



KEY STAGE 4 CURRICULUM YEARS 10 & 11 2024-2026

Year 9 Students

Name..... Tutor Group

INTRODUCTION

I'm sure you have already started to talk about your options and rightly so because the choices that you make will have a significant impact on the opportunities that are available to you later in life in relation to further and higher education and employment prospects. We also want there to be the appropriate amount of challenge and for you to be inspired by your choices. The options you choose could have an impact on what college courses you can take or what apprenticeship you may be able to secure or even what university you study at, so it is important that you read this book carefully and give a lot of consideration to your options.

You will have lots of help available to you from your parents, teachers, tutors, careers advisors and the senior leadership team. The booklet tells you about all the courses on offer and you should read about how you will be assessed and what topics you will study as they may be different to your assumptions.

There are three questions you should consider when choosing your options:

What subjects do I enjoy?

There is a strong correlation between success and enjoyment. The more you enjoy a subject the better you will do in it. We want you to enjoy your learning at Broadwater and would therefore strongly encourage you to pick subject that you enjoy. Don't be swayed by a specific teacher or what your friends are doing as both of these could change.

What type of assessment works for me?

Exams are unavoidable, but certain qualifications will have more exams than others so make sure you know how many exams you will be required to sit. Some qualifications will have a higher percentage of Non-Examined Assessment (NEA) which used to be called coursework but teachers are now more likely to refer to it as controlled assessment. This is work that counts towards your final grade but can be completed throughout the two-year course and you can get teacher feedback about how to improve your work. So, it is important to think about how you will be assessed on the courses you choose.

What are my career aspirations?

Do you want to go to university? Or get an Apprenticeship? It may be that you need to pick certain GCSEs to move onto the next stage of education or employment. It is ok if you don't know what you want to do! The important thing is to keep your options open by choosing a broad and balanced curriculum. If you do have a particular career in mind, make sure you research what qualifications you might need.

SUPPORT AND HELP

You will be supported and guided through the options process and will have lots of opportunities to get help, so the important thing is to ask if you have any questions. The list below shows who you can get help from.

Tutor – Ask them for their advice, they know you well and will be very happy to help.

Parents – They will know you even better and believe it or not will have some very good advice and might even be able to remember what it was like when they had to pick their options!

Subject teachers – They will know all about the course you are considering and will be able to answer all your questions. Each teacher will be devoting a specific lesson to talk about their subject and the KS4 courses that are available. Ask them for examples of work and how the 5 lessons a fortnight will be structured.

Senior Leadership Team – A member of the SLT will meet with you once you have made your choices to make sure they are broad and balanced and the most appropriate choices for you as a learner.

Careers advisor – You will be able to make an appointment with a careers advisor at the parents evening on Thursday 14th March so if you have any specific questions about potential future careers and how your options might impact your future options please do make sure you book an appointment.

There are a number of events that you and/or your parents will attend where you will be given further advice and guidance.

Year 8 Option Assembly – Delivered by Mr Smith-Rogers giving you an overview of the process.

Option Guidance Lesson – Each option subject will spend a lesson going through the courses on offer telling you about the assessments and giving examples of student work.

Parents evening Thursday 14th March – an opportunity to talk to all your teachers to find out more about the courses on offer.

Parent Options Presentation – This will also happen on the 14th in the middle of the evening so you can listen to the presentation either after or before you speak to the subject teachers.

Year 8 Careers Lesson – Delivered by a fully qualified careers advisor.

NATIONAL CURRICULUM KEY STAGE 4 and GCSE

GCSE (General Certificate of Secondary Education) is the main form of assessment at the end of Key Stage 4 and consists of a combination of examinations and coursework. All examinations will now be terminal exams (exams taken at the end of the two year course).

Examinations and coursework are designed to allow students to demonstrate what they know, understand and can do. All GCSEs will be graded with the new 9-1 method (see more information below) vocational qualifications will be graded using Pass, Merit and Distinction.

OPTION CHOICES - ENSURING YOU HAVE A BROAD AND BALANCED CURRICULUM

It is important that students have a broad and balanced curriculum at GCSE. It is expected that students at GCSE will study English literature, English language, maths and double science which are the core examined subjects as well as a range of other non-examined subjects. All students will be required to take either history, geography, French, Spanish or computer science.

For a small number of students with Special Educational Needs (SEN) Curriculum Support and ASDAN CoPE (certificate of Personal Excellence. Students will be guided to do this option.

NEW GCSE GRADES

A*- method	G	L2 Vocational (BTEC/Vcert)	New 9-1 method (refined)
A*		Distinction*	Half becomes grade 9, the remainder grade 8
A		Distinction	Most would get grade 7 but some would get grade 6 and some grade 8
B		Merit	Split between grades 5 and 6
C		Pass	Split between grades 4 and 5
D		Ungraded	Mostly grade 3, some grade 2
E		Ungraded	Grade 2
F		Ungraded	Grade 1
G		Ungraded	Mostly Grade 0, some grade 1
U		Ungraded	Grade 0

TIERS OF ENTRY

Maths, Languages and Science GCSEs will require students to be entered for either the higher tier or the foundation tier. The foundation tier covers grades 1 - 5 and the higher tier covers grades 5 - 9. With the exception of maths, the syllabus content is the same for both tiers. The difference will be in the depth of the topic and complexity of the questions. Students will be entered into the most appropriate tier according to their performance in lessons and assessments leading up to the exams. The decision on what tier a student is entered for is made in the spring term of Y11.

THE ENGLISH BACCALAUREATE (EBACC)

In 2010 the government introduced a new national standard for qualifications known as the English Baccalaureate. The Government stated that the principal purpose of the new measure was to increase the uptake of 'core' academic qualifications, which best equipped a student to move onto further study or work. The EBacc is not a qualification in its own right nor a free-standing award and no 'EBacc' lessons will be taught or exams sat. It is a recognition that a student has achieved a grade 5 or above in 5 specific GCSE subjects. These are:

- English language (accompanied by any grade in English literature)
- Mathematics
- Science (either double or triple)
- A modern foreign language (French OR Spanish)
- Geography AND/OR history

The English Baccalaureate is becoming increasingly valued by higher education providers and Universities. It is unknown at this point whether Universities will insist on the Ebacc suite of GCSEs upon entry however this is looking likely especially for the Russell Group Universities.

At Broadwater we have maintained four option choices, where many local and national schools have reduced their options offer to three. We have done this so that students can still pursue the EBacc qualifications whilst also allowing the space to pursue a more creative subject that will balance out the more academic EBacc qualifications.

CHOOSING A FOREIGN LANGUAGE (FRENCH OR SPANISH)

Whilst choosing a language is not compulsory at Broadwater School, we wanted to specifically highlight some of the advantages of choosing a language:

- Improve their social and cultural outlook on the world.
- Despite the widespread use of English there are still many countries in the world where a foreign language is needed and is advantageous, whether it be for work or pleasure.
- The specific learning styles used in learning a language are applicable to later life.
- As a result of learning about how grammar works a child's progress in English can be accelerated.
- Having a language GCSE may well be a requirement for entry to some universities and many employment situations.
- Although the study of a language is optional at Broadwater it is still compulsory at a number of private and state schools. This may well affect your child's chances when applying for future opportunities.

FURTHER EDUCATION

Historically a grade C or above is used to produce the league tables and is the minimum grade normally required for going on to take 'A' levels, with students needing 5 or more C grades to go on to do 3 A-Levels.

Local colleges require a grade 4 as the equivalent to a grade C. For some subjects there will be a higher minimum grade (for example maths may require a grade 6 or higher).

COURSEWORK/CONTROLLED ASSESSMENT/NON EXAMINED ASSESSMENT

Coursework is an important part of some subjects. Quality coursework helps to achieve the higher grades.

We shall be working hard to ensure that our students are well prepared for their examinations and, where coursework is completed under supervised conditions in the classroom, that they work to their highest standard.

Some of the coursework however, has to be completed at home. We would ask for your co-operation to ensure that it is completed to the highest standard possible and is submitted for assessment by the required date.

YEAR 10/11 CURRICULUM

All students follow a two-year examination course. The teaching week consists of 25, 55 minute lessons. The curriculum for all students consists of two elements:

A Core Curriculum Examined GCSEs - English (language and literature); Mathematics; Science (either double or triple);

Core Curriculum Non Examined - Physical Education; Social Science; RE (Core)

B. Options

Students select FOUR further subjects from those listed below:

Fine Art GCSE	French GCSE
Drama GCSE	Spanish GCSE
Geography GCSE	Food Preparation & Nutrition GCSE
History GCSE	Hospitality and Catering Vocational Course
RS GCSE	Graphic Design GCSE
Music GCSE	3D Design GCSE
Examination P.E. GCSE	ASDAN Bronze/Silver Award (selected students only)
Examination P.E. Sports Science Cambridge National	Curriculum Support (selected students only)
Business Studies GCSE	Film Studies GCSE
Sociology GCSE	

GROUPING OF STUDENTS IN YEARS 10/11

For core subjects, students are placed in teaching groups according to their ability. In option subjects where there may be only one teaching group, students have to be taught as mixed ability groups.

We hope you will understand that if a course is under-subscribed, we may not be able to timetable the subject; if a course is oversubscribed we may have to look at alternative courses for some

students. We will try to ensure that all students get to study their choice of options (including from their reserves, however in exceptional cases this may not be possible).

OPTIONS ONLINE

This year we are using a different system in that you will choose your option choices online. Once you have chosen 1 of the compulsory courses (history, geography, French or Spanish) you will then be allowed to pick three further qualifications from the subjects on offer.

Please note that it is not possible for students to study certain combinations of qualifications as they are deemed too similar by the Department for Education (DfE). Students may only pick one of the following combinations:

Graphics or Art or 3D Design

GCSE PE or Sports Science PE

D&T GCSE Food or Hospitality and Catering Food

HOW TO CHOSE YOUR OPTIONS

This year we will be using a new piece of software called Appiccaa Options.

Students will be sent an email to their school Google account. They should follow the instructions in the email to be taken to the online platform where they will be able to pick their 4 options and 3 reserve options.

Further instructions and guidance will be given to students in an option assembly, and they will be supported through the process by their tutor.

Parents/guardians will also gain access to the system so that they can confirm they are happy with their child's choices. You will also receive a welcome email.

The deadline for choosing your options online is Friday 22nd March 2024

INCREASED FLEXIBILITY COURSES

The school, in collaboration with other schools in the Waverley Federation and Godalming College is able to offer courses for selected students who would particularly benefit from pursuing more practical interests as part of their studies. Students in year 9 will be required to pick four options from the courses on offer within Broadwater School to study for the duration of year 10 and 11. Separate information about any college courses will be issued in a separate document.

Last year for various reasons we were only able to offer a Childcare course. We review the provision each year and so this offer may change this year.

The college courses will happen during an option day in years 10 and 11 which will result in students missing various lessons which of course has an impact on other subjects.

The courses require the student to:

- Attend the course at a school or college location every Tuesday for 2 years.

- Travel independently to and from the location.
- Be confident enough to fit into the different environment.
- Keep up to date with normal school work.
- Apply and be interviewed before acceptance onto these courses.

SUBJECT AND COURSE DESCRIPTIONS

Page	Subject	Page	Subject
10	English		Creative Arts
		24-25	Music
11	Mathematics		
		26-27	Drama
12-14	Science		
		28-29	Film Studies GCSE
13	RE Core		
			Design & Technology
14-15	Social Science	30-31	Food (GCSE or Vocational Level 1/2)
			Fine Art, Graphic Design & 3D Design
		32	Graphic Design
15-17	Physical Education		
	GCSE or Cambridge National	33	Fine Art
18-19	Languages	34	3D Design
	French & Spanish		
		35	Business Studies
	Humanities		
20	Geography	36	ASDAN: Bronze/Silver Award
21	History	37	Curriculum Support (COIN only)
22	RS GCSE		
23	Sociology GCSE		

We follow syllabuses as laid down by AQA (Assessment and Qualifications Alliance), OCR Oxford, Cambridge and RSA Examinations, Edexcel Foundation or WJEC.

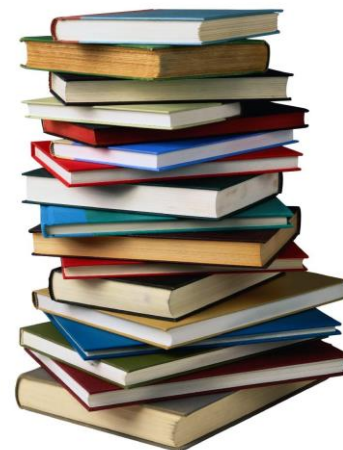
The next section gives a detailed summary of the aims, syllabus content and assessment requirements of each subject.

ENGLISH (Core)

ASSESSMENT

Students follow a course of English language and English literature leading to the award of two separate GCSE certificates.

As you may be aware, qualifications for examination from 2017 onwards are now 100% exam, and although all exam boards offer very similar qualifications, we have decided to use AQA for both. Full details of the specification can be found here:



Language: <http://www.aqa.org.uk/subjects/english/gcse/englishlanguage-8700>

Literature: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Some of the new modules for assessment have potential to be rather challenging but, in planning our schemes of work, the English Department will, as always, strive to approach these in the most innovative way possible. We will select the most engaging subject matter and strive to teach the texts which have the most relevance for our particular pupils, to ensure their learning experience is as rounded and fulfilling as possible.

AIMS

In the English course students will be developing their competencies in the three areas of study.

Reading: To develop students' ability to read accurately and fluently; understand, respond to and enjoy literature of increasing complexity drawn from the English literary heritage and from other cultures and traditions; analyse and evaluate a wide range of texts; and develop an awareness of personal, social, historical and cultural contexts and influences in the study of literature.

Writing: To develop students' ability to construct and convey meaning in written standard English, including the use of compositional skills to develop ideas and communicate meaning to a reader; the development of a wide range of vocabulary and an effective style; organising and structuring sentences grammatically and whole texts coherently; the development of essential presentational skills which include accurate punctuation, correct spelling and legible handwriting; and showing a wide variety of forms for different purposes.

Speaking & Listening: To develop students' ability to formulate, clarify and express their ideas; adapt their speech to a widening range of circumstances and demands; listen, understand and respond appropriately to others; and, where appropriate, use the vocabulary and grammar of spoken standard English.

Students will be provided with opportunities to:

1. Read literary and non-literary texts from a wide range of authors. The range of texts will include novels, poetry, plays, works of reference and the works of Shakespeare.
2. Write in a range of styles and forms, including critical and imaginative responses to the reading of literature.
3. Develop their competence and confidence in speaking and listening through a range of situations, audiences and activities.

MATHEMATICS (Core)

Students follow the Edexcel syllabus at GCSE which is assessed at Higher and Foundation level. It provides an opportunity for students to develop mathematical **fluency**, along with problem solving and reasoning skills. The course is broken down into six topic areas:

- | | |
|--|--|
| <i>Number</i> | <ul style="list-style-type: none"> a. Using calculators and computers b. Using traditional pencil and paper methods of computation. |
| <i>Algebra</i> | <ul style="list-style-type: none"> a. Algebraic methods and techniques. |
| <i>Ratio, proportion and Rates of change</i> | <ul style="list-style-type: none"> a. Comparing amounts b. Relating ratio and proportion c. Comparing a quantity to its unit of measure |
| <i>Geometry and Measure</i> | <ul style="list-style-type: none"> a. Exploring shape and space with a variety of representation and graphic images. b. Practical work on spatial relationships and measure. |
| <i>Probability</i> | <ul style="list-style-type: none"> a. The principles of probability. |
| <i>Statistics</i> | <ul style="list-style-type: none"> a. Formulating questions to investigate using statistical methods. b. Analysis of data. c. Graphical representation of findings. |



ASSESSMENT

We use the Edexcel Mathematics GCSE (9-1) syllabus which is 100% exam based with questions testing the student's ability to use and apply standard techniques; reason, interpret and communicate mathematically and to solve problems within mathematics and other contexts. A scientific calculator is required for this course.

AVAILABLE GRADES

Higher Grades	9 8 7 6 5 and 4
Foundation and 1	Grades 5 4 3

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SCIENCE (Core)

Students will follow one of two GCSE pathways in Science: either the AQA Combined Science Trilogy or AQA Separate Science route.

These courses aim to encourage the students to:-

- Develop their interest in and enthusiasm for science
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning including A-level science courses.

Topics studied:

- Cell biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Atomic structure and the periodic table
- bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Chemical analysis
- Chemistry of the atmosphere
- Using resources
- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

AQA Trilogy Combined Science Double Award

Students who take GCSE Combined Science study all three sciences and will cover roughly two thirds of the content of the separate GCSEs in Biology, Chemistry and Physics. If they take the combined science qualification, they'll receive an award worth two GCSEs consisting of two equal or adjacent grades from 9 to 1, giving 17 possible grade combinations – 9-9; 9-8; 8-8 through to 1-1. The table below shows the different grade combinations available for GCSE Combined Science

Higher	Foundation
9-9	
9-8	
8-8	
8-7	
7-7	
7-6	
6-6	
6-5	
5-5	5-5†
5-4	5-4
4-4†	4-4†
(4-3)‡	4-3
	3-3
	3-2
	2-2
	2-1
	1-1
U	U

Assessment is 100% exam based at the end of year 11 (2 exam papers per discipline each 1 hour 15 minutes long). There is no longer a coursework element to any Science GCSE qualifications.

Separate Science GCSE courses resulting in three GCSE qualifications in Biology, Chemistry and Physics

As with the double award assessment is by examination at the end of year 11 (2 exam papers per discipline each 1 hour 45 minutes long) and there is no longer any coursework component in any of these qualifications. Students receive a grade from 3 - 9 per discipline. As this course results in an additional GCSE compared to combined science, there is a significant amount of additional content for students to learn and it is of higher demand. Therefore, the science department, in consultation with families, selects students for this course.

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PRE (Core)

Philosophy, Ethics and Religion.

All students will study **Core PRE** for one period each fortnight. This not only satisfies the requirements of the Surrey Agreed Syllabus, but also offers students the chance to actively discuss very practical day to day issues that affect their own choices. The course will make a significant contribution to students' spiritual and moral development and will enable them to develop their reasoning skills which are essential throughout their lives.

Students will study topics such as:

How does suffering challenge the existence of God? Provides students the opportunity to philosophically and critically think about reasons for and against God's existence. Also explore how religions respond to this question.

Was God in the Holocaust? Exploring Jewish persecution before, during and after Nazi Germany and think about the implications of this on Jews faith.

21st Century Moral dilemmas Explore the issues challenging our society such as Cloning, Lying and Animal testing and the ethical and religious responses to these.

Has Humankind fallen? Looking at the christian/ Jewish creation stories and whether humankind has destroyed this perfect world that God created.

Why is atheism growing? Critically thinking about religion and non religious perspectives and the decrease in religious attitudes.

There is no formal assessment in this course.

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SOCIAL SCIENCE (Core)

The Social Science course is followed by all students and provides access to the statutory aspects of the Citizenship and PSHE programmes of study. The course builds on work done in the Lower School and will help students to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social, and cultural issues they face as they approach adulthood.

The AIMS are:

- To help students develop self-confidence and a sense of achievement and worth.
- To develop personal qualities along with social and study skills which will enable students to make informed decisions, manage emotions, handle relationships and respond successfully to the demands of school and community life.
- To promote physical and mental well-being.
- To prepare students for their roles in school and in the wider community as responsible citizens, to show respect for the diversity of, and differences between, people; to make a positive contribution to the world of work, and gain fulfilment from leisure opportunities.
- To enable students to reflect on social, political, moral and spiritual issues in order to develop informed and rational judgement and responsible attitudes, values and beliefs.

The course is arranged into termly/half-termly topics, each lasting approximately 3 – 5 lessons, covering a range of issues as indicated in the aims above.

ASSESSMENT

There is no formal grade given at the end of this course, although assessment is made throughout the course using self and teacher assessments.



PHYSICAL EDUCATION

GCSE PE

The new GCSE PE syllabus is now more streamlined and AQA have produced an approved specification, which allows for creative and practical teaching of GCSE PE. Students will be well prepared for further study at college and A level PE.



Assessment

The final GCSE PE grade is 60% theory which has specific links to science. The other 40% is assessed through your practical ability therefore an interest in one or more sports will be beneficial. The course will have 2 exams at the end that are each worth 30% of the total mark. Students opting for GCSE PE will have 2 GCSE practical lessons a fortnight and 3 theory lessons a fortnight. This will be in addition to the core PE lessons on their timetable.

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training Use of data 	What's assessed <ul style="list-style-type: none"> Sports psychology Socio-cultural influences Health, fitness and well-being Use of data 	What's assessed <ul style="list-style-type: none"> Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 15 minutes 78 marks 30% of GCSE 	How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 15 minutes 78 marks 30% of GCSE 	How it's assessed <ul style="list-style-type: none"> Assessed by teachers 100 marks 40% of GCSE
Questions <ul style="list-style-type: none"> Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions <ul style="list-style-type: none"> Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions <ul style="list-style-type: none"> For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks)

EXAM BOARD: AQA

OCR Cambridge National in Sports Science- Exam Board- OCR

This is a modular course with 3 units. Two Units are coursework based which will require students to produce a significant amount of word-processed work to evidence that they have met the requirements for the different unit topics. The 1st unit is an external exam which students will sit in the end of Y11 once they have a sound understanding of the test content. Because the test is on one specific aspect, it is a shorter test of 1hr 15 minutes. The grade the students achieve is determined by how many marks they achieve across all three units. Students must be prepared to work on computers for the coursework and meet deadlines set for completing tasks. While pupils will have extra practical lessons to experience and apply the theory they are learning, they will not be assessed on their sporting ability. This will give pupils knowledge and skills to pursue further

study of PE by preparing them for Level 3 BTEC qualification at college which can lead to a career in the sport, health and fitness industry.

Unit 1- Reducing the risk of sports injuries- 1 hour 15 minutes written test paper

Students learn how to prepare participants to take part in physical activity so that they minimise the risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions.

Unit 2 -Applying principles of training

Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.

Unit 3- Sports nutrition

Students explore the role that diet plays in different sports and activities and the importance of a healthy, balanced diet that includes essential nutrients in the correct quantities. They use the knowledge they gain to produce an appropriate, effective diet plan for a performer.

LANGUAGES - FRENCH AND SPANISH

Do you want to have **the best chance to succeed** in life?

Perhaps you are thinking of getting a job that might involve travelling but you believe speaking another language is not necessary because everyone in the world speaks English. Did you know that 75% of the world's population does NOT speak English and that Spanish is the second most spoken language in the world before English?

Or maybe, you definitely want to work in England so what's the point of speaking another language? Well, did you know that about 20 different languages are spoken in the UK and at least 100 in London area? Would customers be more likely to do business with you if you addressed them in their mother tongue or in English?

Languages are essential in today's world and you will benefit from taking a language at Key Stage 4.

Why take a language at GCSE?

Learning a language is not only a key to success, it is also a life skill:

⇒ Work: Using language skills in business opens the door to a wide range of economic, social and personal benefits. 74% of employers are looking to employ people with conversational language skills therefore **more and more colleges and universities are requiring a GCSE in a language** to get onto a course.



⇒ Travelling: Communicating with native speakers allows you to have a better insight into the culture and **increases your confidence**.

⇒ Personal development: Studying a foreign language improves your speaking and writing skills in English too, and helps **develop key communication skills** that are crucial in the workplace. Also, when you speak a second language you can use your knowledge and skills to understand other foreign languages. And it's fun!

What does the course look like?

You can choose one of the languages you have studied in Key Stage 3: French or Spanish. Lessons build on the core knowledge and skills learned at KS3 so that rapid progress can be made from day one of the course. A wide range of engaging activities is offered through the four skill areas: listening, speaking, reading and writing, as well as excellent interactive and differentiated resources to support every student in achieving their full potential.

General scope of study:

- developing an enquiring mind by using different communication strategies and language learning skills;
- understanding the language in different contexts;
- communicating effectively in the target language in different contexts;
- using knowledge and understanding of grammar to understand texts and dialogues in more depth and produce more detailed and complex pieces of work
- increasing awareness of the culture and countries of the language.

What topics does the course cover?

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Unit 1 Speaking	Unit 2 Listening	Unit 3 Reading	Unit 4 Writing
All 4 exams are at the end of year 11			
Examination 25% weighting	Examination 25% weighting	Examination 25% weighting	Examination 25% weighting
Internally conducted and externally assessed. Foundation tier = 7-9 minutes plus 15 minutes' preparation time; 50 marks Higher tier = 10-12 minutes plus 15 minutes' preparation time; 50 marks	Written examination. Foundation tier = 45 minutes, including 5 minutes' reading time, 50 marks Higher tier = 60 minutes, including 5 minutes' reading time, 50 marks	Written examination. Foundation tier = 45 minutes, 50 marks Higher tier = 60 minutes, 50 marks	Written examination. Foundation tier = 1 hour 15 minutes; 50 marks. Higher tier = 1 hour 20 minutes; 50 marks.
* Students must sit either Foundation or Higher Tier in all four skills			

GEOGRAPHY

Why study geography?

Geography is a fantastic subject for students who wish to understand the human and physical world in which we live. It is widely recognised as a valuable GCSE. It opens up a vast array of opportunities for further study and employment in fields such as police, law, environment agency, journalism, forestry commission, Red Cross, Unicef as well as many more.

*“The evidence shows that students who study geography through their school lives become some of the most employable people in society”. **The Guardian 2018***

Skills required to be successful:

In order to be successful at GCSE Geography you have to have a passion for global affairs, you need to be confident in map skills and in mathematical skills such as using statistics and interpreting data. A passion for exploring the world and people around us is fundamental!

What the course is about:

At Broadwater we will be taking on the **Edexcel A syllabus** which covers a wide range of topics including:

Unit 1 – The Physical Environment: This component investigates the physical world around us. We analyse the changing landscapes and processes of the UK’s physical environment through in-depth studies of the coast and rivers. We then look at the impact of weather hazards and climate change both within the UK and globally. The final topic is about evaluating the ecosystems, biodiversity and management of these around the world. **Key topics: Rivers, Coasts, Climate, Ecosystems.**



Unit 2 – The Human Environment: This component explores the complexities of human interaction with our planet and the interconnections that take place. We investigate how cities change over time both within the UK and further abroad. In addition to this, we analyse the impacts of global development. Finally, we investigate the impacts of global development and urbanisation on our need to manage water sustainably. **Key topics: Cities, Global Development, Water Resources.**

Unit 3 – Geographical Investigations: Fieldwork and UK Challenges: Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. The skills learned eg. maps, graphs, questionnaires, will stimulate learners to ‘think geographically’ and focuses on some of the challenges facing the UK, such as sustainability. It will also provide students with opportunities to apply the skills in a wide range of curriculum. A core component of this unit is participating in a field trip; learning how to investigate geography within an urban context (e.g. Guildford redevelopment) and within a river context (e.g. River Tillingbourne). Students will then be examined on the field trip experience.

Exam breakdown:

3 x 1 hour 30 minute exams

HISTORY



History is a fantastic GCSE for those who would like to learn about different places and people from the past. We explore major global events, the rise of a dictatorship, the significance of monarchs and follow the theme of medicine throughout time.

History is a suitable subject for those who wish to develop their analysis and their writing skills so that students are able to explain events just as a historian would. The course spans a vast period of history whilst exploring different societies and themes which makes it a dynamic course.

Why study history?

History is an amazing subject that opens up the gates to so much more academic study and employment opportunities. Law, politics, local government, police and archaeology are just a few employment areas and career paths that you could follow.

Skills required to be successful:

In order to be successful, you need to be able to analyse situations from a number of perspectives. Great English language ability will help to develop your answers and a passion for writing really helps. Above all a passion for the subject is crucial.

What the course is about:

At Broadwater we study the **Edexcel History** syllabus. This builds on both skills and knowledge that have been taught throughout key stage 3.

Paper 1 - Medicine through time and the Western Front – analyses the transformation that medicine has gone through over time. We begin with some of the ancient thinkers in Greece and bring our history right up to date with an understanding of how and why the NHS system was developed. Included in this paper is an in-depth study into the fascinating development of medicine during the First World War including facial-reconstruction surgery and prosthetics.

Paper 2 - The Cold War and Henry VIII – this paper explores two period studies. Firstly, the students will engage in the complex narrative of the Cold War and follow the dangerous tension between superpowers USA and the USSR between the 1940s and the 1990s. We will explain just how close the world came to nuclear war. In addition, students will have a chance to explore the complex figure of Henry VIII and the significant work of his key ministers. As students will learn, Henry VIII was much more than a tyrant of six wives.

Paper 3 - Weimar and Nazi Germany, 1918 – 1939 – this paper explores the fascinating rise of one of the most infamous dictators in history. We will seek to explain how the democratic, liberated Germany of the 1920s became the centre of one of the worlds greatest atrocities within a few short years; we will study sources from the German people themselves who explain how Hitler gained support; and we will analyse historians' arguments about the impact of the Nazis on Germany.

Exam breakdown:

Paper 1 – 1 hour 15 minutes, Paper 2 – 1 hour 45 minutes, Paper 3 – 1 hour 20 minutes

GCSE RS – FULL COURSE

Interested in debating, politics, psychology, sociology or just how people think on a range of ethical issues and current affairs...? Then Religious Studies is the GCSE is for you!

What the course is about:

At Broadwater students will study Christianity and Islam - their beliefs and practices. Students will also have a chance to explore a wide range of themes. Topics to be studied include:

- Beliefs, Teachings and Practices (Christianity and Islam)
- Religion and Life (Origins of the Universe; Abortion, Euthanasia; Death and the Afterlife)
- Religion, Peace and Conflict (Nuclear Weapons, The Just War; Holy War; Pacifism; Conflict and Suffering)
- Religion, Crime & Punishment (Crime and Punishment; Corporal Punishment; The Death Penalty, why people commit crimes)
- Relationships and families (Sex before and after marriage, Homosexuality, Purpose of families and contraception)

Pupils will examine different religious viewpoints (Christianity and Islam) on the different issues studied and compare these with their personal viewpoints. This GCSE course requires students to debate and reason on a range of current issues as well as compare the contrasting views of Christians and Muslims.



Exam breakdown:

At Broadwater we follow the **AQA syllabus**. The written examinations for this course will be taken at the end of year 11. Each examination question paper is divided into two parts:

Part A: Islam - with two compulsory five-part questions; and **Christianity** - with two compulsory five-part questions

Part B: Pupils will choose ANY 4 themes (listed above) and answer 5-part questions on each theme

Students must answer questions on Christianity & Islam.

- Each of the five-part questions will be identical in structure for both Christianity and Islam.
- Each five-part question is worth 24 marks. Marks will be allocated and in the order as follows: 1, 2, 4, 5 and 12.
- Spelling, Punctuation and Grammar (**SPaG**) will be assessed in the 12 mark question. Up to 5 additional marks will be awarded for SPaG.

Part A and B are each: 1 hour & 45-minute exams

SOCIOLOGY

Sociology GCSE is a great option if you have a keen interest in the world and the reasons behind the way we act. GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes, and issues through the study of



families, education, crime and deviance and social stratification. Students are asked to look at the world objectively – how does it function – why do people behave in the way they do? Students will develop their communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

What the course is about:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social Stratification
7. Sociological research methods

Exam breakdown:

At Broadwater we follow the **AQA syllabus**. The written examinations for this course will be taken at the end of year 11. Each examination question paper is divided into two parts:

Paper 1:

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Section A has two multiple choice questions followed by a range of short and extended responses.

Section B has two multiple choice questions followed by a range of short and extended responses.

Paper 2:

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Section A has two multiple choice questions followed by a range of short and extended responses.

Section B has two multiple choice questions followed by a range of short and extended responses.



MUSIC (GCSE)

As a GCSE Music student you will be given the opportunity to be inquisitive and creative as performers and composers alongside being critical listeners and thinkers. You will have the opportunity to develop your passion for music through exploring familiar and unfamiliar musical styles gaining a diverse knowledge and appreciation of the very formation of music and its affect on the listener, performer and composer.



There are three components to the GCSE Music course:

<u>Component 1 Performing</u>	30%	non-examined assessment
(internally assessed and marked by Mrs Looseley and moderated by Edexcel examination board)		
<u>Component 2 Composing</u>	30%	non-examined assessment
(internally assessed and marked by Mrs Looseley and moderated by Edexcel examination board)		
<u>Component 3 Appraising</u>	40%	externally examined written paper
(internally assessed and marked by Mrs Looseley and moderated by Edexcel examination board)		

COMPONENT 1: PERFORMING

Students will be required to produce a portfolio of performances both solo and ensemble. This work will take place throughout the 2-year course and will lead towards a final submission of two performances – a minimum of 1 solo piece and 1 ensemble piece. Each performance is required to last a minimum of 1 minute with a total duration of a minimum of 4 minutes across the solo and ensemble pieces.

Performances may be on any instrument, including voice, and in any style. Students will be expected to take the opportunity to participate in school concerts, productions and musical events throughout the two years of study. They must be prepared to have instrumental/vocal lessons, if not already doing so, and rehearse both at home and in school as need arises. Students will also be expected to take an active part in extra-curricular musical activities, for example choir, orchestra, rock bands etc.

COMPONENT 2: COMPOSING

Students will be required to produce a portfolio of composition work. This work will take place throughout the 2-year course and will lead towards a final submission of two compositions with a total duration of a minimum of 3 minutes. One of the compositions will be to a brief set by the examination board with a duration of a minimum of 1 minute and the other a free composition as chosen by the student and advised by Mrs Looseley, again with a duration of a minimum of 1 minute. There will be a number of composition projects throughout the two years of study and these will encompass a variety of styles and genres building on the features and skill of music composition.

COMPONENT 3: APPRAISING

There are four Areas of Study set by the examination board, each containing two set works.

The Areas of Study are:

- Instrumental Music 1700 - 1820
- Vocal Music
- Music for Stage and Screen
- Fusions

The Areas of Study and corresponding set works support the teaching and development of knowledge centred around musical elements, musical contexts and musical language. Whilst studying these and other pieces of music, students learn in-depth appraising skills in preparation for their assessments.

ASSESSMENT:

This takes place both internally throughout the course and externally by means of moderation of Performance and Composition marks and a final written examination based on the Areas of Study - set works and unfamiliar listening.

Grades are awarded by the examination board.

EXAMINATION BOARD: Edexcel



DRAMA

If you enjoy expressing yourself creatively, have a passion for acting, love exploring different topics and play texts and like to discuss and debate various issues, then drama is the subject for you!

Drama at KS4 provides a variety of opportunities for students to develop their skills and qualities in both performance and technical aspects of drama and in the theory of theatre.

We are currently studying AQA drama at KS4. This GCSE option has both written and practical elements. Students will explore a variety of different topics and stimuli through dramatic forms and will study a number of plays from varying time periods and genres. They will work together in groups and also individually to create a range of performances from devised work to theatre in education and improvisation. Evaluation skills are highly important as they will be analysing and reviewing professional theatre, their own and others' work and then using their reflections to improve and refine their knowledge and understanding. There will be both practical and written elements to the course with a heavy emphasis on written evaluation.



Subject content

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study. The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice



In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets. Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. They have the opportunity to work with professional actors and complete a 'West End Workshop' by Stage-ed based on their set text.

What's assessed?

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.
- 3 Practical performances two scripted and one devised.

Component 1: Written Exam

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (44 marks)

Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

How it's assessed?

Written exam: 1 hour and 45 minutes

80 marks

40% of GCSE



Component 2: Devising drama (practical)

What's assessed

Process of creating devised drama

Performance of devised drama (students may contribute as performer or designer)

Analysis and evaluation of own work

How it's assessed

Devising log (60 marks)

Devised performance (20 marks)

80 marks in total

40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3: Texts in practice (practical)

What's assessed

Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1

Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)

40 marks in total

20% of GCSE

How it's assessed

This component is marked by a visiting examiner from AQA.

FILM STUDIES GCSE

What will I study?

- You will study the following areas:
- US Film 1930-1960
- US Film 1961-1990
- US Independent film
- Global Film
- Contemporary UK Film

You will study the following concepts:

- Film Technology
- Narrative & Genre
- Representation
- Film Style
- Film Criticism



You will study the key elements of film form including cinematography, mise en scene, editing and sound. You will also study the contexts of your chosen films and what was happening when the film was made. What can the film tell us about history and society at that time?

How will I be assessed?

There are two exams at GCSE, each worth 35% of the qualification with the remaining 30% assessed by Production work. Each exam lasts 90 minutes and consists of three different sections:

Component 1: Key Developments in US Film

Section A: US Film Comparative Study

Section B: Key Developments in Film & Film Technology

Section C: US Independent Film

Component 2: Global Film – Narrative, Representation & Film Style

Section A: Global English language film

Section B: Global non-English language film

Section C: Contemporary UK film

Creative Production

There is a creative production element which allows you to showcase the film-making or screenwriting skills you have developed during the course by producing a:

Film Extract (video) or

Film Extract Screenplay (with storyboard)

Evaluative Analysis

What skills will I develop?

Studying Film enables you to see the world in a completely different light and develop a wide range of transferable skills for further education, work and life:

- Creative Thinking

- Critical Thinking
- Emotional Intelligence
- Film Analysis
- Textual Analysis
- Communication
- Research skills
- Literacy
- Technical competencies (i.e. film editing)

Students of Film Studies are the students of the future, gaining the skills needed to develop healthy careers and great academic minds.

Film Studies is also available at A level if you wish to continue your studies in this subject.

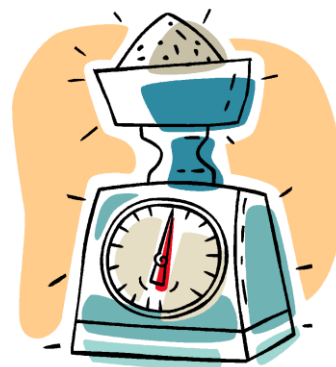
Start building your lifelong relationship with Film today by choosing Film Studies!

FOOD

GCSE FOOD PREPARATION AND NUTRITION (AQA EXAM BOARD)

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of food science, nutrition, food provenance and the working characteristics of food material. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. The main topics covered are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance



The range of food and ingredients studied will reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables
- Milk, cheese and yoghurt
- Meat, fish, eggs, soya, tofu, beans, nuts and seeds
- Butter, oil, margarine, sugar and syrup

It is essential that students bring in an apron, and their ingredients for all practical lessons in order to fulfil the course requirements.

ASSESSMENT

The final grade is made up by:

- **Non-exam assessment:**

Task 1: Food investigation (15%)

This assesses students' understanding of the working characteristics, functional and chemical properties of ingredients. It is presented as a written report (1,500 – 2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment (35%)

This assesses 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. It is presented as a written portfolio including photographic evidence.

- **Exam: (50%)**

There is one final examination paper (1 hour 45 minutes) which is based on theoretical knowledge of food preparation and nutrition. The exam is made up of multiple choice questions (20 marks) and 5 questions each with a number of sub questions (80 marks)

VOCATIONAL LEVEL 1 & 2 AWARD IN HOSPITALITY AND CATERING – TECHNICAL AWARD (EDUQAS EXAM BOARD)

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you are interested in developing the skills you need to work at the front of house? If so, it is time to uncover your potential and consider this vocational qualification.



This course enables students to gain knowledge and understanding related to a range of hospitality and catering providers. They learn how these operate and what they have to consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students will also have the opportunity to develop their food preparation and cooking skills as well as transferable skills of problem solving, organisation, time management, planning and communication.

The course is divided into two units:

Unit 1 The Hospitality and Catering Industry

In this unit students will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety. It is divided into the following topics:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety
- Food safety

Unit 2 Hospitality and Catering in Action

In this unit students will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. It is divided into the following topics:

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

It is essential that students bring in an apron, and their ingredients for all practical lessons in order to fulfil the course requirements.

ASSESSMENT

The final grade is made up by:

External exam: (40%)

There is one final examination paper (1 hour 20 minutes) which is based on theoretical knowledge of the hospitality and catering industry (Unit 1). This is taken in May/June (year 11).

Internal assessment: (60%)

This assesses the theoretical and practical knowledge covered in Unit 2. A brief is provided and students plan and prepare a menu in response to this. Students have 12 hours, under assessment conditions, to complete this. The work produced will include:

- Analysis of assignment brief and recommend two dishes, one for each of the customers identified in the brief.

- Produce a production plan to show how the practical preparation, cooking and presentation will be completed within the allocated time.
- Complete the preparation and cooking of the two dishes
- Evaluate and review the dishes and their performance.

FINE ART, GRAPHIC DESIGN & 3D DESIGN

Why study Fine Art, 3D Design or Graphic design?

If you want to develop skills that will expand your creativity and imagination then you will enjoy GCSE art, resistant materials or graphic design. These are practical subjects where you will get the opportunity to work with a wide range of media and materials, however there is a written component for those who express themselves well with words. The possibilities for personal expression are endless. This GCSE can lead to higher education in courses such as A or AS level, and BTECs in art and design which in turn can lead to careers in the fields of Advertising, Branding, Packaging design, Product Design, Furniture design, Fashion Design, Marketing, Architecture, Web Design, Publishing and the Media.



PLEASE NOTE: Due to the similar nature of the courses, students cannot do a combination of Art, Graphic Design or Resistant Materials.

GRAPHIC DESIGN



What skills will you need?

Strong ability to draw from observation and imagination
 The ability to use computer aided design programs
 The ability to think up ideas independently
 The ability to experiment with media and materials
 High standards of presentation and layout
 Excellent organizational skills - to remember all equipment and your sketchbook every lesson!
 Excellent attendance - as the coursework is completed throughout years 10 and 11
 The ability to meet strict coursework deadlines

What skills will I learn?

The skills you will develop doing GCSE Graphic Design will be varied but you will learn how to

- Understand the world of graphic design and relate it to your work
- Develop a working knowledge of materials, practices and specialist skills to create high quality outcomes such as typography, technical drawing, packaging design, illustration and print based designs
- Fully investigate and research given tasks and themes
- Write about works of design and designers critically and analytically (there is a written component)
- Express your personal ideas, feelings and meanings using visual language
- You will also develop an understanding of the place of design in history and society

Controlled Assessment

You will be expected to produce one portfolio of work, which is worth 60% of your overall GCSE result. It is expected that you produce preparatory work in the form of a sketchbook and/or work on paper and a final outcome that is a development of this preparatory work. The project is set by your teacher and is usually a theme – meaning you can develop the work in any area or direction that interests you, providing it has a link to the given theme! This work is completed in lesson time over years 10 and 11 so good attendance is essential.

Examination

For the exam you will be expected to produce one project, which is worth 40% of your overall GCSE grade. The examining board sets this project however you have the choice of over 21 questions! Therefore there will be at least one that you like! You will be given six weeks to produce the sketchbook of preparatory work and then sit a 10 hour timed exam over two days during which you will produce the final outcome. For example you could design a book cover, CD cover, packaging, children's book illustration, branding for a shop or tourist attraction. Both the folder of preparation work and the final piece are submitted for assessment and equate to 40%.

EXAM BOARD: WJEC Eduqas

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FINE ART



What skills will you need?

Strong ability to draw from observation and imagination
The ability to think up ideas independently
The ability to experiment with media and materials
High standards of presentation and layout
Dedication- to come to the art studio at lunch times and after school
Excellent attendance - as the coursework is completed throughout years 10 and 11.

What skills will I learn?

The skills you will develop doing GCSE fine art will be varied but you will learn how to:

- Understand the world of art, craft and design and relate it to your work
- Develop a working knowledge of materials, practices and art specialist skills to create high quality outcomes such as painting, printmaking, textiles and three dimensional work
- Fully investigate and research given tasks and themes
- Write about works of art critically and analytically (there is a written component)
- Express your personal ideas, feelings and meanings using visual language
- You will also develop an understanding of the place of art craft and design in history and society

Controlled Assessment

You will be expected to produce one portfolio of work, which is worth 60% of your overall GCSE result. It is expected that you produce preparatory work in the form of a sketchbook and/or work on paper and a final outcome that is a development of this preparatory work. The project is set by your teacher and is usually a theme – meaning you can develop the work in any area or direction

that interests you, providing it has a link to the given theme! This work is completed in lesson time over years 10 and 11 so good attendance is essential.

Examination

For the exam you will be expected to produce one project, which is worth 40% of your overall GCSE grade. The examining board sets this project however you have the choice of over 21 questions! Therefore there will be at least one that you like! You will be given six weeks to produce the sketchbook of preparatory work and then sit a 10 hour timed exam over two days during which you will produce the final outcome. Both the sketchbook of preparation and the final piece are submitted for assessment and equate to 40%.

EXAM BOARD: WJEC Eduqas

3D DESIGN (RESISTANT MATERIALS)

The contribution of 3D Design is quite distinct amongst the various subject areas of the curriculum. The most obvious feature of the work is that students are required to produce practical solutions to real problems.

Students will already have found that there is more to Resistant Materials than just practical work, and will be aware of a simplified procedure for designing and making artefacts and models using a variety of materials. The course aims to extend this valuable experience using the following objectives:



- The identification of problems which can be solved through practical/technological activity
- Analysis of problems leading to detailed design specifications
- Gathering and assessing of relevant information
- Generation and recording of ideas as potential solutions to problems
- Planning and realisation of solutions
- Comparison and evaluation of performance of solutions

Students will work with a range of resistant materials in order to gain knowledge and understanding of the working characteristics and processing techniques used when designing and making products. An awareness of industrial production will also be evident.

Controlled assessment

You will be expected to produce one portfolio of work, which is worth 60% of your overall GCSE result. It is expected that you produce preparatory work in the form of a portfolio and a final outcome that is a development of this preparatory work. The project is set by your teacher and is usually a theme – meaning you can develop the work in any area or direction that interests you, providing it has a link to the given theme. This work is completed in lesson time over years 10 and 11 so good attendance is essential.

Examination

For the exam you will be expected to produce one project, which is worth 40% of your overall GCSE grade. The examining board sets this project however, you have the choice of over 15 questions!

Therefore there will be at least one that you like! You will be given 10 weeks to produce the sketchbook of preparatory work and then sit a 10 hour timed exam over two days during which you will produce the final outcome. For example you could design a decorative item, a piece of homeware, a product for a user, a product with electronic components or an item to be used outside. Both the sketchbook of preparation and the final piece are submitted for assessment and equate to 40%.

EXAM BOARD: WJEC Eduqas

GCSE BUSINESS STUDIES

GCSE Business Studies will inspire the entrepreneurial minds of the next generation!

Students will develop their knowledge and understanding of business concepts and theories, whilst viewing these from a local, national and international perspective. They will also develop their ability to think analytically, reaching logical conclusions based on contextual information alongside building employability skills and attributes for the future.



Students will understand the interdependent nature of business operations, human resources, marketing and finance and will be taught how to apply their theoretical knowledge to business examples both historical and current.

Within each unit students will develop and understanding of:

1. Business in the Real World – the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.
2. Influences on Business – the importance of external influences on business and how businesses change in response to these influences.
3. Business Operations – what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.
4. Human Resource – the purpose of human resources, its role within business and how it influences business activity.
5. Marketing – the purpose of marketing, its role within business and how it influences business activity.
6. Finance – the purpose of the finance function, its role within business and how it influences business activity.

Relevant and contemporary – the qualification uses a variety of real business contexts to consider issues and challenges facing entrepreneurs and commercial organisations.

Skills for a modern world – Students have the opportunity to develop as enterprising individuals with a practical set of key skills, including problem solving and decision-making, interpreting and analysing data.

Opportunities for progression – This qualification offers an ideal foundation to gain insight into future career paths in business. It can provide a useful stepping stone to many further education qualifications including BTEC and A Level Business.

How is it Examined?

The AQA GCSE in Business is a linear qualification with 100% external assessment; it consists of two examined components at the end of Year 11. There is only one tier of exam.

Each exam carries an equal weighting of 50% of the GCSE (9–1) qualification and lasts 1 hour and 45 minutes.

If you have any questions please see Mrs Davies.

ASDAN – Bronze and Silver Personal Development Programmes



This is a broad, activity-based course aimed at developing learners' personal, social and employability skills. Personal Benefits Development Programmes can:

- Boost learners' confidence by helping them recognise and develop their personal qualities and abilities.
- Empower students by giving them ownership of their learning
- Broaden learners' experiences through a wide range of challenges
- Reward achievement through certification at Bronze or Silver Award level
- Structure activities inside and outside of school with ready-made curriculum
- Introduce learners to new activities and challenges and features self-assessment tools to reflect on their learning.

The courses have 13 different modules including Communication, Sport and Leisure, Independent Living, Health and Wellbeing, World of Work and Expressive Arts. Each module contains a number of challenges which the learner needs to complete to gain the qualification. Assessments are ongoing throughout the programme and there are no exams as this is not a GCSE (or equivalent) qualification.

Please email Jason Illingworth (JIllingworth@broadwater.surrey.sch.uk) if you would like to discuss whether this would be a suitable programme for your child to study.

CURRICULUM SUPPORT FOR COIN CENTRE STUDENTS



This option is available for students with EHCPs for SLCN (Speech, Language & Communication Needs) who have places in the COIN (Communication and Interaction Needs) Centre. This option is delivered by an SEN teacher working in the COIN Centre.

The teacher will have the extra time to work with students to further develop the vocabulary, concepts, language and skills required to succeed in their core subjects and option choices.

If students need individual Speech and Language Therapy (SaLT), this is delivered during Curriculum Support sessions. Thus students are not withdrawn from core or option subjects. The Speech and Language Therapist's (SLTs) work collaboratively with the Curriculum Support teacher to tailor support to individual student's needs including specific word learning strategies, expressive language, memory skills, thinking skills, organisation of ideas, revision techniques, exam language, social skills and emotional literacy. This program supports the curriculum and enables the students to cope with the increased language demands of Key Stage 4 and GCSEs.



There is no qualification attached to this course. However, as it is in place of an option, it allows students increased time to succeed in their other subjects.

This course is only offered to students who have places in the COIN Centre and they will be made aware if this is an appropriate course for them. Please contact Mrs Link if you have any queries.
clink@broadwater.surrey.sch.uk



Broadwater School

Summers Road, Godalming, Surrey GU7 3BW

Phone: 01483 414516

Email: HYPERLINK

"mailto:admin@broadwater.surrey.sch.uk"

admin@broadwater.surrey.sch.uk

Website: HYPERLINK