



**St Gabriel's**  
Roman Catholic High School



**CURRICULUM INFORMATION BOOKLET**  
**2019/20**

## **INTRODUCTION**

Year 9 represents an important milestone in the academic life of a pupil at High School. You are no longer seen as a pupil in the lower school following a general education, but a maturing student embarking on courses which will open up career opportunities for the future. Indeed, this is an exciting and rewarding time for pupils about to start important GCSE courses leading to sixth form college, employment or apprenticeship. You will be able to make some crucial choices, which could shape your future by specializing in subjects which you are interested in and which may help you towards your desired career.

This booklet has been produced to help you with important decisions that you will make when opting for the subjects in which you wish to specialise. It contains a great deal of advice and outlines the demands and content of the various courses of study. Use the booklet wisely by consulting and discussing its contents with your parents/carers, subject teachers and form teachers.

Remember that the vast majority of courses lead to public examinations in which your standard of achievement at the end of the course will be measured nationally. These national qualifications will often have an important bearing on your future. It is also worth remembering that some subjects will start their GCSE courses in Year 9, so it is absolutely critical that you remain focused throughout the year.

As in previous years, this Year 9 cohort will have a wide choice of subjects to study to ensure a broad and balanced curriculum. This was recognized by our Ofsted Inspection of September 2011:-

“Ongoing development of the curriculum to keep pace with the needs, interests and aspirations of students is the order of the day. Indeed, provision here is outstanding.”

“The outstanding curriculum has a significant impact on students’ personal and academic development and prepared them exceptionally well for post-compulsory education and the world of work.”

It is important that the pupils see the process of option choices as a positive experience and one to look forward to.

# **PUPILS' QUESTIONS AND ANSWERS**

## **1. Why choose?**

The courses you have been following in Years 7 and 8 lay the foundations for the public examination courses you will start in Year 10. It is impossible to take all the option subjects offered for public examinations at high school, so you must choose a balanced set of option courses based on your interests, abilities and for post-16 learning aspirations.

## **2. Why choose now?**

There is a need for more specialisation geared towards future employability and academic study in your GCSE courses at St Gabriel's. In your early high school years, you should have gained enough experience and knowledge to decide in which subjects you may wish to specialise. It is also important to choose option courses now, so that adequate provision can be made for the next school year.

## **3. Can I change my mind later?**

After you have made your choices, based on guidance both from your parents/carers and teachers, it is advisable not to change them. Effectively, from the start of the courses, there are only five terms of consistent hard work before the final examinations. Even changing your course two or three weeks after the beginning of Year 10 would result in a considerable backlog of work. There would also be the difficulty of picking up the threads of some of the basic principles and ideas already covered in the early weeks. Another problem may well be that many of the courses could have already been filled to maximum capacity.

## **4. What subjects are compulsory?**

Religious Education, English, Mathematics, Science and Physical Education are compulsory. RE is taught because the school community has a commitment to Catholic education. Proficiency in English and Mathematics is required at 6th Form and Further Education level, as well as for most careers. PE is compulsory because it will allow you the opportunity to take part in a wide variety of sports for health and leisure development.

## **5. How many do I choose?**

You choose four preferences, but you will only be able to follow the maximum of three options.

## **6. How should I choose?**

Do read this option booklet carefully. It will outline the main requirements for each of the courses.

Do take all the possible advice from your parents/carers, Form Teacher, Head of Year, Dr Hargreaves and your subject teachers.

Do find out entrance qualifications for likely careers you have in mind.

Do be honest with yourself - have you the necessary ability to succeed in the courses you choose?

Don't choose a subject just because your best friend has chosen it.

Don't choose a subject just because you like your Year 9 subject teacher.

## **7. What is a good balance?**

You should aim to complement the compulsory curriculum with subjects you both enjoy and do well in. Further science study could be important if A levels in Science are sought after. Clearly being proficient in a modern foreign language is a good skill to have, not only for leading to further study in languages but in other fields too. Technology, creative and sporting subjects thrive at St. Gabriel's and we are proud to be able to offer such a wide range of these. An option takes up three hours a week. When choosing, consider your likely future aspirations alongside your strengths to arrive at the right balance for you.

## **8. Will I definitely get the subjects I ask for?**

We will try our best to accommodate you, but in some subjects there is limited specialist provision, e.g., Food and Nutrition. The school reserves the right to alter the selection of a pupil and may need to do so for oversubscribed subjects.

# **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE** **(CEIAG)**

Making choices now for Year 10 and 11 programmes actually starts to focus minds towards post-16 Education, where all young people must now be engaged in learning or a training programme typically at a college. The choices you make now will have a lasting effect, so it is important not just to make the right choices, but to make them with as much information, advice and guidance as possible.

## **CEIAG in St Gabriel's:**

Careers Education, Information, Advice and Guidance (careers advice) is available in school. Our RAP day (in January) gives pupils the opportunity to investigate materials, talk to staff, employers and explore more fully their options. 'Careers Cafes' and events happen throughout the year coordinated by Mr Gaskell. But only using these sources of information is not best practice.

Try the following websites, looking ahead to the programmes currently available to 16 year olds. Get a flavour of what's out there:

1. [www.bury.gov.uk](http://www.bury.gov.uk) (select "Schools and learning" then "Education and careers for 14 to 19 year olds")
2. [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)
3. [www.direct.gov.uk](http://www.direct.gov.uk) (choose "Education and Learning")

The careers section in the school's Learning Resource Centre has computer access to KUDOS and ODDYSEY. These programmes provide extensive up-to-date course information.

Teachers will also provide you with their view about what your learning programme might look like in Year 10-11. Much of the research and fact finding needs to be put into perspective. Note:-

- CEIAG is only guidance – you make your own, informed decisions, based on available information to you.
- If we feel you are making an unadvisable choice, bearing in mind your learning history in school, we will tell you, and suggest an appropriate pathway.
- Keep your options "open". You need a broad and balanced range of subjects for most careers and access to a post-16 learning programme.
- Passing Maths and English is increasingly important to access post-16 courses.

# **POST-16 LEARNING OPPORTUNITIES**

When you leave St Gabriel's at 16, you can choose from a number of pathways. These include:-

## **1. Holy Cross Sixth Form College**

Holy Cross is a natural extension of St Gabriel's for those who wish to continue their education. Courses are mainly available over two years.

Two year courses are for students who wish to take two, three or four A level courses from a wide range of academic subjects. Some vocational 'A' levels are also available such as in Health and Social Care or Business and Finance. These are demanding courses and require evidence of a high standard of academic performance at GCSE. Students who are successful at 'A' level can continue full-time studies at a university, or college of higher education. It is worth noting that the course you are accepted on at Holy Cross will be determined by how well you do at St Gabriel's in public examinations. The college will provide you with a prospectus in Year 11. Application forms are completed online and courses have entry requirements.

## **2. Bury College**

A wide range of A levels are also available here. The college also offers a wide range of full-time vocational courses to cater for the needs of various careers and professions, covering Business Studies, Administrative and Office Skills, Nursery Nursing, Preliminary Residential Care, Pre-health Service, Catering and Engineering to name a few and T-levels are also being introduced. (T- Levels are new 2-year courses, designed with employers, to give young people the skills that industry needs. From 2020, they will give post-GCSE students a technical alternative to A levels and aim to help them to get a skilled job.) Courses also require numerous GCSEs for entry, the number and grades of which will depend on the level of the course considered. Prospectuses are available from the college. Application forms are completed online.

## **3. Other Post-16 Provisions**

Other provisions are available, including Rochdale College and Bolton College. This is not an exhaustive list.

## **4. Employment**

A job must have some part-time learning until the age of 18/19.

Your employer would expect you to go to a College of Further Education for a day and an evening per week, or a block release scheme, which means a few weeks at the college, followed by a spell at work. These opportunities are very limited.

## **5. Apprenticeships**

This is part of the Government's initiative to help 16 year old school leavers. It lasts two years and will include direct experience of different kinds of work and training for a group of jobs, such as administration and business, transport, engineering, construction, catering, agriculture or distribution.

See the following website for up-to-date information on apprenticeships:-

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

# **THE TAUGHT CURRICULUM IN KEY STAGE 4**

## **INTRODUCTION**

The following subjects form the compulsory core curriculum and you will have lessons in these subjects every week:-

- RE
- English Language
- English Literature
- Maths
- Science
- PE

Of the subjects above, RE, English Language, English Literature, Maths and Science are all taught at GCSE level. In Science, we also offer Triple Science, sometimes known as 'Separate Sciences': Biology, Chemistry and Physics. If you are considering Science at A-level this challenging course may appeal. The vast majority of pupils select Combined Science, for which you receive two GCSEs. Every pupil has to follow a PE course and this is also studied at GCSE level.

## **Option Choices**

Apart from the core subjects each pupil has to follow a maximum of three subjects in the option system. The number of subjects is very varied and gives each pupil a wide selection of GCSE courses to choose from. These are as follows:-

Art	History
Computing (GCSE or Vocational)	Key Skills
Design and Technology	Media Studies
Music (GCSE or Vocational)	Drama
PE (GCSE or Vocational)	Food & Nutrition
Spanish	French
Triple Science	Geography

Pupils who are likely to follow a more vocational pathway post 16, will be given the opportunity to follow the Key Skills course which leads to the ASDAN bronze and silver awards and has no terminal exam.

The school is aware that many of our pupils can cope with 9 subjects at GCSE level. The school is also aware there are some pupils who will struggle to cope with that many. We are committed to ensuring that our pupils are stretched academically and prepared for the challenges after St Gabriel's, but not overburdened. We take great care in ensuring that our pupils have the widest possible choice in their public exam courses, that their needs and abilities are matched by the number of subjects they follow and that their ambitions and aspirations are catered for by a sense of balance, realism and career prospects and desires. This is why we place great credence to the whole process of option choices. This includes a Key Skills ASDAN award, which is considered to meet the needs of a number of pupils.

It is also the case that we may be able to access some of the Level 2 Vocational courses at Bury College for some of our pupils. These courses are run by Bury College staff and in most years have taken place at the college on Tuesdays and Thursdays. They could include courses such as 'Hair and Beauty' and 'Construction'. Others may run depending on availability and popularity. The process of identifying children who would benefit from these courses will be in the hands of the senior staff of the school, in consultation with parents.

## **ASSESSMENT**

The nature of the General Certificate of Secondary Education (GCSE examination) courses involves a mixed set of examining procedures, but will include terminal examinations in all subjects. Coursework and controlled assessments are features of some courses, though these are few.

The emphasis of terminal examinations on all GCSE subjects will place a heavy burden on Year 11 pupils, particularly in the exam period of May/June in their final year. There will be a large number of exams in a short period of time. St Gabriel's is responding to this and indeed the wholesale changes in the GCSE programme, and we will, with you, do the best we can to prepare our children for an intensive exam period in May and June.

### A message to our children

- You must consistently work hard over the two years, at all your subjects building upon your foundations over three years at KS3.
- You must also work hard to develop good examination technique, so that your results are the best possible ones you are capable of.
- You must ensure that you do your best in and preparation for your Year 10 exams around Easter time, and the mock examinations in the December your Year 11. These results are all used for assessment purposes and give you and the school guidance on how you are progressing. Interim reports are issued throughout the years to highlight your progress. At the start of year 10 you will discuss with your teachers your individual targets.
- You must ensure that you do the work set up on 'Show My Homework'. Additional home learning and consolidation as frequently as you feel possible will also help. You are encouraged to ask your teachers for help in area you wish to improve upon.
- You can use a variety of websites to revise from such as, GCSE Pod, Mathswatch, Educake, VocabExpress, Bitesize and the school's own revision website.



# **SUBJECTS.**

## **RELIGIOUS STUDIES**

Head of Department - Mrs Evers

Courses Offered - GCSE Religious Studies

Religious Studies - GCSE

### **Syllabus Edexcel**

50%	Area of Study 1-Catholic Christianity
25%	Area of Study 2- Judaism
25%	Area of Study 3- Philosophy and Ethics
100%	Examinations at the end of Year 11

Pupils will study the religions of Catholic Christianity and Judaism. There will be 3 examinations at the end of year 11.

### **Aims**

1. To promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world.
2. To introduce candidates to the challenging and varied nature of religion and to the ways in which this is reflected in experience, belief and practice.
3. To help candidates to identify and explore questions about the meaning and purpose of life, and to consider such questions in relation to the catholic tradition.
4. To encourage candidates to reflect on Catholic responses to moral issues.
5. To enable candidates to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

# **ENGLISH**

Head of Department - Mr S Crossley

English is taught as a unified course which, for most pupils, will lead to two certificates, one for English and one for English Literature.

However, for those pupils who may find it difficult to access the GCSE curriculum, there is the opportunity to complete the ELC Step Up to English certificate, which is designed to build basic and relevant literacy skills.

This unified course reflects the aims of the National Curriculum and provides an integrated programme of English, involving Speaking and Listening, Reading and Writing. The course will give pupils opportunities to develop their abilities as follows:

to communicate effectively and accurately both in speaking and in writing their ideas, experiences, feelings and opinions in a wide range of situations.

to understand what is communicated to them in speech and in writing, and to demonstrate that understanding.

to read a wide range of texts accurately and fluently, and to respond to a variety of literature from different contexts.

## **GCSE ENGLISH LANGUAGE**

### **Language Paper 1**

1 hour and 45 minutes: includes 15 minutes reading time

#### Section A:

- 40 marks for reading (25% of the qualification)
- 4 reading questions: 4+8+8+20 marks

#### Section B:

- 40 marks for writing (25% of the qualification)
- 1 writing question: 24+16 marks

### **Language Paper 2**

1 hour and 45 minutes: includes 15 minutes reading time

#### Section A:

- 40 marks for reading (25% of the qualification)
- 4 reading questions: 4+8+12+16 marks

#### Section B:

- 40 marks for writing (25% of the qualification)
- 1 writing question: 24+16 marks

## **GCSE ENGLISH LITERATURE**

### **Literature Paper 1**

1 hour 45 minutes

- 40% of total marks
- 2 sections
- Shakespeare and 19<sup>th</sup>-century novel

### **Literature Paper 2**

2 hours 15 mins

- 60% of total marks
- Modern Text
- Poetry Anthology
- Unseen poetry

# MATHEMATICS

Head of Department – Mrs L Rowe

Pupils will follow a linear GCSE Mathematics course.

## **The Scheme of Assessment**

The GCSE is assessed by three exam papers taken in the same series at the end of Year 11. Pupils will either take three Foundation tier papers or three Higher tier papers.

Pupils will complete:-

<b>Foundation Tier</b>	
<b>Paper 1</b>	1½ hours long and a calculator <b>may not</b> be used.
<b>Paper 2*</b>	1½ hours long and a calculator may be used.
<b>Paper 3*</b>	1½ hours long and a calculator may be used.
<b>Higher Tier</b>	
<b>Paper 1</b>	1½ hours long and a calculator <b>may not</b> be used.
<b>Paper 2*</b>	1½ hours long and a calculator may be used.
<b>Paper 3*</b>	1½ hours long and a calculator may be used.

\*It is worth noting that a scientific calculator will be required for Foundation tier and Higher tier papers 2 and 3 and should be purchased at the start of the course so that your child can learn in class how to use it to their advantage.

Pupils can achieve any grade from 4 to 9 if they are entered for the Higher tier and any grade from 1 to 5 if they are entered for the Foundation tier.

## **Assessment Objectives:**

### **Objective 1:**

Use and apply standard techniques

Students should be able to:

- Accurately recall facts, terminology and definitions
- Use and interpret notation correctly
- Accurately carry out routine procedures or set tasks requiring multi-step solutions

Weighting: F 50% H 40%

## **Objective 2:**

Reason, interpret and communicate mathematically

Students should be able to:

- Make deductions and inferences and draw conclusions from mathematical information
- Construct chains of reasoning to achieve a given result
- Interpret and communicate information accurately
- Present arguments and proofs
- Assess the validity of an argument and critically evaluate a given way of processing information

Weighting: F 25% H 30%

## **Objective 3:**

Solve problems within mathematics in other contexts

Students should be able to:

- Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
- Make and use connections between different parts of mathematics
- Interpret results in the context of the given problem
- Evaluate methods used and results obtained
- Evaluate solutions to identify how they may have been affected by assumptions made

Weighting: F 25% H 30%

# **SCIENCE**

Head of Science – Mr P Killion

The Science courses at St Gabriel's have something to offer every student and complement students of all abilities and aspirations. Studying Science at St Gabriel's provides excellent opportunities for those considering going on to A levels in Science. Although rich in content, the GCSE courses are also designed to develop investigative, mathematical and practical skills.

Science is compulsory for all students and they will study at least AQA Combined Science which will see them awarded 2 GCSEs in Science from grades 9-9 to 1-1. They may also choose to study AQA Separate Science as one of their option choices. This gives them 3 Science GCSEs: Biology, Chemistry and Physics. These are also graded 9-1. All external examinations are at the end of Year 11.

Both courses offer Higher and Foundation paper options. Higher papers allow students to achieve grades 9-3 whilst foundation papers provide grades 5-1. This means the course is accessible to all and students will be entered at the level appropriate to them.

## **Combined Science**

This course is the choice of most students and provides a solid background in aspects of Biology, Chemistry and Physics. Started within year 9 and examined at the end of key stage 4, two GCSEs are available from this route. The course contains topics such as:

Within Biology: organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

Within Chemistry: atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere.

Within Physics: forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure.

*Assessment – There are 6 papers: 2B, 2C, 2P (1hr 15 mins each) worth 16.7% of the GCSE each*

## **Separate Sciences** (Biology, Chemistry, Physics)

Students who select the Separate Science course as an option will study approximately 50% more Science than their Combined Science counterparts and when successful will receive three GCSEs rather than two. These GCSEs are in Biology, Chemistry and Physics. The course contains all the material from Combined Science but to a greater level of detail and complexity. Entry to the Separate Science course is not selected based on ability but, with extra lessons and a larger, more challenging course content, an enthusiasm for Science is a must.

*Assessment – There are 2 papers for each Science discipline (B, C, P) – 1.45 hrs each, contributing 50% of that GCSE. 6 exams in total.*

# **PHYSICAL EDUCATION**

Head of Department - Mrs Thatcher

In the first three years at St Gabriel's the pupils have been given the opportunity to participate and develop skills in a wide range of sports. They have experienced a variety of competitive team games as well as activities with a focus on their individual health and fitness.

In years 10 and 11 pupils can choose to follow the GCSE Examined Physical Education course or a vocational qualification in Cambridge Nationals Sports Studies.

The **GCSE course** is outlined below.

## **GCSE Examined Physical Education**

GCSE PE is aimed at those pupils who have a genuine interest in sport, both in and out of school and perform to a good standard. This course will comprise of both practical and classroom based theoretical lessons. Pupils who pick this course are advised that they should have **3 sports** in which they perform to a high standard.

### **Course Offered**

AQA GCSE Physical Education

### **Practical aspects of the course (40% of final mark)**

The assessment consists of students completing **three** physical activities from a set list.

One must be a **team** activity.

One must be an **individual** activity.

The final activity can be a **free** choice.

### **Theoretical aspects of the course (60% of final mark)**

Pupils will complete 2 **written examinations** which will test students' knowledge and understanding of the following topics:

<b>1</b>	<b>2</b>
Applied anatomy and physiology	Health, fitness and well being
Movement analysis	Sport psychology
Physical training	Socio-cultural influences
Use of data	Use of data

The **vocational course** is outlined below.

This course is for pupils with a genuine interest in sport and who would be suited to less examination and more practical content. It will include a combination of practical and classroom based lessons. However, this course only has 1 external exam.

### **Course Offered**

Cambridge National Sports Studies

## **Practical Units**

Developing Sports Skills  
Sports Leadership

## **Theory Units**

Contemporary Issues in Sport  
Sport and the Media

Those pupils who do not wish to take GCSE PE will still continue to practically take part in PE lessons throughout KS4. These pupils have the option of completing an accredited **Level 2 Sports Leadership qualification** or participating in Games and Fitness based modules.



# **MODERN FOREIGN LANGUAGES**

## **GCSE FRENCH** **GCSE SPANISH**

Head of Department - Mrs E Frame

Pupils may opt to complete GCSEs in French, Spanish or both.  
Opting to study both is recommended for pupils who wish to pursue a language specific career in the future.

### **Why study a Modern Foreign Language?**

- We live in a multilingual global society
- Suitable base for further study. Many universities' entry requirements now include a Modern Foreign Language to at least GCSE level.
- 75% of employers want language skills.
- Employment can involve jobs where languages are integral, an added bonus or as an indicator of general ability and outlook.
- As a linguist you are viewed as someone who has an international dimension with an awareness of cultural differences. You have the ability to build relationships, communicate effectively and problem solve. Developing language involves discipline and a work ethic.
- Consider the following types of jobs with languages – customer service, IT, accountancy, banking and finance. Sales, marketing, secretarial and administration, translating and interpreting, law, tourism, insurance, construction, engineering.

### **Aims and learning outcomes**

To encourage learners to derive enjoyment and benefit from language learning and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them take their place in a multilingual global society and also provide them with a suitable base for further study in addition to the practical use of these communicative skills.

Candidates will be able to:

- develop understanding of the foreign language in a variety of contexts
- develop knowledge of the language and the skills involved
- develop the ability to communicate effectively
- develop awareness and understanding of countries and communities where the language is spoken.

## **Assessment Objectives AQA syllabus**

All 4 skills will be externally set and marked at the end of Year 11:

- **Listening** **25%**

(2 tiers)

35 minutes at Foundation tier

45 minutes at Higher tier

- **Reading** **25%**

Externally set and marked terminal examination

(2 tiers)

45 minutes at Foundation tier

1 hours at Higher tier

- **Speaking** **25%**

The test will be examined in 3 parts.

Part 1 – a role play – two minutes (15 marks)

Part 2 – discussion of a photo card – 2 mins at Foundation and 3 minutes at Higher tier – (15 marks)

Part 3 – General conversation – 2-5 minutes at Foundation tier and 5-7 minutes at Higher Tier (30 marks)

- **Writing** **25%**

(2 tiers)

1 hour at Foundation tier

1 hour 15 at Higher tier

## **The Course**

Pupils will work towards being able to understand and provide information and opinions about the following contexts. These will relate to their own lives and those of other people, including those in the language-related countries and communities:

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

## **Opportunities for Independent Learning and Enrichment**

All Key Stage 4 pupils will have access to Vocabexpress and the GCSE MFL online Vocabulary website.

# **HUMANITIES (History & Geography)**

Head of Department - Mrs C Nelson (Head of Humanities)

The Humanities department at St Gabriel's consists of the two separate subjects of History and Geography. Both of these subjects are offered for pupils to study to GCSE level at St Gabriel's. Many pupils also choose to study these subjects at AS and A level and our selection of GCSE course is designed to make the transition between GCSE and A level study as smooth as possible. Pupils with a GCSE in either History or Geography have also found them to be extremely useful for the study of other subjects such as Law, Sociology and Economics, which may also be studied at college or university.

The Humanities subjects equip pupils with skills which are highly valued in a wide variety of careers. History for example is excellent training for careers in local government, the civil service, law, business and accountancy. Geography lends itself to a wide variety of careers ranging from town and country planning and local government through to many careers in industry requiring critical thinking and analysis.

## **HISTORY – GCSE: Edexcel**

It consists of four units assessed over three exam papers. All examinations will take place at the end of the two year course.

### **Paper 1: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.**

This unit is assessed by one written exam paper worth 30% of the total marks. In this unit pupils will look at 'Medicine in Britain from 1250 to present day' focussing on: the themes of individuals and institutions; science and technology; and attitudes in society. Within this unit pupils will also focus on 'World War One and the British section of the western front' in depth.

### **Paper 2: Period study and British depth study**

This unit is assessed by one written exam paper worth 40% of the total marks. Within this paper students will complete a unit on a period study, which will cover a short time span. We are studying 'Early Elizabethan England, 1558–88'. The second part of the paper will comprise of a unit on a period of British history in depth covering a time span of 50 years. This unit focusses on 'British America, 1713–83: empire and revolution'.

### **Paper 3: Weimar and Nazi Germany, 1918–39**

This unit is assessed by one written exam paper worth 30% of the total marks. In this modern depth study, students will focus on a substantial and coherent short time span that requires them to understand the complexity of a society or historical situation and the interplay of different aspects within it. Pupils will study three key topics within the unit; 'the Weimar Republic 1918–29'; 'Hitler's rise to power, 1919–33' and 'Nazi control and dictatorship, 1933–39'.

The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG).

## **GEOGRAPHY GCSE**

The exam board for GCSE Geography is AQA. The course requires pupils to complete three exams at the end of Year 11 with no element of controlled assessment.

The three exams are:

### **Paper 1 – Physical Geography (35%)**

This exam covers The Challenge of Natural Hazards, including earthquakes, hurricanes and climate change, The Living World relating to different environments, e.g. cold environments and tropical rainforests and the third element is Physical Landscapes of the UK, e.g. coasts and rivers. This exam will also test pupils' geographical skills, including cartographic, numeric and graphical skills.

### **Paper 2 – Human Geography (35%)**

This exam covers Urban Issues and Challenges, including favelas in Rio, urban change in Manchester and sustainability, The Changing Economic World which contains development, migration and world aid and the third element is The Challenge of Resource Management, e.g. energy, food and water management. As in all the other examinations, geographical skills will be tested in this paper too.

### **Paper 3 – Skills (30%)**

This paper includes an issue evaluation paper which involves pupils receiving a pre-released resource booklet 12 weeks prior to the exam which they will then be questioned on during the examination. It also includes an assessment of pupils' human and physical fieldwork, which means pupils will have to engage in out of the classroom learning in order to access the higher grades.

Geography covers a broad range of topics with much more focus on skills, i.e. map reading, data handling, data analysis and evaluations. A significant number of marks will be awarded for these skills as well as for spelling, punctuation and grammar.

# **PERFORMING ARTS**

Head of Performing Arts - Mr C Rushworth

## **MUSIC**

Head of Department - Mrs R Bingley

### **Courses Offered**

- GCSE – OCR

This is a practical course – 60% practical.

- There may be opportunity to run a BTEC Level 1/2 Tech Award in Music Practice (Pearson) dependent on demand. This is a performance based qualification which would be appropriate for those students who have not had much formal experience in studying an instrument/singing and therefore have limited theoretical background.

### **Music GCSE**

If you enjoy playing a musical instrument in a pop group, band and orchestra etc or enjoy singing or enjoy producing music that is technology – based e.g. via computer, then this could be the course for you.

You do not need to be an advanced performer to study GCSE music, although to take extra instrumental or vocal tuition would be beneficial and highly recommended.

The syllabus is based on four areas of study:-

- My Music
- Concerto through time
- Rhythms of the World
- Film Music
- Conventions of pop

These areas of study are assessed in three units:

Unit 1: Performance (40%)

- Solo performance
- Ensemble performance

These performances may be done using Music Technology

Unit 2: Composition (20%)

Two compositions will be completed during the course

Unit 3: Listening Test                      40% (1 hour)

- Written exam in which you will listen to extracts of music and answer questions.

### **Learning Outcomes**

Studying GCSE Music gives pupils the opportunity to:

- Actively engage in the study of different styles of music
- Develop their own musical tastes
- Evaluate their own and others' music
- Develop as independent learners with enquiring minds

#### Additional Note

If parents wish to have any optional extra tuition outside the normal music lesson, e.g. through the Bury Music service, then this would be a private arrangement which would be at the discretion and expense of parents.

## **GCSE DRAMA AND THEATRE ARTS**

Teacher in charge - Mr M Young

### **GCSE Drama Course Assessment:**

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

#### **1. Understanding drama**

- 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
- **This is a 40% written exam**

#### **2. Devising drama**

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work
- **This practical performance is worth 40% of the overall GCSE**

#### **3. Texts in practice**

- Performance of two extracts from one play
- **This practical exam performance is worth 20% of the overall GCSE**

### **GCSE Drama Course Content:**

This course is for students who wish to study drama performance and develop their understanding of the effect various acting skills can have on an audience; students will analyse these effects in the written exam.

Students will develop independent thinking and creative skills to create and produce their own original devised performance.

To prepare students to produce their own original devised performance work, it is expected that they will study the following units:

- **Improvisation**
- **Mask Theatre**
- **Theatre of the Absurd / Theatre of Cruelty**

- **Clowning**
- **Scripted performance**
- **Devised performance**

This course will provide good preparation to study AS and A2 Theatre Studies at college.

# **MEDIA STUDIES**

This year, there is the possibility that the new AQA GCSE Media Studies course will be available for pupils to study.

This course will allow pupils to view, analyse and evaluate a variety of media products, and develop practical skills spanning a range of media forms.

GCSE Media Studies engages pupils in the in-depth study of media in relation to areas such as: the language used; the representation of people or cultures; the aims of the industries; and the audiences.

Pupils will study the following forms of media:

- Television
- Radio
- Film
- Newspapers
- Magazines
- Advertising and marketing
- Online, social and participatory media
- Video games
- Music video

Assessment of the qualification is as follows:

## **GCSE MEDIA STUDIES**

### **Media Paper 1 (35% of the qualification)**

84 Marks

1 hour and 30 minutes

#### **Section A: Media Language and Media Representations**

Questions in this section can test any two of the following:

- Magazines
- Advertising and marketing
- Newspapers
- Online, social and participatory media and video games

#### **Section B: Media Audiences and Media Industries**

Questions in this section can test any two of the following:

- Radio
- Music video
- Newspapers
- Online, social and participatory media and video games
- Film

### **Media Paper 2 (35% of the qualification)**

84 Marks

1 hour and 30 minutes



Section A: based on a screening from an extract of one of the television Close Study Products.

Section B: based on either newspapers or online, social and participatory media and video games.

*Exam questions for both papers are comprised of a range short, medium and extended response assessing depth of knowledge and understanding of course.*

**Non-exam assessment: creating a media product (30% of the qualification)**

60 marks

Students produce: a statement of intent and a media product for an intended audience.

## **KEY SKILLS COURSE**

Teacher in Charge - Mr P Bannerman

Pupils will follow the ASDAN Award Programme through Bronze and Silver levels. Each programme is designed to develop, assess and accredit Key Skills and recognise pupils' personal achievements.

The programme includes 12 modules each of which are divided into two or three sections. To gain credits pupils choose to complete sections which they find useful and / or interesting. Each completed section gives either 1 or 2 credits as indicated in the course booklet. Each credit represents approximately 10 hours work.

The modules are:-

- |                         |                        |
|-------------------------|------------------------|
| 1. Information Handling | 2. The Community       |
| 3. Sport and Leisure    | 4. Home Management     |
| 5. The Environment      | 6. Number Handling     |
| 7. Health and Survival  | 8. World of Work       |
| 9. Technology           | 10. The Wider World    |
| 11. Expressive Arts     | 12. Beliefs and Values |

Each Award programme contains a choice of challenges which encourage pupils to be more skilled at:-

- Improving own Learning Performance
- Working with others
- Problem solving
- Communication
- Application
- ICT

To obtain the Bronze Award you must achieve 6 credits, while for Silver 12 credits are required. To achieve either award a pupil will have to keep a well organised folder of evidence which should include action plan / review sheets, written work, drawings, photographs and other evidence.

This course will be in the Option choices and take up one of the three options on offer.

# **NEW TECHNOLOGIES**

Head of Department – Mr R Healey

## **DESIGN AND TECHNOLOGY**

Teachers – Mr R Healey, Mr MW Minshall

### **Exam Board and Code**

Edexcel - 1DT0

### **What is Design and Technology?**

This is a new GCSE course which has replaced the Graphic Products and Resistant Materials courses which were previously offered at St Gabriel's.

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

### **Course breakdown**

This GCSE allows students to study core technical principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist material principles in greater depth.

The course is broken down in to 2 areas:

Written exam (1 hour 45 minutes)

Non-exam assessment (20 page portfolio)

### **The written paper**

50% of the final GCSE marks are awarded for the exam which is sat at the end of Year 11. The work covered will be a practical application of:

Core technical principles

Specialist material principles

When selecting Design and Technology as an option, pupils are required to choose a material specialism from the list below. Knowledge of this material specialism contributes towards 60% of the written GCSE exam.

Paper and Board  
Timber

### The non-exam assessment

50% of the final GCSE marks are awarded for the Non-exam assessment. This work will be carried out in the classroom during Year 10 and 11 and involves a substantial design and make task based on a contextual challenge released annually by the exam board. Students will be assessed on the following areas:

Investigating  
Designing  
Making  
Evaluating

## **FOOD PREPARATION AND NUTRITION**

Course Leader – Mrs H Jenkinson

### **Exam Board and Code**

AQA- 8585

### **What is Food Preparation and Nutrition?**

This GCSE course focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance (where our food comes from) and the working characteristics of foods, e.g. why do sauces thicken when heated, why does bread rise, etc.

The course bases its content around 5 main areas of study mentioned below. Undergirding these are 12 essential food preparation skills, eg sauce making and using raising agents.

Food Preparation and Nutrition would be an ideal option for someone interested in pursuing Sciences or PE at college, as well as those interested in a career in the Food Industry. It combines learning about food with gaining practical food preparation skills.

### **Outline of Course Content**

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

### **Assessment**

There are two main areas of assessment:

1. Written exam: 1 hour 45 minutes. 50% of GCSE. Including multiple choice questions and five questions with a number of sub questions.
2. Non- exam assessment: 2 tasks to be completed in year 11. 50% of GCSE. The food investigation will involve a 1,500- 2,000 word report to test students' understanding of the working characteristics of ingredients. The food preparation assessment will test students' practical skills in a 3 hour practical where they must plan and prepare three dishes.

**Learning through practical experience is a key feature of this course. There will be a practical lesson every week and it is essential that pupils are able to provide ingredients and take part in all practical work.**

## **ART & DESIGN**

Subject Leader – Ms A Burns

The Art Department at St. Gabriel's is very successful and provides a happy, inspiring and structured environment in which pupils become confident young artists. Art and Design is an all embracing subject which plays a valuable part in the education of young people. The course provides them with opportunities to express feelings, opinions and ideas about the world in which they live. We believe that all pupils can achieve in art and aim to fulfil the individual pupil's potential.

### **GCSE Art pupils will:**

- Explore a personal response to a given theme through analytical, experimental and expressive approaches to a variety of inspiring themes including Identity, Natural & Manmade Forms and Animal Structures.
- Develop experimental and personalised sketchbooks to build their confidence in using a wide range of methods and materials; observational drawing, collage, printmaking, painting, 3D work, mixed media, photography and new media.
- Develop creative links and critical/contextual understanding through meaningful investigation of art and design from different periods, places and cultures. Pupils will be encouraged to visit galleries and museums as part of their independent art research.
- Develop visual vocabulary to evaluate, interpret and express ideas about their own artwork and that of other artists. Reflect on learning using self and peer assessment/evaluation.

### **AQA Fine Art Unit Structure**

<b>UNIT 1: Portfolio of Work</b>	<b>UNIT 2: Externally-Set Task</b>
Pupils will develop and select artwork to create a portfolio of work over the 2 year course of study and must include a minimum of 2 projects	Pupils will choose an externally-set exam question and will prepare research during the stated exam preparation period

	Pupils will complete the controlled test, following the preparation period, during 10 hours of supervised time
Marked out of 80 60% of the total marks	Marked out of 80 40% of the total marks

### **Equipment**

To develop research pupil will require:	Pupils may wish to purchase additional materials:
<ul style="list-style-type: none"> <li>• A3 sketchbooks for each of the projects</li> <li>• A3 portfolio case</li> <li>• a range of B pencils</li> <li>• eraser</li> <li>• glue stick</li> <li>• coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>• fine-liner</li> <li>• oil/chalk pastels</li> <li>• canvas</li> <li>• water colour paint</li> </ul>

### **Curriculum Enrichment**

- Pupils are supported in extra-curricular workshops during and after school where they can extend portfolio work, explore research methods and develop new skills
- During the course pupils have the valuable experience of working alongside creative professionals during the annual 'Creative Enrichment Days'. Pupils will participate in art workshops to develop new concepts and broaden their experience of creative career paths
- Pupils display and celebrate their achievements in the 'Art Exhibition Evening' during Year 11 which is open to family, friends and staff in our school community

## **COMPUTER SCIENCE**

Subject Leader - Miss Latham

### **COMPUTING – GCSE**

**Tier of Entry** – 1 GCSE – Grades 9-1

Our Edexcel GCSE in Computer Science equips learners with a knowledge and understanding of the fundamental principles and concepts of the subject, including the computational thinking skills to analyse problems and design solutions across a range of contexts.

#### **Component 1: Principles of Computer Science**

**Written examination: 1 hour and 40 minutes - 50%**

This component will assess all topics.

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.

- Understand the requirements for writing program code.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

## **Component 2: Application of Computational Thinking - 2 hours - 50%**

The main focus of this component will be:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.

This component may also draw on:

- Understanding of binary representation, data representation, data storage and compression, encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

## **Vocational Qualification -I-media**

**Subject Leader** - Miss Latham

### **I-media – GCSE**

**Tier of Entry** – Pass, Merit, Distinction

Our Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

### **The qualification consists of 4 units**

25% - Pre-Production Skills – Examined

25% - Creating Graphic images – Centre assessed Unit

25% - Website Design - Centre assessed Unit

25% - Creating Multimedia Products - Centre assessed Unit

### **25% - Exam Component 1: Pre-Production Skills - Written examination: 1 hour 15 minutes**

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques.

### **25% - Creating Graphic images – Centre assessed Unit**

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative

and digital media sector. They will learn where and why digital graphics are used and what techniques

are involved in their creation. This unit will develop learners' understanding of the client brief, time

frames, deadlines and preparation techniques as part of the planning and creation process. On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

### **25% - Website Design - Centre assessed Unit**

This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website. On completion of this unit, learners will be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief.

### **25% - Creating Multimedia Products - Centre assessed Unit**

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product. On completion of this unit, learners will understand the purpose and properties of interactive multimedia products, be able to plan and create an interactive multimedia product to a client's requirements and review it, identifying areas for improvement.






## **A FINAL NOTE ON ATTAINMENT 8 and PROGRESS 8**

Up until recently, students' progress and attainment has been measured on how many GCSEs they achieve at A\*- C including English and Maths. The 'gold standard' for 'public league tables' has been 5 A\*- C with English and Maths, also 5 A\*- C without either English/Maths. These measures have been replaced and this section aims to introduce them and place them in a context.

The two measures often quoted to describe academic results known as Progress 8 and Attainment 8.

Progress 8 is designed to encourage all students to study and, hopefully, succeed in a broad and balanced curriculum.

This new measure will be based on the student's progress measured across 8 subjects. For each student, the 8 subjects must be a combination from the 3 following groups. They are called 'elements' or 'baskets':

 <b>Element 1</b>	 <b>Element 2</b>	 <b>Element 3</b>
English (double weighted) Maths (double weighted)	EBacc qualifications: GCSE Sciences, Computer Science, Geography, History and Languages	<u>Open group</u> RE, Drama, Tech subjects, Art, Performing Arts, PE, Music plus an English score
2 (4)	3	3

For the sake of comparisons with other schools in Bury, and essentially nationally, the Progress 8 score will always be determined by dividing the points total by 10 (the 8 qualifications with English and Maths counting double) regardless of how many qualifications a child sits or in which subjects.

Attainment 8 will be calculated from the outcomes they achieve in these 8 subjects.

There are some principles to be aware of:

1. At St Gabriel's, all students will study both English Language and English Literature, the highest grade in one of these will be doubled. The lower grade will be counted in Element 3. Without both subjects, there will be no double counting.
2. RE will be in Basket 3 – this is decided nationally. Choosing a Humanity (History or Geography) alongside the compulsory courses enables a full suite of qualifying scores at Progress 8. The school is set up so that all students are requested to select a Humanity.
3. Whilst we will look very closely at the option choices each student makes, we are not going to be driven by government league table statistics and force students into certain subjects because it suits the school, rather than the individual student.

4. We do have to bear in mind that though there is a renewed emphasis on more traditional subjects we want to give our students as much freedom as possible within the options choices, whilst also ensuring that those students who do not wish to follow A 'level courses post-16, need to be provided with some vocational choices at 14-16, to access further vocational courses or apprenticeships, post 16.
5. Your child will be assessed on the new numerical grade 1-9 as follows:



6. Sixth form colleges will communicate what grades a child will need at GCSE for the courses they intend to pursue after St Gabriel's as part of their admissions process. This is very important information.
7. Grade 4 represents a 'standard' pass at GCSE and can be enough to access many courses. Grade 5 which is seen as a 'strong' pass is becoming increasingly desirable.
8. Progress 8 will be calculated on a student's prior attainment which is defined as the average of their KS2 English and Maths points.
9. EBacc is a national measure which the government will use. It is one of several measures that will appear in league tables.

**It is worth noting, even at this early stage, that passing English and Maths is often necessary in order to be accepted onto many post-16 courses. Resits at college may be compulsory for students in these subjects should passes not be achieved.**



**ST GABRIELS RC HIGH SCHOOL  
SPECIALIST SCIENCE COLLEGE**



**YEAR 2019/20 CURRICULUM**

Should you not be submitting option choices through SIMS Parents app. please use this form and submit it to your form teacher by 4<sup>th</sup> February.

Please print your name, form and date of birth in the spaces below.

Before choosing your subject preferences, please read the Options Information Booklet and speak to your parents/carers and your teachers.

NAME..... FORM..... DATE OF BIRTH.....

In addition to the statutory curriculum:

**COMPULSORY COURSES LEADING TO GCSE**

- RE
- English Language
- English Literature
- Maths
- Science - 2 GCSE Course

**OPTION SUBJECTS**

- |                                 |                             |                          |
|---------------------------------|-----------------------------|--------------------------|
| Art                             | French                      | PE (GCSE and Vocational) |
| Computing (GCSE and Vocational) | Geography                   | Spanish                  |
| Design and Technology           | History                     | Media Studies            |
| Drama                           | Key Skills                  | Triple Science           |
| Food and Nutrition              | Music (GCSE and Vocational) |                          |

Please complete the preferences for the options below by selecting up to four subjects you most want to follow from the Option Subjects. Please include a Humanity (history/geography).

- 1<sup>st</sup> Preference .....
- 2<sup>nd</sup> Preference .....
- 3<sup>rd</sup> Preference .....
- 4<sup>th</sup> Preference .....

**PLEASE RETURN THIS FORM TO YOUR FORM TEACHER BY MONDAY, 4th FEBRUARY 2019**