skills.
- 5. Academic Rigor and Challenge**
- 6. Greater Flexibility in Future Pathways** to keep options open for a wider range of post-16 pathway.

In summary, the EBacc offers a range of benefits that support both academic and professional success. By providing students with a broad, balanced, and rigorous education, it prepares them for higher education, better career opportunities, and the skills needed for success in a rapidly changing world.



## Compulsory Subjects

All pupils will study the following compulsory subjects:

- Religious Studies GCSE
- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Science GCSE
- PE

# Religious Education

All KS4 pupils study GCSE RE. The course followed is Edexcel Specification A which has three areas of study:

- Catholic Christianity – Beliefs and Teachings, Practices, Sources of Wisdom and Authority and Forms of Expression through art, architecture, music and drama
- Judaism – Beliefs, Teachings and Practices
- Philosophy and Ethics – Arguments for the Existence of God and Religious Teachings on Relationships and Families in the Twenty-first century

## Assessment

Assessment is by examination only:

- Paper 1: Catholic Christianity (1 hour 45 minutes, 50% of overall grade)
- Paper 2: Judaism (50 minutes, 25% of overall grade)
- Paper 3: Philosophy and Ethics (50 minutes, 25% of overall grade)

## Grading

GCSE RE is graded numerically from grade 9-1, 9 being the highest grade awarded.

## Career possibilities

The study of religion is a central part of the educational experience of all pupils in a Catholic school. It contributes significantly to pupils' cultural capital as they develop a greater understanding of the beliefs and practices of people of faith. The RE GCSE course is an academic and challenging subject which develops many transferrable skills such as higher-level reading and writing skills, textual analysis, critical thinking, evaluation and communication skills, and as a result is well regarded by universities and employers. Its concern with moral issues, values and ethics lends itself to any career dealing with people. Possible career opportunities include law, politics, civil service, public relations, teaching, nursing and medicine.

# English Literature

This is a compulsory course for all Key Stage 4 pupils. We follow the AOA GCSE course where pupils will build on their understanding and skills developed in the Key Stage 3 programme of study for English. Pupils' literary understanding is assessed in the following two examination papers:

## Paper 1:

### Shakespeare and the 19th Century Novel

- Shakespeare: One Shakespeare play will be studied. Pupils will answer one question on their studied Shakespeare play. They will be required to write in detail about an extract from the play and then write about the play as a whole.
- 19th Century Novel: One 19th Century Novel will be studied. Pupils will answer one question on their studied novel. They will be required to write in detail about an extract from the novel and then write about it as a whole.

## Paper 2:

### Modern Texts and Poetry

- Modern Text: One Modern text will be studied. Pupils will answer one essay question from a choice of two on their studied modern text.
- Poetry Anthology: 15 poems will be studied from an anthology based on the themes of Power and Conflict. Pupils will answer one comparative question on one named poem printed on the paper and one other chosen poem from the anthology cluster.
- Unseen Poetry: Pupils will answer two questions based on unseen poetry.

## Examination

The course is assessed by examination only (100%). There are two examination papers that are taken at the end of the English Literature course.

## Grading

Pupils will gain two GCSE qualifications in English – English Literature and English Language. English Literature will be graded and certified on a nine-grade scale, where 9 is the highest grade.

## Career possibilities

English Literature has many transferable skills which would aid progress towards further education qualifications and occupations in areas such as Broadcasting, Teaching, Law, Journalism, Publishing, Business, Philosophy, Historian, Politics, Theology and most professions which are people centred.

# English Language

This is a compulsory course for all Key Stage 4 pupils. We follow the AOA GCSE course where pupils will build on their understanding and skills developed in the Key Stage 3 programme of study for English. Pupils' reading and writing skills are assessed in two examination papers:

## Fiction Paper 1:

Explorations in Creative Reading and Writing  
Pupils will analyse and evaluate writers' fictional texts and produce their own creative writing

## Non-Fiction Paper 2:

Writers' Viewpoints and Perspectives  
Pupils will critique factual writing and produce their own non-fiction writing. All reading texts are unseen.

## Examination

The course is assessed by examination only (100%). There are two 1 hour and 45 minute examination papers that are taken at the end of the English Language course.

## Grading

Pupils will gain two GCSE qualifications in English – English Language and English Literature. English Language will be graded and certified on a nine-grade scale, where 9 is the highest grade.

## Spoken language

Pupils will also undertake a compulsory non-examination assessment in which they will be assessed in class to ensure they leave school with functional skills in the following areas:

- Presenting Information and ideas
- Responding to questions and feedback
- Use of Standard English

This will appear separately on pupils' GCSE Certificates as a nationally recognised qualification in Spoken Language.

## Career possibilities

English Language is an essential qualification to ensure progression towards all further education courses and occupations.



# 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

In years 10 and 11 the majority of pupils will study the AQA Combined Science course. This course is equivalent to two GCSE qualifications in science. This qualification is 100% exam based and will test pupils on both scientific knowledge and understanding but also practical skills. Pupils will study all three sciences and be examined at the end of year 11. Pupils who choose separate science as an option will study the three sciences: Biology, Chemistry and Physics separately which would lead to three separate GCSEs. Once again there is no controlled assessment so exams will assess course content and practical skills. All examinations will be at the end of year 11.

## Assessment

### Combined Science

There will be six 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. The total marks achieved from all six papers will give a combined science double grade.

### Separate Sciences

There are six examinations, where 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 9 to 1, with 9 being the highest grade. Separate science students will be awarded three individual grades for biology, chemistry and physics. For combined science a double grade will be awarded from a combined score of all six papers e.g. 6-6 or 6-5.

## Career possibilities

Engineering, doctor, pharmacist, dentist, nurse, midwifery, biomedical scientist, scientific researcher, neuroscientist, astronomer, astronaut, energy analyst, glaciologist, ecologist, marine biologist, climate scientist, dietician and many others.

# PE

Those pupils who choose PE in their option will undertake either OCR GCSE PE or OCR Cambridge National (CNAT) Level 2 Sports Science. The PE staff will decide the course that pupils will undertake depending on which they feel will be most successful.

## GCSE PE

Pupils selected for 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 one individual sport, one team sport and one additional from either category. Pupils will be expected to show their knowledge and understanding of their own performance in one sport through Analysing and Evaluating Performance (10% of practical mark).

Theory marks are awarded through two x one hour written exams at the end of the course. The written exams will cover the two theoretical modules:

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

## Grading

GCSE Physical Education is graded numerically from 9-1, with 9 being the highest grade awarded.

## Level 2 CNAT Sport Studies

For pupils selected for Sports Science the course is made up of three units. There are 2 compulsory units (each worth 40% of the overall mark) and 1 optional unit (worth 20% of the overall mark). This unit has been selected by school.

### Compulsory Units:

#### UNIT 1: Contemporary Issues in Sport (40%).

This is an external 1 hour 15-minute examination. The examination will be taken in year 11 and must be the final unit that is completed.

#### UNIT 2: Performance and Leadership in sports activities (40%).

This unit covers the key components of performance, applying practice methods to support improvement in sporting activity, organising and planning a sporting activity session, reviewing your own performance in planning, and leading a sports session.

### Optional Unit:

#### UNIT 3: Sport and the Media (20%).

This unit covers the different sources of media that cover sport, and the positive and negative effects of the media in sport.

## Grading

CNAT Sports Science is graded along a scale from Level 1 or Level 2 Pass, Merit, Distinction or Distinction\* with a Level 2 Distinction\* being the highest grade awarded.

## Core PE

Those pupils who do not choose Physical Education as an option will still undertake the compulsory two hours core PE per week. Core Physical Education will involve exploring healthy active lifestyles, fitness, leadership, officiating and coaching.

## Career Possibilities

PE Teacher, Physiotherapist, Personal Trainer, Fitness Manager, Sports Development Officer, Sports Coach, Sports Writer, Dietician, Sport science, diet and fitness instructor.

# Option Subjects

- Art
- Computing: Creative iMedia
- Design & Technology: Resistant Materials; Graphics or Food & Nutrition
- Drama
- Geography
- History
- Music
- Performing Arts
- Photography
- Separate Science
- Spanish

The following pages provide a brief overview of the courses that each subject is offering at Key Stage 4.

## Constraints on choices:

1. Pupils are not allowed to duplicate their choice.
2. The availability of all courses is subject to demand. A lack of sufficient demand may 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 subject. 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. Therefore, pupils must select a reserve choice of subject if stated on their options form. 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.

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

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:

- You have achieved strong results in a subject.
- You are interested in a particular subject.
- You enjoy a subject.
- 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.

## Art

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.





## Computing Department

At St Bede's, we believe that all things are possible, and our Computing Department reflects this ethos by guiding and encouraging students to fulfil their God-given potential through the exploration of technology. We inspire our students to become the best versions of themselves, using computational thinking and creativity to shape the world around them, while staying true to the values that define our community.

### OCR National Creative iMedia

At KS4 students will study the Cambridge National in Creative iMedia. This course develops students' knowledge and skills in digital media production, equipping them with both practical and theoretical understanding, preparing them for future careers in ICT, the creative industries and media-related fields. Students will study two mandatory units (R093 and R094) and a further one optional coursework unit (R095):

R093: Creative iMedia in the Media Industry

- Type: Externally assessed (written exam)
- Weighting: 70/190 of the overall qualification
- Duration: 1 hour 30 minutes

R094: Visual Identity and Digital Graphics

- Type: Internally assessed (coursework)
- Weighting: 50/190 of the overall qualification
- Students create visual identity and digital graphics for a client brief.

R095: Characters and comics

- Type: Internally assessed (coursework)
- Weighting: 70/190 of the overall qualification
- Students plan and create characters and a comic for a set brief.

### Grading

The Cambridge National in Creative iMedia is graded based on these three units, each contributing a percentage of the overall qualification grade. The grades range from Level 1 Pass (L1P) to Level 2 Distinction (L2D), with each grade determined by the total marks earned across all units.

### Career Possibilities

The Cambridge National in Creative iMedia can lead to careers in Digital Media and Content Creation, such as graphic designer, digital content creator, or video editor. It also opens pathways in Web and Interactive Design. For those interested in storytelling and entertainment, this course can lead to jobs in Animation and Game Design, including roles such as animators, game designers, or level designers. The course also supports possible careers in Film and Television Production, such as production assistant or storyboarding artist. In addition to practical skills, the writing element of the course helps prepare pupils for further education and degree-level studies, as they become accustomed to documenting and evidencing their designs alongside written reports. This skill is invaluable for both academic and professional success, fostering clear communication and critical thinking.

## Design & Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The course allows students to study core technical and designing and making principles, including a broad range for design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This course has 50% Non-Exam Assessment (NEA) in order to recognise the importance of practical work within this subject.

The Non Exam assessment allows the student to independently manage a project from concept through 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 – 100 marks

Topics covered in written examination consist of – Textiles, Systems and control, Electronics, Smart Materials, Woods, Metals, Polymers and Graphics.

#### Unit 2:

Non Exam Assessment 50% of total marks  
Approximately 35 hours – 100 marks  
Consists of a single design and make activity selected from a range of exam board set tasks with the completion of an A3 design Portfolio and final product.

### Career possibilities

Mechanical Engineer, Joiner, Product Designer, Construction, Civil Engineering, Trades Person, Architect, Graphic Designer, CAD Developer and many more

## Food Preparation and Nutrition

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' understanding of nutrition and food science, as well as the opportunity to develop practical cookery skills. Food preparation skills are integrated into five core topics: Food, nutrition and health, food science, food safety, food choice and food provenance.

### Assessments

#### Examination - Food preparation and nutrition.

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

#### Non-exam assessment (NEA)

100 marks  
50% of GCSE

#### Task 1: Food investigation (30 marks)

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

#### Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

This will be completed in the form of a written or electronic portfolio including photographic evidence.

### Career possibilities

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries.

# Drama

GCSE Drama allows pupils to explore the world of theatre and performance through practical and theoretical work. Pupils study a range of techniques, genres, and styles, developing their creativity, confidence, and critical thinking skills. The subject encourages teamwork, communication, and self-expression while offering opportunities to engage in both the performance and production sides of theatre.

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 to 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 and log book)

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

As a subject, Drama provides some of the most transferable skills that you will use in your adult life. Drama helps provide personal, social and communication skills that are of value in many areas of work, especially jobs which require team



# Geography

## Geography GCSE

Geography is a dynamic and engaging subject that explores the world around us. The AQA GCSE Geography course offers students the opportunity to understand the interactions between people and the environment and equips them with the knowledge and skills to tackle some of the biggest challenges facing our planet today. The course is designed to inspire curiosity about the world's physical landscapes, human societies, and the connections between them.

## Course Content

The GCSE AQA Geography course is divided into three main sections:

### Unit 1: Living with the Physical Environment

This unit explores the physical environment. There is a focus on natural hazards, global ecosystems and physical landscapes of the UK.

### Unit 2: Challenges in the Human Environment

This unit explores the human environment. There is a focus on urban areas, the changing economic world and how we manage resources.

### Unit 3: Geographical Applications

In this unit, students will develop a range of skills essential for both fieldwork and exam preparation. This includes working with maps, diagrams, graphs, and statistical data, as well as evaluating geographical evidence and drawing conclusions.

## Assessment Overview

The GCSE AQA Geography course is assessed through three exams at the end of Year 11:

Paper 1: The Physical Environment – 1 hour 30 minute exam (35% of the final grade).

Paper 2: The Human Environment – 1 hour 30 minute exam (35% of the final grade).

Paper 3: Geographical Applications – 1 hour 30 minute exam (30% of the final grade).

There is no coursework element in this GCSE. However, students will be required to complete two days of fieldwork as part of the practical aspects of the course, with an emphasis on understanding geographical concepts and collecting data from real-world environments.

## Why Choose Geography?

**Wide Range of Career Opportunities:** A GCSE in Geography opens the door to a wide range of careers in areas such as urban planning, environmental science, tourism, conservation, disaster management, and international development.

**Global Perspective:** The course encourages a global outlook, developing an understanding of how human activities impact the environment and how different places respond to challenges.

**Valuable Skills:** Geography helps to develop critical thinking, problem-solving, data analysis, and communication skills, all of which are highly valued by employers and further education institutions.



# History

The AQA History GCSE comprises the following elements:

- One period study
- One thematic study
- One wider-world depth 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 and naval race, the assassination of Franz Ferdinand, the Schlieffen Plan, key First World War battles e.g. the Somme and Verdun, military tactics, trench warfare and the armistice.

## Paper 2: Shaping the Nation

- Section A:  
Britain: Power and the people: c.1170 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  
Topics 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 or location.

### Assessment

Both examination papers are worth 50% of the overall GCSE. Each examination is 2 hours with one hour per section.

### Grading

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

### Career possibilities

Studying history is valuable because it helps us understand the past, offering insights into how societies, cultures, and ideas have evolved over time. By learning about historical events and figures, we gain critical thinking skills, develop a sense of perspective, and are better equipped to understand current global issues. History graduates can pursue diverse career opportunities, including roles in education, research, journalism, public policy, museum curation, archival work, and cultural heritage management. Additionally, many employers value the analytical, writing, and communication skills that history students cultivate, making them competitive candidates for careers in law, business, and government.

# Music

## GCSE - Eduqas

Music GCSE Eduqas is made up of 3 components; ;

- Performing
- Composing
- Appraising

### Component 1: Performing music (30% of the GCSE marks)

Music performance as an instrumentalist and/or vocalist You are required to prepare two performance pieces.

- Performance 1: Solo performance
- Performance 2: Ensemble performance

4 to 6 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 Eduqas.

### Component 2: Composing Music (30% of the GCSE marks)

Composition You are required to create two pieces of music

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

3 to 6 minutes of music composition in total is required. Compositions 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 Eduqas.

### Component 3: Appraising (40% of the GCSE marks)

This is a written exam lasting approximately 1 hour and 15 minutes. The exam will assess knowledge and understanding of music through the following four areas of study.

- 1: Musical forms and devices
- 2: Music for ensemble
- 3: Film music
- 4: Popular music

The listening and appraising exam is marked externally by Eduqas

The GCSE Music course is linear, which means that students will sit the exam and submit all their non-exam assessment towards the end of the course.

### Grading

GCSE Music is graded numerically from 9-1, with 9 being the highest grade awarded.



# Music

## BTEC Level 2 Tech Award in Music Practice

This course is aimed at pupils who enjoy performing and listening to music but don't necessarily have the performance skills required for the GCSE course. It is a popular course and there are no external examinations. All assessment is through coursework.

The course is made up of 3 components.

### Component 1: Exploring Music Products and Styles

You will explore a variety of musical styles, e.g., Pop, Rock, R&B, Hip-hop, Blues, through workshop style lessons. You will demonstrate an understanding of the key features of different styles of music and their use of musical elements. Through practical and taught sessions, you will then produce 30 seconds of performance, creation and production. This unit is assessed internally and moderated the exam board. This component is completed in Yr 10 and submitted in May.

### Component 2: Music Skills Development

In this unit, you will develop your practical skills (on your chosen instrument) and production skills (on a DAW/Bandlab) You will work both individually and as a band to perform and produce music. You will develop a good understanding of professional skills required to work within the Music Industry (or any industry!). This component is completed in Yr11 and submitted in December.

### Component 3: Responding to a Music Brief

This component gives you the opportunity to develop and present music in response to a given brief sent by the exam board. You will be required to perform or produce a song from a given list in a different style, like Radio 1 Live Lounge performances Eg an Adele song recreated in a Britpop style. This component is completed in Yr 11 and submitted in May

#### Grading

The BTEC Music qualification is graded along a scale from Level 1 or Level 2 Pass, Merit, Distinction or Distinction\* with a Level 2 Distinction\* being the highest grade awarded.

#### Career Possibilities

Musician, composer, publicist, record producer, sound recording, audio engineer, music therapist, songwriter, radio personality.

# Performing Arts

## BTEC Technical Award in Performing Arts – Level 1/2

The course will be suitable for those pupils who wish to acquire technical skills through vocational contexts by studying acting, dance or musical theatre. It will broaden pupil's experience and understanding of the varied progression options in the performing arts industry. Pupils must be conscientious and enthusiastic performers and be prepared to work as part of a team.

The qualification is made up of the following components:

### Component 1 – Exploring the Performing Arts – Internally Assessed

Pupils will examine professional practitioner's work and develop their understanding of performance work and influences. They will gain a realistic overview of the performing arts repertoire and learn about the skills and techniques of singing, dancing, and acting, including the necessary requirements to become a successful performer. Assessment is through practical workshops, extended writing pieces, log books and teacher observations.

### Component 2 - Developing Skills and Techniques within Performing Arts – Internally Assessed

Pupils will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire. They will have the opportunity to specialise in one or more of disciplines. They will also take part in workshops and classes where they will develop technical, practical and interpretive skills, through the rehearsal and performance process. This will give pupils the opportunity to consider their aptitude and enjoyment for performing arts. Assessment is through a practical examination based on existing repertoire.

### Component 3 – Performing to a Brief – Externally Set and Assessed

This is an externally assessed performance which will be based on an assignment set by the examining body in January of Year 11. Pupils will develop ideas for and produce a workshop style performance based on a particular theme. There is a set time frame for assessment to take place and all pupils must provide written evidence along with a recording of their workshop performance to an audience. This is then submitted to the exam board to be assessed. The BTEC Technical Award in Performing Arts will provide pupils with the opportunity for practical exploration and application that will enable them to progress onto Level2/3 qualifications in performing arts post - 16.

#### Grading

BTEC Performing Arts is graded along a scale from Level 1 or Level 2 Pass, Merit, Distinction or Distinction\* with a Level 2 Distinction\* being the highest grade awarded.

#### Career possibilities

BTEC Performing Arts enables you to continue your studies or find employment within the same or related area. 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. It will help provide personal, social and communication skills that are of value in many areas of work.



# Photography GCSE

Photography develops visual awareness, creative skills and aesthetic judgement. You will gain practical experience in communicating meanings, ideas and intentions through the medium of photography, exploring colour, line, tone, texture, shape, pattern, composition, scale, sequence, surface, contrast as well as gaining knowledge of important photographers.

Photography is an important subject for future careers in Art & Design, Media, Fashion, TV and Film, Teaching etc. It also provides ideas and skills for creative leisure.

## What you will be studying

Your studies will cover all aspects of photography (primarily digital), allowing a breadth of exploration of image making techniques.

## How you will learn

You will work in one or more area(s) of photography, such as portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photojournalism, moving image: film, video and animation, fashion photography. You will be required to study the work of Photographers in order to develop your own work further. Much of this work will involve experimentation of techniques and developing ideas in a sketchbook.

## How you will be assessed

### Portfolio (60%)

- Completed photographic briefs with rigorous supporting study to show the development of ideas leading to the final outcome(s)
- Sketchbooks/ workbooks on a theme/ subject showing detailed studies/ ideas for future developments including in-depth critical study of the work of Photographers
- Investigation of a visual concept or theme e.g. The Formal elements: colour, line, form, shape, tone, texture to further skills, knowledge and understanding

### Externally set assignment (40%)

Task paper issued by AQA from 2nd January of year of examination with unlimited preparation time and 10hrs supervised time.

## Grading

GCSE Photography is graded numerically from 9-1, with 9 being the highest grade awarded.

# Spanish

The GCSE Edexcel course for Spanish builds on everything you have learned so far in Key Stage 3 and takes your language skills to the next level, opening doors to new cultures, people and opportunities. You will develop your confidence in speaking, listening, reading and writing, with a strong focus on communication and pronunciation. The course is built around the three key pillars of phonics, grammar and vocabulary, helping you to express yourself clearly and accurately in real-life situations. Spanish is one of the most widely-spoken languages in the world, and studying it can give you a real advantage - whether you are travelling, exploring new cultures, or planning your future career.

## Examination paper

Pupils study either foundation or higher level papers in all four of the following skills.

- Listening (25%) 45 min-1 hr paper in which students are required to listen to a passage and rewrite it, and respond to multiple choice, multiple-response and short-answer open questions based on a recording featuring native speakers.
- Reading (25%) 45 min – 1 hr paper in which students are required to translate a text into English and respond to multiple choice, multiple response and short-answer questions.

\* Writing (25%) 1 hr 15-1 hr 20 paper in which students are required to do two or three open response questions and on translation into the foreign language.

\* Speaking (25%) Students are required to complete three tasks: a dictation, a read aloud task and a picture discussion. This will be conducted by their teacher

## Grading

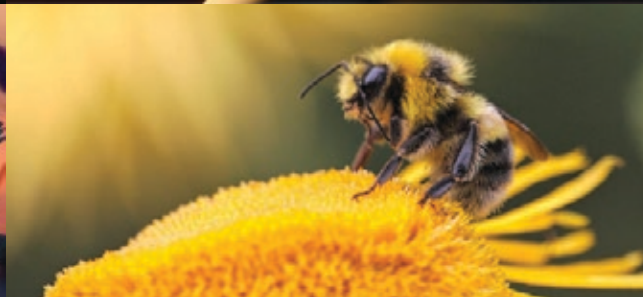
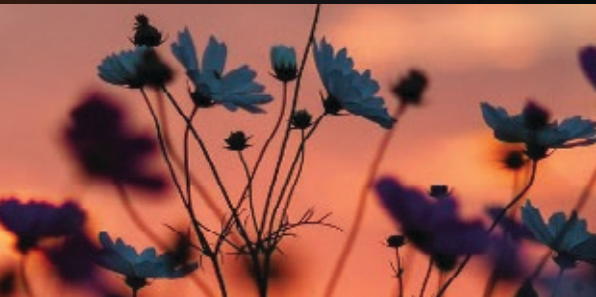
GCSE Spanish is graded numerically from grade 9-1, 9 being the highest grade awarded.

## 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 to practise the language learned in the classroom. Some other activities will be confirmed at a later date (trip to Spain). Trips to Barcelona and Andalucía are also offered throughout Year 9 and 10.

## Career possibilities

In addition to 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.



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

