



## **KS4 Student Pathways** **Blue**



The KS4 pathways that are offered to students at Sedgefield Community College are designed to support our students to achieve success. Students study a range of different subjects that ensure that they have a broad and balanced education, but a degree of personalisation within the timetable remains and students can make some choices within their particular pathway.

For students in the 'Blue' pathway, the curriculum has been designed to support students to achieve 10 or more GCSEs and to meet the demands of the English Baccalaureate (EBacc). The EBacc is now used as a key measure of student performance at the end of Y11 and students need to achieve what is considered a 'good pass' in a wide range of subjects to meet this. Increasingly, colleges and employers are likely to use the achievement of the EBacc as a key indicator of the achievement of students. Where the academic performance of our students indicates that they are able to achieve the EBacc, their KS4 pathway structure supports them to do this.

### **Core Subjects**

**There are a number of subjects that all students will study and details of each of these subjects are provided below:**

### **English Language (AQA)**

In English Language you will study a range of different texts and learn how to write in a variety of different styles during the course. You will read extracts from a wide variety of texts from different genres and time periods and you will be encouraged to read independently for your enjoyment. As well as this, you will learn how to write in a way that is specifically tailored to a specified purpose and audience.

### **Skills Developed:**

- The ability to analyse and interpret different kinds of text, including making links between them.
- The ability to support points that you make with precise evidence.
- The ability to tailor your writing style to the demands of a particular task or appeal to a specific audience.

### **Course Outline**

<b>Element of Course</b>	<b>Assessment</b>	<b>Value</b>
Paper One – Explorations in Creative Reading and Writing	Exam	50%
Paper Two – Writer's Viewpoints and Perspectives	Exam	50%

## **English Literature (AQA)**

In English Literature you will study a range of different texts including a Shakespeare play, a 19<sup>th</sup> century novel, a modern text (a novel or play) and a collection of poetry all linked to a particular theme. A decision has been taken that 'A Christmas Carol' by Charles Dickens is the 19<sup>th</sup> century novel that will be studied and final decisions about the other texts will be taken by the end of this academic year. In addition to this, students will also be prepared for the skill of analysing an unseen poem in exam conditions.

### **Skills Developed:**

- The ability to analyse and interpret different kinds of text, including making links between them.
- The ability to support points that you make with precise evidence.
- The ability to write an extended critical essay when working in timed conditions.

### **Course Outline**

<b>Element of Course</b>	<b>Assessment</b>	<b>Value</b>
Paper One – Shakespeare and the 19 <sup>th</sup> Century Novel	Exam	40%
Paper Two – Modern Texts and Poetry	Exam	60%

## **Mathematics (Edexcel)**

In GCSE Mathematics you will master skills in six key areas:

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

Within each area, students will be given opportunities to apply their mathematical knowledge and skills within functional questions and real-life scenarios. This is essential because a large proportion of the questions on the final examinations will assess the application of mathematics in real-life contexts.

### **Skills Developed:**

- The ability to create and interpret a wide range of different charts and graphs.
- The ability to apply algebraic skills in everyday life.
- The ability to use the properties of shapes to solve functional problems.

### Course Outline

Element of Course	Assessment	Value
Non-calculator paper	Examination	33.3% of the GCSE
Calculator Paper	Examination	33.3% of the GCSE
Calculator paper	Examination	33.3% of the GCSE

Please note that there will be two tiers of entry for the GCSE Mathematics:

Higher Tier from which grades 9 – 4 can be achieved.

Foundation Tier from which grades 5 – 1 can be achieved.

### Combined Science (Edexcel)

Two GCSEs will be achieved. In GCSE Science you will study Biology, Chemistry and Physics. Students will be given the opportunity to develop their investigative skills through a number of core practical experiments. Students will cover a wide range of content within their lessons including, the cells and the nervous system, waves and light, atoms and bonding.

#### Skills Developed:

- Consider and critically evaluate data, making relevant conclusions.
- Summarise the benefits and drawbacks of scientific developments.
- Select, organise and present information clearly and logically.

### Course Outline

Element of Course	Assessment	Value
Paper 1 – Biology	Examination	33%
Paper 1 – Chemistry	Examination	33%
Paper 1 – Physics	Examination	33%

Element of Course	Assessment	Value
Paper 2 – Biology	Examination	33%
Paper 2 – Chemistry	Examination	33%
Paper 2 – Physics	Examination	33%

## **Separate Science (Edexcel)**

Students will be selected for their suitability to follow a separate science curriculum of: Biology, Chemistry and Physics. Three GCSEs will be achieved. Topics covered will most likely include: Control Systems, Behaviour and Biotechnology, Equilibria, Organic and Quantitative Chemistry and Radiation, Kinetic Theory and Particle Physics.

### **Skills Developed:**

- The ability to think deeply and generate your own questions about the topics covered.
- The ability to think flexibly by considering different approaches to solve scientific questions.
- Select, organise and evaluate data clearly and logically.

### **Course Outline**

<b>Biology GCSE</b>	<b>Assessment</b>	<b>Value</b>
Paper 1	Examination	50%
Paper 2	Examination	50%

<b>Chemistry GCSE</b>	<b>Assessment</b>	<b>Value</b>
Paper 1	Examination	50%
Paper 2	Examination	50%

<b>Physics GCSE</b>	<b>Assessment</b>	<b>Value</b>
Paper 1	Examination	50%
Paper 2	Examination	50%

## **Religious Studies (Edexcel)**

In Religious Studies you will study the relationship between religion and life in the UK. The course includes the study of Christian and Muslim beliefs and holy texts, in order to gain an understanding of what people of faith believe and how religion impacts on their lives and the decisions they make. A range of ethical issues and themes will also be covered such as war and terrorism, abortion and capital punishment. You will consider the arguments surrounding these issues as well as evaluating the information you gather to reflect on your own opinion.

### **Skills Developed:**

- The ability to analyse a source and interpret the meaning of it.
- The ability to explain a range of beliefs in detail.
- The ability to justify a personal opinion in a persuasive but respectful manner.
- The ability to evaluate the validity of information.

### **Course Outline**

<b>Area of study</b>	<b>Unit Overview</b>	<b>Assessment</b>	<b>Value</b>
1 – Religion and Ethics (Christianity paper)	<ul style="list-style-type: none"><li>• Christian Beliefs</li><li>• Marriage and the Family</li><li>• Living the Christian life</li><li>• Matters of Life and Death</li></ul>	Exam	50%
2 – Religion, Peace and Conflict (Islam paper)	<ul style="list-style-type: none"><li>• Muslim beliefs</li><li>• Crime and Punishment</li><li>• Living the Muslim life</li><li>• Peace and Conflict</li></ul>	Exam	50%

## **Digital Literacy and Information Technology**

All students follow Digital Literacy. In Digital Literacy you will further develop your ICT and computing skills using a wide range of software. This will equip you with the digital skills you need to use a computer confidently and effectively. These skills are essential for success in employment and higher education and are among the fundamental transferable skills required by employers.

You will be expected to take the role of an IT specialist and complete tasks for different scenarios. The software you will use will include word processing, spreadsheet and presentation software.

The course will also cover theory content about ICT systems in business contexts. You will learn about hardware, software and how businesses plan and use ICT effectively.

### **Skills Developed:**

- The ability to combine the use of a wide range of IT tools and techniques.
- The ability to analyse and solve IT based problems independently.
- The ability to apply computing knowledge to real world scenarios.

### **Course Outline**

Students will complete a level 2 vocational qualification to demonstrate their digital literacy skills. This is the equivalent of one GCSE. This will be made up of a digital portfolio of work and an external assessment.

## **Core PE**

In year 9 all pupils will follow our core PE practical programme of study. During which time pupils will tackle complex and demanding physical activities. They will get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

### **Skills developed:**

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop technique and improve performance in other competitive sports [for example, athletics and gymnastics]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate performance compared to previous ones and demonstrate improvement across a range of physical activities to achieve a personal best

In addition to core PE, pupils can also opt to follow one of our level 2 accredited courses (Exam PE). Both Exam PE courses are equal in grading value although their methods of assessment are different. We are aware that pupils have had little experience of the theory aspects of PE and therefore may struggle to decide which course is the most suitable for their individual needs. To support this process, all pupils who opt for 'Exam PE' will follow a generic foundation programme of study at the start of year 9 which will cover common content and assessment methods from both courses. Following completion of this foundation programme pupils will be guided into the most appropriate pathway. This will be either AQA GCSE PE or OCR Sports Science/Studies.

### **Humanities Pathway**

**All students continue their studies in both Geography and History as they enter Y9. Building on their learning in years 7 and 8, students increase their depth of understanding as they explore key topics that are also part of the GCSE courses in these subjects.**

**At the start of the summer term in Y9, students will then study one of these subjects, having had the opportunity to make this selection during the course of the spring term in Y9.**

### **Communication Pathway**

**Students need to choose one of the 3 subjects below. If Computer Science is chosen then students are advised to choose French from the Creative and Performance Pathway. In addition students are reminded to consider the guidance they have been given by their Language teacher when choosing between French and Spanish**

### **French (AQA)**

More than ever, speaking other languages opens exciting opportunities and possibilities for higher education or employment. This course encourages the development, ability and ambition to communicate with native speakers in speech and writing. Studying other languages also broadens horizons and encourages us to step beyond familiar cultural boundaries and develop new ways of seeing the world, in addition to being enjoyable and fun.

**Students study 3 themes on which the assessments are based:**

**Theme 1: Identity and culture** (Topic 1: Me, my family and friends, Topic 2: Technology in everyday life, Topic 3: Free-time activities, Topic 4: Customs and festivals in French-speaking countries/communities)

**Theme 2: Local, national, international and global areas of interest:** (Topic 1: Home, town, neighbourhood and region, Topic 2: Social issues, Topic 3: Global issues, Topic 4: Travel and tourism.)

**Theme 3: Current and future study and employment:** (Topic 1: My studies, Topic 2: Life at school/college, Topic 3: Education post-16, Topic 4: Jobs, career choices and ambitions)

**Skills Developed:**

- The ability to communicate confidently and coherently
- To express and develop thoughts and ideas spontaneously and fluently
- To deepen knowledge about how language works and enrich vocabulary
- To develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
- To make appropriate links to other areas of the curriculum to enable bilingual and deeper learning where the language may become a medium for constructing and applying knowledge.

**Course Outline**

Element of Course	Assessment	% of GCSE
Paper 1: Listening	Exam	25%
Paper 2: Speaking	Exam	25%
Paper 3: Reading	Exam	25%
Paper 4: Writing	Exam	25%

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

**Spanish (AQA)**

More than ever, speaking other languages opens exciting opportunities and possibilities for higher education or employment. This course encourages the development, ability and ambition to communicate with native speakers in speech and writing. Studying other languages also broadens horizons and encourages us to step beyond familiar cultural boundaries and develop new ways of seeing the world, in addition to being enjoyable and fun.

**Students study 3 themes on which the assessments are based:**

**Theme 1: Identity and culture** (Topic 1: Me, my family and friends, Topic 2: Technology in everyday life, Topic 3: Free-time activities, Topic 4: Customs and festivals in Spanish-speaking countries/communities)

**Theme 2: Local, national, international and global areas of interest:**

(Topic 1: Home, town, neighbourhood and region, Topic 2: Social issues, Topic 3: Global issues, Topic 4: Travel and tourism.)

**Theme 3: Current and future study and employment:**

(Topic 1: My studies, Topic 2: Life at school/college, Topic 3: Education post-16, Topic 4: Jobs, career choices and ambitions)

**Skills Developed:**

- The ability to communicate confidently and coherently
- To express and develop thoughts and ideas spontaneously and fluently
- To deepen knowledge about how language works and enrich vocabulary
- To develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken
- To make appropriate links to other areas of the curriculum to enable bilingual and deeper learning where the language may become a medium for constructing and applying knowledge.

**Course Outline**

Element of Course	Assessment	% of GCSE
Paper 1: Listening	Exam	25%
Paper 2: Speaking	Exam	25%
Paper 3: Reading	Exam	25%
Paper 4: Writing	Exam	25%

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

**Computer Science (OCR)**

In GCSE Computer Science you will develop an in-depth understanding of how computer technology works. You will study the use of algorithms in computer systems, develop your knowledge and understanding of IT in a range of contexts and write your own computer programs to solve problems. Computer Science develops different skills to the 'Core Computing' qualification followed by all students and those students who opt for Computer Science will complete both qualifications.

**Skills Developed:**

- The ability to think critically.
- The ability to analyse technical requirements.
- The ability to logically solve problems.



### Course Outline

Element of Course	Assessment
Computer systems	Exam (50%)
Computational Thinking, Algorithms and Programming	Exam (50%)
Programming Project	Non exam assessment

### Creative and Performance Pathway

Within the Creative and Performance Pathway you must choose to study one of the subjects listed below:

#### Fine Art – Art & Design (EDUQAS)

In Fine Art you will have the opportunity to learn to use a wide range of materials and media, as well as develop a range of skills and techniques. You will produce three large projects and an exam piece during the course and you will have the opportunity to explore a wide variety of artists, designers, photographers and craftspeople. These projects will be unique to you and develop your strengths in Art. The projects are focused on developing drawing, painting and three dimensional skills. You will be assessed on your quality of research, experimentation, skill and outcome in response to a theme. Your external examination is set by the exam board and is completed using the same process as the controlled assessment.

#### Skills Developed:

- Research and analysis skills.
- Experimentation and interpretation skills.
- Design development and production skills.

### Course Outline

Element of Course	Assessment	Value
Unit 1 – PORTFOLIO OF WORK 3 PROJECTS COVERING 4 AREAS OF STUDY – Contextual 25% Experimentation 25% Ideas and Analysis 25% Personal Outcome 25%	Controlled Assessment	60% of the GCSE
Unit 2 – EXTERNAL ASSESSMENT	Examination	40% of the GCSE

#### Photography – Art & Design (EDUQAS)

In Photography you will study a range of technology and techniques used in photography. You will be exploring the digital side of Photography learning to use DSLR cameras and Photoshop software. You will be expected to research and analyse works of photographers and artists and you must be prepared to take risks experimenting with photography and you must be independent and have the ability to develop your photography skills outside the classroom as well as in school. You will be

expected to take part in external visits and you will be expected to produce a varied portfolio of work that evidences your journey through the course. This course relies on you being independent, resourceful and committed to developing as a photographer. Your external examination is set by the exam board and is completed using the same process as the controlled assessment.

**Skills Developed:**

- Research and analysis skills.
- Experimentation and interpretation skills.
- Design development and production skills.

**Course Outline**

Element of Course	Assessment	Value
Unit 1 – PORTFOLIO OF WORK 3 PROJECTS COVERING 4 AREAS OF STUDY – Contextual 25% Experimentation 25% Ideas and Analysis 25% Personal Outcome 25%	Controlled Assessment	60% of the GCSE
Unit 2 – EXTERNAL ASSESSMENT	Examination	40% of the GCSE

**Graphic Design – Art & Design (EDUQAS)**

In Graphic Communication you will develop skills in a range of technology and techniques, learning how to use digital manipulation and image production (Photoshop/Illustrator), traditional printmaking and photography creatively. You will be exploring how to analyse and meet the needs of a client brief to produce a range of 2D outcomes, such as advertising, fonts, packaging, posters and magazines. You will be expected to design and produce a series of interesting proposals and will develop the ability to link your creative skills to a vocational purpose, preparing you for sixth form, college or the world of work. You will also research and analyse works of designers, photographers and artists and you must be prepared to take risks experimenting with a variety of skills. You will be required to take part in external visits as part of this course and you will be expected to produce a varied portfolio of work that evidences your journey from Year 9 to Year 11. This course relies on you being imaginative, resourceful and committed to developing as a designer. Your external examination is set by the exam board and is completed using the same process as the controlled assessment.

**Skills Developed:**

- Research and analysis skills.
- Experimentation and interpretation skills.
- Design development and production skills.

### Course Outline

Element of Course	Assessment	Value
Unit 1 – PORTFOLIO OF WORK 3 PROJECTS COVERING 4 AREAS OF STUDY – Contextual 25% Experimentation 25% Ideas and Analysis 25% Personal Outcome 25%	Controlled Assessment	60% of the GCSE
Unit 2 – EXTERNAL ASSESSMENT	Examination	40% of the GCSE

### Dance (BTEC)

In BTEC Dance you will study a wide range of components that will allow you to explore the industry of being a dancer and practitioner. You will develop skills within dance genres (contemporary, jazz, and urban) but also understand and learn the professional demands of the industry and learn professional repertoire from professional dance companies. Students will work alongside Dance City and have great opportunities to work with professional dance companies and as part of the course, students will have a workshop with a touring professional dance company. Students will act as a company and be expected to perform and act in the most professional manner possible.

#### Skills Developed:

- The ability to perform in various venues and develop skills working with professional companies and organisations.
- The ability to understand the performing arts industry and expectations of being a dancer in a professional dance company.
- The ability to learn key techniques within dance (physical, interpretive, choreography).
- The ability to learn professional repertoire

### Course Outline

- **Component 1** – Exploring The Performing Arts . Pupils will observe and reproduce repertoire as well as explore creative intentions and develop performance roles.
- **Component 2** - Develop skills and techniques gaining physical and interpretive skills during classes and workshops.
- **Component 3** – Performing to a brief. Pupils will create a piece of performance based on a set brief.

Students are assessed through a combination of internal practical assessments of the students' performance as dancers, written assignments and an external exam which involves practical and academic tasks.

### Exam PE - GCSE (AQA)

In GCSE PE you will study both practical and theory concepts of sport. In practical lessons you will select and perform in a minimum of 3 different sports. Practical lessons will focus on skill

development in isolated, conditioned and competitive situations. For one of your chosen sports you will be expected to produce a detailed Analysis of Performance. Theory lessons will involve interactive learning techniques covering key topics, applied anatomy and physiology, movement analysis, physical training, sports psychology, socio-cultural influences, health, fitness and well-being and use of data.

**Skills Developed:**

- Knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

**Course Outline**

<b>Element of Course</b>	<b>Assessment</b>	<b>Value</b>
Paper 1: The human body and movement in physical activity and sport.	Written exam: 1 hour 15 minutes (Total: 78 marks)	30%
Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Written exam: 1 hour 15 minutes (Total: 78 marks)	30%
Practical performance in physical activity and sport.	Internal assessment, external moderation (Total: 100 marks)	40%

**Exam PE - Sport Science / Sports Studies (OCR Cambridge Nationals)**

The Cambridge Nationals in Sport Science / Sport Studies course will provide you with a broad knowledge and understanding of different aspects of sports theory. The majority of lessons will be theory based with the need to produce portfolios of evidence. Pupils are required to complete 1 external exam to test their knowledge and understanding of either sports injuries or contemporary issues in sport.

**Skills Developed:**

- The ability to present research findings.
- The ability to support points that you make with precise evidence.
- The ability to apply theoretical concepts to explain sporting performance.

## Course Outline

Element of Course		Assessment	Value
Sports Science	R041: Reducing the risk of sports injuries	Exam	25%
Sports Studies	R051: Contemporary issues in sport		
Sports Science	R042: Applying principles of training	Internal Assessment	25%
Sports Studies	R052: Developing sports skills		
Sports Studies / Sports Science	Optional Unit	Internal Assessment	25%
Sports Studies / Sports Science	Optional Unit	Internal Assessment	25%

### Sports Science optional Units (2 from)

- R043: The body's response to physical activity.
- R044: Sport psychology.
- R045: Sports nutrition.
- R046: Technology in sport.

### Sports Studies optional Units (2 from)

- R053: Sports leadership
- R054: Sport and the media
- R055: Working in the sports industry
- R056: Developing knowledge and skills in outdoor activities

## Business Studies (NCFE Qualification in Business & Enterprise)

This qualification is appropriate if you are looking to develop a significant core of knowledge and understanding in business and enterprise and how to apply this learning. The qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate if you are motivated and challenged by learning through hands-on experiences.

It is distinct from GCSE Business Studies, as it encourages you to use knowledge and practical enterprise tools to prepare for business. You will develop significant personal and vocational business skills that can be transferred to further study or employment.

The study of business and enterprise involves understanding key business and enterprise areas such as, legal structures, marketing, market research, operations management, resource planning, human resources, funding, finance and business and enterprise planning. The qualification focuses on an applied study of the business and enterprise sector and you will gain a broad understanding and knowledge of working in the sector.

### Key Areas covered:

- Understanding entrepreneurial characteristics and business aims and objectives.
- Legal structures, organisational structures and stakeholder engagement.
- Understanding the marketing mix, market research, market types and orientation types.
- Understanding internal and external influences on business.
- Understanding research, resource planning and growth for business.
- Understanding business and enterprise planning.

## Course Outline

Unit	Unit Overview	Assessment	Value
1	Written Examination	External Exam	40%
2	Synoptic project based on a project brief	Internally assessed project	60%

## Food Preparation and Nutrition (AQA)

In Food Technology you will complete a wide range of food preparation and making activities that will allow you to gain knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will also be given the opportunity to demonstrate the connection between theory and practice, applying their knowledge of food and nutrition to practical preparation.

The main topics that will be covered are -

- Food nutrition and health.
- Food Science.
- Food Safety.
- Food Choice.
- Food Provenance.

### Skills Developed:

- To demonstrate competence in a range of practical food skills/methods/processes in order to produce quality outcomes.
- To be able to plan, prepare, cook and present food independently.
- To investigate food and specific ingredients through the development process.
- To develop understanding of the working characteristics, functional and chemical properties of ingredients.

## Course Outline

Element of Course	Assessment	Value
Unit 1 – Written Paper – 1 hour 45min	Exam	50%
Unit 2 – Task 1 - Food Investigation task 2 - Food Preparation assessment	Controlled Assessment	50%

## D&T – Engineering Design Level 1/2 Award/Certificate

*We continue to review available course specifications for examination from 2021 onwards. As such the course content may change.*

Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively. The Engineering design course enables students to approach their work in new and exciting ways – drawing upon a broader understanding of design principles and materials and encouraging them to be more creative and innovative as a result. Within that context, students will still need to develop an in depth understanding of particular materials, tools and techniques.

The content emphasises the iterative design processes that all students should understand and be able to demonstrate and which is at the core of contemporary practice. It will allow both breadth and depth of knowledge, without limiting students on the materials they can work with, enabling them to make choices appropriate to their design, rather than creating a design around a particular material. The Engineering Design course will better prepare students for further study and careers in Engineering.

The Engineering Design course has strengthened technical requirements and a minimum mathematical and scientific knowledge that all students must be able to apply when studying Engineering Design.

### **Level 1 Award**

#### **R105: Design briefs, design specifications and user requirements**

Students explore the requirements of design briefs and specifications for the development of new products and how consumer requirements and market opportunities inform these briefs. They develop their understanding of the design cycle, the requirements for a design brief and design specification, and the importance of research data in developing a design solution.

#### **R106: Product analysis and research**

Students find out how to perform effective product analysis through both research and practical experience of product assembly and disassembly procedures. This helps them develop skills in critical analysis and an understanding and appreciation of manufacturing processes, design features, materials used and the principles behind good design.

### **Level 2 Certificate**

#### **R107: Developing and presenting engineering designs**

Students develop their knowledge and skills in communicating 2D and 3D design ideas, including effective annotation and labelling. They use detailed hand rendering as well as computer-based presentation techniques and computer-aided design (CAD) software.

#### **R108: 3D design realisation**

Students produce a model prototype and test design ideas in a practical context. They evaluate the prototype against the product specification and consider potential improvements to features, function, materials, aesthetics and ergonomics in the final product.

## Course Outline

Element of Course	Assessment	Value	
		L1	L2
<b>R105:</b> Design briefs, design specifications and user requirements	1 Hour Written paper, OCR-set and marked	50%	25%
<b>R106:</b> Product analysis and research	Centre-assessed tasks, OCR moderated	50%	25%
<b>R107:</b> Developing and presenting engineering designs	Centre-assessed tasks, OCR moderated	-	25%
<b>R108:</b> 3D design realisation	Centre-assessed tasks, OCR moderated	-	25%

**NB.** After 2021 the R105 written paper moves to a 40% value in the Level 2 Certificate. At present there is no information on how this effects the other unit values.

## MUSIC (AQA)

GCSE music is based on developing and applying the musical knowledge, understanding and skills to ensure students form a personal and meaningful relationship with music. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities. This is achieved through the study of music through **Understanding Music**, **Performing Music** and **Composing Music**.

### **Component 1 - Understanding Music**

Set 'study pieces' and generic pieces are studied from the following areas of study and genres to form the basis of, in the final year of study, an Understanding Music Examination:

#### **1. Western classical tradition 1650 – 1910**

- The Coronation Anthems and Oratorios of Handel • The orchestra music of Haydn, Mozart and Beethoven
- The piano music of Chopin and Schumann • The Requiem of the late Romantic period  
**Study piece:** Mozart Clarinet Concerto in A major, 3rd movement, Rondo

#### **2. Popular music**

- Music of Broadway 1950s to 1990s • Rock music of 1960s and 1970s
- Film and computer gaming music 1990s to present • Pop music 1990s to present.

**Study piece:** *Little Shop of Horrors* – the following three tracks:

- *Prologue/Little Shop of Horrors (overture)*
- *Mushnik and Son*
- *Feed Me*

#### **3. Traditional music**

- Blues music from 1920–1950 • Fusion music incorporating African and/or Caribbean music
- Contemporary Latin music • Contemporary folk music of the British Isles



**Study piece:** Paul Simon: Graceland – the following tracks:

- *Graceland*
- *Diamonds on the Soles of Her Shoes*
- *You Can Call Me Al*

#### 4. Western classical tradition since 1910

- The orchestral music of Copland • British music of Arnold, Britten, Maxwell-Davies and Tavener
- The orchestral music of Zoltán Kodály and Béla Bartók • Minimalist music of John Adams, Steve Reich and Terry Riley

**Study piece:** Prokofiev: *Lieutenant Kije* orchestral version: II Romance

- *II Romance*
- IV Troika

#### **Component 2 - Performing Music**

A solo piece and an ensemble piece on an instrument or voice are to be performed live and recorded in the final year of study. **It is therefore imperative that if a student is not receiving instrumental lessons from a reputable approved tutor or Durham Music Service, that they are to start learning an instrument once the course commences.** Mr Ferry can support parents with sourcing appropriate tutors through private tuition and the music service. Students may also qualify for some financial support depending on their particular circumstances and if any parents wish to discuss this, they should do so with Mr Ferry before indicating their intention to study the subject.

#### **Component 3 - Composing Music**

Two compositions, one to a brief set by AQA and one free composition, are to be completed in the final year of study.

#### **Course Outline**

Element of Course	Assessment (All completed in the final year of entry)	Value
<b>Component 1 - Understanding Music</b>	1 ½ Hour Written Exam	40%
<b>Component 2 - Performing Music</b> (One solo and one ensemble piece)	Coursework internally assessed and externally moderated	30%
<b>Component 3 - Composing Music</b> (One composition to a set brief and one free composition)	Coursework internally assessed and externally moderated	30%

#### **Citizenship (AQA)**

In GCSE Citizenship you will study a range of different themes about modern society. You will gain an understanding of subjects such as British values, the role of the media, international organisations, crime and punishment and politics. You will also undertake an “Active Citizenship” project, designed to help you consider how you can make a difference in society. Through these studies you will develop a range of important academic skills, as well as gaining a wider social awareness.

Studying Citizenship can lead to a wide choice of higher education options and to careers in several different areas including politics, law, journalism, activism, social work, education and many more.

**Skills Developed:**

- The ability to define and explain a range of key terms and concepts.
- The ability to analyse real life case studies.
- The ability to form judgements and justify them.
- The ability to analyse many sides of a given argument.

**Course Outline**

The assessment model is through examinations which students will sit at the end of Year 11. There are four different units across two exam papers.

<b>Paper</b>	<b>Unit Overview</b>	<b>Assessment</b>	<b>Value</b>
1	<u>Theme 4: Active Citizenship</u>	Exam (based partly on Active Citizenship project)	50%
	<u>Theme 3: Politics and Participation</u>		
2	<u>Theme 1: Life in Modern Britain</u>	Exam	50%
	<u>Theme 2: Rights and Responsibilities</u>		