



**Success for All through Achievement, Challenge & Enjoyment**

## **Year 11 Course Information Academic Year 2017/18**

[www.buckinghamschool.com](http://www.buckinghamschool.com)



**The school prepares  
pupils very well for  
the future.**

*Ofsted 2016.*

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# Year 11 Course Information

## Academic Year 2017/18

### Welcome

This booklet contains important information relating to every subject currently studied by Year 11 students at The Buckingham School; I hope both students and their parents find it useful.

If you have any subject-specific concerns, please contact the relevant Curriculum Leader as detailed below.

Throughout the year, there will be details of extra lessons and revision sessions posted on the school website – see Students > Year Group News > Year 11

Please keep me informed of any other issues affecting the progress of any students.

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Success for All through Achievement, Challenge & Enjoyment

# Year 11 Course Information 2017/18

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**2017/18**

**Subject**

**Art and Design**

**Course Content**

Years 9, 10 & 11 - Over the three years, students will learn a variety of skills and techniques to help them complete a sustained project/selection of further work and an externally set task, (10 hour exam in Year 11) covering a range of the skills listed below:

**Painting:** Candidates should explore the use of tone, colour, composition, materials and context. Candidates can show this through the use of various processes and media, such as inks, acrylic, water colour or oil paints.

**Drawing:** Candidates should be encouraged to work from direct observation to explore drawing using line and tone. They should also be encouraged to explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials.

**Printmaking:** Candidates should explore a variety of printmaking techniques and produce either a series of related images or one-off prints using methods such as linocut, etching, mono printing or screen printing.

**Critical analysis through written work:**

Candidates should demonstrate in their written response, interpretation of the textual material using appropriate research and source material. Candidates are not permitted to copy out any written text or website material. Candidates must combine analysis of work with reference to information gathered from their research.

Students at GCSE have to submit more than one extended collection of work for their coursework with a final outcome and plan a project for their exam preparation. During the exam, students will create a final outcome from their project.

Exam length at GCSE is 10 hours. Coursework is 60% and the controlled assessment (exam) is 40%. Our examination board is AQA. Details of the Assessment Objectives and course specification can be found on their website (on page 7).

**Curriculum Leader**  
**Curriculum Leader Email**

**Mrs C Fraser**  
**cfraser@buckingshamschool.org**

**2017/18**

## **Subject**                      **Art and Design**

**Course Content**                      **Art and Design (Full Course) Art and Design 4200 – At a glance**

**Unit 1: Portfolio of Work**  
Controlled Assessment – set and marked by Centre and moderated by AQA. 80 marks – 60% - Candidate portfolio selected from work undertaken during course of study and must include more than one project.

**Unit 2: Externally Set Task**  
Question papers issued from 1 January. Marked by Centre and moderated by AQA. 80 marks – 40% Unlimited preparation time. 10 hours of sustained focused study. Candidates respond to their chosen starting point.

The Art Exam (controlled assessment) is 10 hours. However, the preparation for the exam is graded too. This is roughly 10 weeks (30 lessons/hours) to complete a sketch book in preparation for the final outcome which you do in the 10 hours.

Students get graded on the same four Assessment Objectives as the coursework.

**Where does this Course lead?**                      The GCSE leads directly to 'A' level at our CFE. Students can also study Photography at 'A' level. The GCSE and 'A' level courses we offer use the same exam board so assessment criterion are similar. This makes progression easier for students.

**Visits/ Coursework / Specialist Requirements**                      All basic equipment is supplied, for example, acrylic paint, oil pastels, colour pencils etc. Students may wish to purchase their own resources however, it is not essential.

We require students to always attend lessons with their own stationery and they will need to purchase an A3 sketchbook for September, in Year 10 and an A4 sketchbook for January, in Year 11.

Any specialist crafts that students choose to undertake in Year 11 for their exam may need to be purchased by the student.

**Curriculum Leader**                      **Mrs C Fraser**  
**Curriculum Leader Email**                      **cfraser@buckinghamschool.org**

**2017/18**

## Subject **Art and Design**

**How Parents can help** The course is very time consuming and parents will need to motivate their child to work at home and to attend afterschool catch up clubs. Visiting galleries and drawing at home will help to broaden student's knowledge and understanding.

### Assessment

#### ASSESSMENT OBJECTIVES

AO1	AO2	AO3	AO4
Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	Record ideas, observations and insights relevant to their intentions in visual and/or other forms	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements

Students work has to cover all 4 Assessment Objectives (above). Further breakdown of the boundaries are on pages 41,42 and 43 of the Art and Design Specification found on the AQA website.

### Guides / Support Materials / Websites

<http://filestore.aqa.org.uk/subjects/AQA-4200-W-SP-14.PDF>

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200>

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**2017/18**

**Subject**                      **GCSE Business Studies**

**Course Content**                      **Students take three Business Studies units:**

- **Unit 1: Introduction to Small Business**
- **Unit 2: Investigating Small Business**
- **Unit 3: Building a Business**

**Where does this Course lead?**                      **Learners progress onto AS & A2 GCE Applied Business Studies or a BTEC Level 3 Certificate.**

**Visits / Coursework / Specialist Requirements**                      **Trips to large Business Marketing seminars and students are required to read and take an interest in local, national and global economic, political and business issues.**

**How Parents can help**                      **Parents and carers can greatly assist student’s learning by actively increasing their child’s knowledge by discussing local and national business issues and explaining their own work place structures and services. Parents are encouraged to join The Buckingham School Business Club.**

**Assessment**                      **Unit 1: Exam (25%)**  
**Unit 2: Controlled Assessment (25%)**  
**Unit 3: Exam (50%)**

**Guides / Support Materials / Websites**                      **Fully equipped ICT facilities, textbooks, learning guides, teacher’s notes and coursework clubs. Students involved with whole school Enterprise ethos. Edexcel examiner’s websites and online support material. Resources also posted on the school’s VLE.**



### Subject

### GCSE Computer Science

#### Unit A451: Computer systems and programming

This unit covers the body of knowledge about computer systems on which the examination will be based.

1 hour 30 minutes

Written paper 80 marks. 40% Weighting.

See Specification document for full details

#### Unit A452: Practical investigation

An investigative computer task chosen from a list provided by OCR, which assesses the following:

- Research
- Technical understanding
- Analysis of problem
- Historical perspective
- Use of technical writing skills
- Recommendations/evaluation

Controlled assessment Investigative task OCR-set scenario with a choice of research tasks.

45 marks. 30% Weighting.

#### Unit A453: Programming project

Students will need to:

Understand standard programming techniques

Be able to design a coded solution to a problem including the ability to:

- Develop suitable algorithms
- Design suitable input and output formats
- Identify suitable variables and structures
- Identify test procedures
- Create a coded solution fully annotating the developed code to explain its function
- Test their solution
- To show functionality
- Show how it matches design criteria
- Identify successes and any limitations

Controlled Assessment Programming Task. Design, develop and test a solution to a problem within the OCR-set scenario.

45 Marks. 30% Weighting.

### Subject **GCSE Computer Science**

#### Examination

It is strongly recommend that you go through past papers available and see which areas you are not clear upon, then see me to go through problems. There are papers online that you need to be familiar with. Here is the link for you to follow:

<http://www.cambridgegcsecomputing.org/>

There will be several opportunities for students to extend and support their computing skills. Catch up sessions will and are being run every lunch time in IT1.

There will be an enrichment trip to the Computer Science Conference run by Microsoft in Cambridge; the Museum of Computing. Every Wednesday after school there will be a catch up session designed for students develop their coding skills and received 1:2 & 1:1 support. We will be looking to extend our stronger students to focus on object orientated programming and Event Driven programming at various clubs throughout the year—including Robotics starting again in September.

#### Work Ethos

It is important that students develop good habits reading around the subject, adopt a proactive attitude to programming going beyond expectation using Code Academy and Khan Academy.

They also need to try and be independent in their learning, show good time management, organisation, meeting deadlines, frequently attending extra-curricular clubs/activities to be successful.

#### How Parents Can Help:

Regular contact through email is very important in ensuring students achieve their potential, all parents should have an email address and be part of the parent group where information will be sent out about trips/opportunities, homework reminders. Homework will be set every Wednesday and will be due in the following Wednesday—homework will last over half an hour and students should be checking through their work after completion.

### Subject

### GCSE Computer Science

#### Assessment Summary

**Unit A451: Computer systems and programming**  
Written paper 80 marks. 40% Weighting.

**Unit A452: Practical investigation**  
Controlled assessment Investigative task  
45 marks. 30% Weighting.

**Unit A453: Programming project**  
Design, develop and test a solution to a problem.  
45 Marks. 30% Weighting.

Students can also access the entire Course Book and extracts from Google Drive Link that will be provided with when they started the course - OCR Computing for GCSE Student's Book – ISBN-10: 1444177796

There are too many Websites to list, so below are two starting points:  
<http://www.cambridgegcsecomputing.org/>  
<http://www.bbc.co.uk/bitesize/standard/computing/computersystems/>

It is important that you feel that you can contact me, please ensure that you email or phone me to discuss progress at any time.

### Subject **BTEC Construction and The Built Environment**

<b>Course Content</b>	<p><b>Construction Technology, Construction and Design, Scientific and Mathematical Applications, Brickwork, Joinery, Decorating, Construction Drawing.</b></p> <p><b><u>The core units are:</u></b></p> <p><b>Unit 1: Construction Technology</b> This unit covers the different forms of construction that can be used for low-rise offices, retail units and homes. Students will develop an understanding of the structural performance required for low-rise construction and explore how substructures and superstructures are constructed. This unit will be externally assessed.</p> <p><b>Unit 2: Construction and Design</b> In this unit, students will develop a broad understanding of the construction industry, the sorts of projects it undertakes and the contribution it makes to wider society. Students will also look at how client needs can shape the design of a building and develop their own design ideas to a given brief.</p> <p><b><u>The mandatory unit is:</u></b></p> <p><b>Unit 3: Scientific and Mathematical applications for Construction</b> In this unit, students will apply scientific and mathematical knowledge, understanding and skills to practical construction contexts. Students will develop an understanding of the scientific principles affecting the performance of construction materials and develop skills to perform mathematical calculations in the construction contexts.</p> <p>Students choose one further unit from the seven optional specialist units offered within this qualification, building on the core and the mandatory unit to provide students with an opportunity to develop a wider understanding and appreciation of areas of the construction industry, dependent on their interests and motivation.</p> <p><b><u>The optional specialist units available are:</u></b></p> <p><b>Unit 5: Construction Drawing Techniques</b> Where learners will develop the techniques to interpret and produce clear construction drawings through a variety of methods.</p>
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**2017/18**

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**Subject**                                      **BTEC Construction and The Built Environment**

**Where does this Course lead?**                      Level 2 BTEC First Award is for girls as well as boys. The rationale for all qualifications in the BTEC First Suite in Construction and the Built Environment is to:

- Inspire and enthuse students to consider a career in the Construction industry
- Give students the opportunity to gain a broad knowledge and understanding and develop skills in the Construction industry
- Support progression to a more specialised Level 3 vocational or academic Construction course or an apprenticeship
- Give students the potential opportunity in due course to enter employment within a wide range of junior job roles across the Construction sector.

**Visits / Coursework / Specialist Requirements**

- Applicants need to have:
- Ability with mathematics (Set 1, 2 or 3)
  - Science ability is also required
  - Drawing skills need to be of a good standard for the design unit of this course
  - Students must also have good practical skills.

**How Parents can help**

Students will require:

Overalls, boots, calculator, pencil, ruler, pen and access to a computer and printer.

Good key skills and organisation are vital if students are to cope with this course.

**Assessment**                                      25% external and 75% internal

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**Guides / Support Materials / Websites**                      [www.edexcel.com](http://www.edexcel.com)

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**Curriculum Leader Email**

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2017/18

**Subject** GCSE Dance

**Core content**

[Performance](#)  
[Choreography](#)  
[Dance appreciation](#)

Students must complete both assessment components.

**Component 1:**  
Performance and  
choreography  
What's assessed

**Performance**  
Set phrases through two solo performances (approximately one minute each in duration)  
Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) based on two set phrases

**Choreography**

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

**How it's assessed**  
Internally marked and  
externally moderated

**Performance**  
30% of GCSE = 40 marks  
**Choreography**  
30% of GCSE = 40 marks

Total component 60% All Videoed, sent off to be moderated in the year of the exam (2018).

**Dance Appreciation**  
How it's assessed

Written exam: 1 hour 30 minutes = 80 marks = 40% of GCSE  
Knowledge and understanding of choreographic processes and performing skills  
Critical appreciation of own work  
Critical appreciation of professional works

Professional works are  
A Linha Curva – Rambert Dance Company  
Within Her Eyes – James Cousins Company  
Artificial Things - Stogap Dance Company  
Infra – The Royal Ballet  
Shadows - Phoenix Dance Theatre  
Emancipation Of Expression – Boy Blue Entertainment

Curriculum Leader  
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### Subject                      GCSE Drama

**Coursework assessments (60%)**  
**Component 1: Devising Drama (60 marks)**

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board.

Performances will be between 5 and 15 minutes, depending on the size of the group.

All performances will be supported by a portfolio which is evidence of the students' devising process and can be made up of a combination of writing, images, observation notes and artefacts.

40 marks: For the evidence in the portfolio    20 marks: For the final performance.

**Component 2: Text Performance (60 marks)**

Students will study a text chosen by the Centre, which will be 'DNA' by Dennis Kelly

Students will take a part in two performances of two extracts from the text. They can work as a performer or designer in this component.

Students must present at least one performance as part of a group.

Students will be required to produce an accompanying concept document which outlines their intentions for the performance.

20 marks: Interpretation of the text and creating an intention for performance

40 marks: For the demonstration of the chosen theatrical skill in the final performances.

**What to expect in the exam assessment (40% of qualification)**

There will be a final exam which will be 1 hour and 30 minutes in length. Students will have to complete two compulsory sections.

**Section A -50 marks**

Students will be asked about preparing and performing a text. This will be 'Blood Brothers' by Willy Russell. They will draw on the experience of studying a whole text during the course from a list set by the exam board. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.

**Section B – 30 marks** -This section asks the students to review a performance they have seen on their course. They will be assessed on their ability to analyse and evaluate, but will also be marked on their accurate use of subject specific terminology.

### Subject

### GCSE English Language

All students follow the AQA English Language course.

For the GCSE English Language qualification students will complete two exams, each exam is worth 50% of the final grade.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>one literature fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>descriptive or narrative writing</li></ul>	<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>one non-fiction text and one literary non-fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>writing to present a viewpoint</li></ul>
<b>Assessed</b> <ul style="list-style-type: none"><li>written exam: 1 hour 45 minutes</li><li>80 marks</li><li>50% of GCSE</li></ul>	<b>Assessed</b> <ul style="list-style-type: none"><li>written exam: 1 hour 45 minutes</li><li>80 marks</li><li>50% of GCSE</li></ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"><li>1 short form question (1 x 4 marks)</li><li>2 longer form questions (2 x 8 marks)</li><li>1 extended question (1 x 20 marks)</li></ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"><li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>	<b>Questions</b> <b>Reading (40 marks) (25%)</b> – two linked texts <ul style="list-style-type: none"><li>1 short form question (1 x 4 marks)</li><li>2 longer form questions (1 x 8, 1 x 12 marks)</li><li>1 extended question (1 x 16 marks)</li></ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"><li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>

Both exams test student's ability to read, understand and respond to a selection of non-fiction texts. Section A on both papers requires them to answer a set of questions based on the texts and section B is a longer writing task.

#### The exams test the following key skills:

**AO1: identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts**

**AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

**AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts**



### Subject

### GCSE English Language

**AO4: Evaluate texts critically and support this with appropriate textual references**

**AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas.**

**AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation**

**AO7: Demonstrate presentation skills in a formal setting**

**AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations**

**AO9: Use spoken Standard English effectively in speeches and presentations.**

#### Speaking and Listening

There is also a compulsory speaking and listening element which is reported as separate grade for each student.

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context
- responding appropriately to questions and to feedback, asking questions themselves to elicit clarification
- using spoken Standard English.

#### Suggested revision guides:

CGP New GCSE English Language AQA Revision Guide - for the Grade 9-1 Course

CGP New GCSE English Language AQA Workbook - for the Grade 9-1 Course (includes Answers)

Revision sessions will run every Wednesday from 3.30pm – 4.30pm.

#### Useful websites:

[aqa.org.uk/subjects/English](http://aqa.org.uk/subjects/English)

### Subject

### GCSE English Literature

#### Paper 1: Shakespeare and the 19th-century novel

##### What's assessed

- Shakespeare plays
- The 19th-century novel

##### How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

##### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### Paper 2: Modern texts and poetry

##### What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

##### How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

##### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

#### **Texts being studied:**

**Please check with Individual class teachers for the texts being studied in each unit.**

#### **The exams test the following key skills:**

**AO1: Read, understand and respond to texts**

**AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.**

**AO3: Show understanding of the relationships between texts and the contexts in which they were written.**

**AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation**

#### **Suggested revision guides:**

**CGP revision guides are very good, available from Amazon**

#### **Suggested Websites**

**Past Papers and more information. available from**

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

**BBC Bitesize**

**2017/18**

<b>Subject</b>	<b>GCSE Food Preparation and Nutrition</b>
<b>Course Content</b>  (Draft content at present)	<p>Year 9 skills based learning with Food Preparation and Nutrition skills and theory. Extending what has been taught in Key Stage 3 and building more skills on top. This will enable students to be able to design better products for GCSE.</p> <p><u>Year 10/11 GCSE - Specification at a glance</u> This qualification is linear. Linear means students will sit all their exams and submit all their non-exam assessments at the end of the course.</p> <p><b>Subject content</b> Food Preparation Skills – these are intended to be integrated into the five sections:</p> <ul style="list-style-type: none"><li>▪ Food, Nutrition and Health</li><li>▪ Food Science</li><li>▪ Food Safety</li><li>▪ Food Choice</li><li>▪ Food Provenance</li><li>▪ Assessments</li></ul> <p><b>Paper 1: Food Preparation and Nutrition</b> What's assessed Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.</p>
<b>How it's assessed</b>	<p>Written exam: 1 hour 45 minutes 100 marks 50% of GCSE Questions</p> <p>Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)</p> <p>Non-exam assessment (NEA)</p>
<b>What's assessed</b>	<p><b>Task 1: Food investigation</b></p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p>

<b>Subject</b>	<b>GCSE Food Preparation and Nutrition</b>
<b>Course Content</b>	<b>Task 2: Food preparation assessment</b>
<b>(Draft content at present)</b>	<p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p>
<b>How it is assessed</b>	<p>Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p>Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>
<b>Where does this Course lead?</b>	<b>Catering and Hospitality L3 – catering based courses and training 'A' Level Food Preparation and Nutrition and diet courses</b>
<b>Visits / Coursework / Specialist Requirements</b>	<p>Year 9 course is skills based enabling students to learn more basics. Year 10 and 11 can then apply their skills to designing their own food products. Students will be required to provide ingredients for this course and this will be a weekly occurrence.</p> <p>Students need to have a passion for food and in designing recipes.</p>
<b>How Parents can help</b>	<p>Support students in encouraging them to prepare their own ingredients and to work on coursework at home.</p> <p>Encourage students to be passionate about food and watch foodie programmes and cook at home.</p>
<b>Assessment</b>	<b>Controlled Test (Design folder and practical) 50%</b> <b>Examination 50%</b>
<b>Guides / Support Materials / Websites</b>	<p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a> <a href="http://www.ifst.org">www.ifst.org</a> <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a> <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a> <a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a> <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a></p>

**Curriculum Leader**  
**Curriculum Leader Email**

**Mrs Carol Gibson-Smith**  
**cgibsonsmith@buckinghamschool.org**

2017/18

## Subject GCSE Geography

### Course Content

#### Year 9

- During the first term in Year 9, students will understand how to complete fieldwork investigations. They build their skills in enquiry and plan, prepare and execute fieldwork on the school site and in the local area.
- In the second and third terms, students start the GCSE Geography course:
- Component 1: Investigating Geographical Issues; Changing Places, Changing Economies.

#### Year 10

- Component 1: Changing Environments & Environmental Challenges (40%)
- Component 3: Applied Fieldwork Enquiry. Students will undertake fieldwork in two contrasting environments, which will be assessed in a written exam. (30%)

#### Year 11

- Component 2: Problem Solving Geography: This component assesses content from across the themes and students will spend time revising, as well as developing skills in justifying their choice in an extended response. (30%)

### Where does this Course lead?

Students are able to progress to AS and A2 Geography.

### Visits / Coursework / Specialist Requirements

Fieldwork on the school site and in Buckingham will take place in the first term of Year 9.  
In Year 10, students will complete more extensive fieldwork in two contrasting environments. Locations could vary each year and will be decided in due course.  
Groups are taught in mixed ability classes.

### How Parents can help

Encourage your son/daughter to watch the local, national and world news regularly so they are able to discuss current issues.

### Assessment

Students will take three exams in total. Fieldwork will take place in Year 10 and this will be assessed at the end of Year 11 in one of the written exams. There is no Controlled Assessment.

### Guides / Support Materials / Websites

[www.eduqas.co.uk](http://www.eduqas.co.uk)

Curriculum Leader  
Curriculum Leader Email

Mrs C Stewart  
cstewart@buckinghamschool.org

# Year 11 Course Information



2017/18

**Subject** BTEC Health and Social Care

**Course Content** Year 10 students have been following the Edexcel BTEC First Award in Health and Social Care. Learners must complete two core and two optional units to complete the award.

**Core units** Unit 1 – Human Lifespan Development (External assessment)  
Unit 2 – Health and Social Care Values (Internal assessment)

**Optional Units** Unit 3 – Effective Communication in Health and Social Care (internal assessment)  
Unit 5 – Promoting Health and Wellbeing (internal assessment)

**Grade Boundaries for BTEC First Award in Health and Social care** For each unit the following points are awarded:

Unclassified	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	6	12	18	24

The overall grade students receive will depend on the number of points they achieve.  
PASS: 48 - 65  
MERIT: 66 - 83  
DISTINCTION: 84 - 89  
DISTINCTION\*: 90+

**Deadlines** All units must be completed according to the assessment plan as external verifiers will ask to see samples of student's work. Learners need to understand the importance of deadlines and of handing work in on time.

**Support** The Health and Social Care Department offers support Monday and Wednesday lunch time and after school every Tuesday from 3.10 to 4.10 p.m. Also, individual learning programmes, that clearly identify actions, will enable students to achieve their maximum potential.

**Resources** Parents can be emailed task sheets and resources directly on request. Course work is regularly assessed and students are given feedback on how to improve.

**Subject Leader**  
**Subject Leader Email**

**Mrs A O'Sullivan**  
**aosullivan@buckinghamschool.org**

2017/18

**Subject** GCSE History

**Course Content**

The History GCSE course will teach students new and valuable skills. Students that take this subject will learn to:

- Make links between events
- Analyse the causes and consequences of events
- Evaluate and interpret a range of sources
- Draw conclusions from evidence
- View the past from a range of perspectives.

Students will follow the Edexcel GCSE History course. The units studied are:

- Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–1918: injuries, treatment and the trenches
- Anglo-Saxon and Norman England, c1060–1088
- Weimar and Nazi Germany, 1918–1939
- Superpower relations and the Cold War, 1941–1991.

**Where does this Course lead?**

This course is designed to provide students with the skills they need to achieve their potential at GCSE.

**Visits / Coursework / Specialist Requirements**

Students use a range of source material and interactive activities. Students are taught in mixed ability teaching groups.

**How Parents can help**

Encourage your child to use websites such as [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk).

**Assessment**

This course is assessed using core tasks, one per half-term. Students will be assessed on both their knowledge and understanding and their key skills. Mock examinations will take place in Years 10 and 11.

**Guides / Support Materials / Websites**

<https://qualifications.pearson.com/en/home.html>  
Revision booklets will be available for purchase near the beginning of Year 11.

**Curriculum Leader**  
**Curriculum Leader Email**

**Mrs C Stewart**  
**cstewart@buckinghamschool.org**

### Subject **GCSE Mathematics**

**Course Content** The new GCSE in Mathematics will be more demanding than the current specification and has additional content compared to the current specification.

Subject content is split into three groups:

- Content that all should master
- Content that should be taught but only the higher achieving students should master
- Content that will only be taught to the highest achieving students (those likely to progress to A level Mathematics)

**Where does this Course lead?** GCSE qualification in Mathematics

For the most able Mathematicians there will be an opportunity to also follow a level 2 qualification in Further Mathematics. This is very useful for those thinking of continuing Mathematical studies at A-level.

Progression routes will suit individual abilities and needs.

The GCSE will form a basic requirement for entry to other college or school based courses, such as 'A' Levels. A pass in GCSE Mathematics will be a requirement for almost all job applications.

**How Parents can help** Parents can help by making sure students come to lessons properly equipped. Parents can also keep track of homework tasks listed on Show My Homework and encourage the use of online lessons from Mymaths to secure understanding and practice skills developed in lessons.

**Assessment** There will be three assessment units:

**AO1 - 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



**Subject** GCSE Mathematics

**Assessment**

**AO2 - Reason, interpret and communicate mathematically**

Students should be able to:

- make deductions, 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 presenting information

**AO3 - Solve problems within mathematics and 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
  - Three written terminal papers to be taken at the end of year 11.
  - (At present there are two papers where a calculator is permitted and one non-calculator paper. All the papers are 1 hour and 45 minutes long).
  - Tiered papers
  - Foundation Tier grades 5 - 1
  - Higher Tier grades 9 - 4

### Subject

### Media Studies

#### Course Content

The course is made up of two pieces of course work, each worth 30% of the final grade and an exam at the end of Year 11 worth 40% of the final mark. The first piece of course work is completed in Year 10 and the second in Year 11.

#### Unit B324: Production Portfolio in Media Studies

This is a controlled assessment unit worth 30% of the total GCSE marks. Candidates can either work individually or in groups to produce a major practical production from a selection of set briefs. Within this, each individual produces their own evidence of research and planning alongside an individual evaluation of their finished product.

The purpose of this unit is to assess:

- candidates' skills of research, planning and presentation and planning through the construction of their own practical production (AO3)
- candidates' ability to construct and evaluate their own products using creative and technical skills (AO4).

As well as this students complete an exam.

#### Unit B322: Textual Analysis and Media Studies Topic (Moving Image)

40% of the total GCSE, 1 hour 45 minutes written paper worth 80 marks. This is an examined unit where candidates in Section A analyse and respond to a short, unseen moving image extract. In Section B, candidates answer questions based on Institution and Audience through the study of Television Comedy.

By analysing and responding to a short, unseen moving image extract, candidates demonstrate their understanding of the following media key concepts: Genre, Media Language and Representation.

Section B is based on a media topic and tests candidates' understanding of the following media key concepts: Institutions and Audiences.

#### Useful Websites:

- <http://www.ocr.org.uk/qualifications/gcse-media-studies>
- <http://www.mediaknowall.com/gcse/gcse.php>
- <http://www.bbc.co.uk/education/subjects/ztnykg7>

### Subject **Modern Foreign Languages**

**Scheme of work (3 years)**

The new GCSE Modern Foreign languages specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

**Themes and topics**      There are three broad themes:

**Identity and culture**  
Local, national, international and global areas of interest  
Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

### Subject **Modern Foreign Languages**

Year 1			
Term	Theme	Topic *THE ORDER OF THESE MAY CHANGE	ASSESSMENT *THESE ARE SUBJECT TO CHANGE
Autumn half-term 1	Identity and culture	Me, my family and friends <ul style="list-style-type: none"> <li>Relationships with family and friends</li> </ul>	READING / SPEAKING
Autumn half-term 2	Identity and culture	Free-time activities <ul style="list-style-type: none"> <li>Music</li> <li>Cinema and TV</li> <li>Food and eating out</li> <li>Sport</li> </ul>	LISTENING / WRITING
Spring half-term 1	Local, national, international and global areas of interest	Home, town, neighbourhood and region	READING / SPEAKING
Spring half-term 2			LISTENING / WRITING
Summer half-term 1	Identity and culture	Customs and festivals in French-speaking countries/communities	READING / WRITING
Summer half-term 2	Current and future study and employment	My studies	LISTENING / SPEAKING
Year 2			
Term	Theme	Topic *THE ORDER OF THESE MAY CHANGE	ASSESSMENT *THESE ARE SUBJECT TO CHANGE
Autumn half-term 1	Current and future study and employment	Life at school/college	READING / WRITING
Autumn half-term 2	Current and future study and employment	Education post-16	LISTENING / SPEAKING
Spring half-term 1	Local, national, international and global areas of interest	Travel and tourism	LISTENING / READING
Spring half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> <li>Healthy/unhealthy living</li> </ul>	LISTENING / READING
Summer half-term 1	Identity and culture	Marriage/partnership	SPEAKING
Summer half-term 2	Identity and culture	Technology in everyday life <ul style="list-style-type: none"> <li>Social media</li> <li>Mobile technology</li> </ul>	WRITING

### Subject **Modern Foreign Languages**

#### Year 3

Term	Theme	Topic <small>*THE ORDER OF THESE MAY CHANGE</small>	ASSESSMENT <small>*THESE ARE SUBJECT TO CHANGE</small>
Autumn half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>The environment</li> </ul>	TBC
Autumn half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> <li>Charity/voluntary work</li> </ul>	TBC
Spring half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>Homelessness/ poverty</li> </ul>	TBC
Spring half-term 2	Current and future study and employment	Career choices and ambitions	TBC
Summer half-term 1	Revision / exam practice		
Summer half-term 2	Revision / exam practice		

#### Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.

#### Assessments

GCSE Modern Foreign Languages has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### Subject Modern Foreign Languages

<p><b>Paper 1: Listening</b></p> <p><b>What's assessed</b></p> <p>Understanding and responding to different types of spoken language</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>40 marks (Foundation Tier), 60 marks (Higher Tier)</li> <li>25% of GCSE</li> </ul> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> <p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>Section A – questions in English, to be answered in English or non-verbally</li> <li>Section B – questions in French, to be answered in French or non-verbally</li> </ul>	<p><b>Paper 2: Speaking</b></p> <p><b>What's assessed</b></p> <p>Communicating and interacting effectively in speech for a variety of purposes</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Non-exam assessment</li> <li>7–9 minutes (Foundation Tier) + preparation time</li> <li>10–12 minutes (Higher Tier) + preparation time</li> <li>60 marks (for each of Foundation Tier and Higher Tier)</li> <li>25% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> <li>Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)</li> <li>Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)</li> <li>General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</li> </ul>	<p><b>Paper 3: Reading</b></p> <p><b>What's assessed</b></p> <p>Understanding and responding to different types of written language</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>60 marks (for each of Foundation Tier and Higher Tier)</li> <li>25% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>Section A – questions in English, to be answered in English or non-verbally</li> <li>Section B – questions in French, to be answered in French or non-verbally</li> <li>Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</li> </ul>	<p><b>Paper 4: Writing</b></p> <p><b>What's assessed</b></p> <p>Communicating effectively in writing for a variety of purposes</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>50 marks at Foundation Tier and 60 marks at Higher Tier</li> <li>25% of GCSE</li> </ul> <p><b>Questions</b></p> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"> <li>Question 1 – message (student produces four sentences in response to a photo) – 8 marks</li> <li>Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks</li> <li>Question 3 – translation from English into French (minimum 35 words) – 10 marks</li> <li>Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li> </ul> <p><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li> <li>Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks</li> <li>Question 3 – translation from English into French (minimum 50 words) – 12 marks</li> </ul>
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**2017/18**

## Subject                      GCSE Music

**Core content**                      **Component 1: Understanding Music**  
**Component 2: Performing Music**  
**Component 3: Composing Music**

**Component 1:**  
**Understanding Music**  
**(40%)**  
**What's assessed:**                      **Listening**  
**Contextual Understanding**

**How it's assessed:**                      **Exam paper with listening exercises and written questions using excerpts of music (1 hour and 30 minutes)**  
**Section A: Listening – unfamiliar music (68 marks)**  
**Section B: Study pieces (28 marks).**

**Component 2:**  
**Performing Music (30%)**  
**What's assessed:**                      **Music Performance**

**How it's assessed:**                      **Performance 1: Solo performance (36 marks)**  
**Performance 2: Ensemble performance (36 marks)**

**Requirements:**                      **A minimum of four minutes of performance in total, of which a minimum of one minute must be the ensemble performance**

**Component 3:**  
**Composing Music (30%)**  
**What's assessed:**                      **Composition**

**How it's assessed:**                      **Composition 1: Composition to a brief (36 marks)**  
**Composition 2: Free composition (36 marks)**

### Subject **GCSE Philosophy & Ethics (Religious Studies)**

Course Content	<p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</b></p> <ul style="list-style-type: none"> <li>• Written examination: 2 hours</li> <li>• 50% of qualification</li> </ul> <p>Candidates will study the following four themes. Theme 1: Issues of Relationships Theme 2: Issues of Life and Death Theme 3: Issues of Good and Evil Theme 4: Issues of Human Rights</p> <p><b>Component 2: Study of Christianity</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour</li> <li>• 25% of qualification</li> </ul> <p>Candidates will study the beliefs, teachings and practices of Christianity.</p> <p><b>Component 3: Study of Buddhism</b></p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour</li> <li>• 25% of qualification</li> </ul> <p>Candidates will study the beliefs, teachings and practices of Buddhism.</p>
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#### Component 1:

Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. These texts might include, for example: the Bible; Qur'an; Torah; the Pali Canon; Vedas; or Guru Granth Sahib and more contemporary sources such as the Pope, Archbishop of Canterbury, Patriarch, Dalai Lama, Chief Rabbi etc. and the views of past and current philosophers (including ethical philosophers). Learners must be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world. Learners will be expected to demonstrate an understanding of different perspectives. These may derive from either different religions or different views/denominations within a particular religion.

#### Concepts:

• adultery • divorce • cohabitation • commitment • contraception • gender equality • responsibilities • roles • afterlife • environmental sustainability • euthanasia • evolution • abortion • quality of life • sanctity of life • soul • good/evil • forgiveness • free will • justice • morality • punishment • sin • suffering • censorship • discrimination • extremism • human rights • personal conviction • prejudice • relative and absolute poverty • social justice.



**2017/18**

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**Subject**                      **GCSE Philosophy & Ethics (Religious Studies)**

**Component 2:**                      **Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.**

**Concepts:**

- The nature of God ● Creation ● Jesus Christ ● Salvation ● The afterlife
- Forms of worship ● Sacraments ● Pilgrimage and Celebrations ● Christianity in Britain ● The worldwide Church

**Component 3:**                      **Learners should be aware that Buddhism is one of a diverse range of religious and nonreligious traditions and beliefs in Great Britain today that also includes Christianity, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian.**

**Concepts:**

- The Buddha ● The Dhamma/Dharma ● The Four Noble Truths ● Human personality ● Human destiny and ethical teaching ● Buddhist places of worship in Britain and elsewhere ● Meditation ● Devotional practices ● Death and mourning ● Festivals and retreats: practices in Britain and elsewhere ● Anicca ● Anatta ● Dukkha ● (S)Kandhas ● Samatha ● POratitya ● Mettabhavana ● Vipassana
-

### Subject GCSE Physical Education

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

Where does this course lead:

This course will lead to a choice between Level 3 Sport BTEC and Level 3 Technical award in Sports Leadership. Setting you on a pathway to university to study Sports Science or many other sports related courses. It will also prepare you for careers in the fitness/leisure industry.

### Subject **GCSE Physical Education**

**Requirements and costs:** Students need to play sport to a good level and participate in individual and team games. Pupils are expected to attend school extra-curricular practices and fixtures. Pupils are required to provide video evidence of their external sporting endeavours for assessment purposes. A Working at grade of 4 or above in English, maths and science is also recommended.

**How parents can help:** Encouraging them to participate in a variety of sports inside and outside of school. Supporting them in their completion of homework and coursework.

**Assessment** Two examination papers. The assessment of three sporting activities (two team and one individual or visa versa). A small coursework piece 'Analysis and evaluation of performance to bring about improvement in one activity'.

**Support materials** A text book will be provided. Revision guides will be on sale in reprographics. Past papers mark schemes and examiners reports are available at this address <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

### **Subject**                      **Combined Science**

**Course Content**                      **This course is designed for the majority of our students. It sets students up for many opportunities within STEM careers, as well as giving them valuable insight into real-life science applications. The course comprises of studying biology, chemistry and physics units, as well as carrying multiple practical activities for each unit.**

**On successful completion of this course, students will achieve two GCSEs in Combined Science.**

**Where does this Course lead?**                      **This course sets students up well to continue studying science at Key Stage 5. Depending on the students' attainment, they would be able to follow either vocational (BTEC) and/or academic (A-Level) routes.**

**Visits / Coursework / Specialist Requirements**                      **There are no longer coursework components to Science GCSEs, however, the students will be carrying out specific practicals throughout their course that they will be expected to write about during their examinations.**

**How Parents can help**                      **Parents/carers may wish to consider purchasing a good revision guide specific to the new AQA GCSE Combined Science specification. Suitable revision guides will be available from Reprographics during the Autumn term of 2016. It is our intention that 100% of students have access to past examination papers.**

**Assessment**                      **This is a linear course and therefore all of the students' exams are sat in the summer of Year 11, although progress will be monitored through formative and summative internal assessments during Years 9 and 10.**

**Guides / Support Materials / Websites**                      **Excellent revision guides are available from both AQA and Collins publishers. Students will be made aware of how they can access these resources through their class teachers.**

**GCSE Bitesize online offers a variety of support activities to support revision and exam preparation.**

**<http://filestore.aqa.org.uk/resources/science/AQA-KS4-SCIENCE-COMP-GUIDE.PDF>**

**Curriculum Leader  
Curriculum Leader Email**

**Miss R Branson  
rbranson@buckinghamschool.org**

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

**Course Content**                      This course is designed for the Most Able, Upper students. It contains units in Biology, Chemistry and Physics as well as a controlled assessment task for each of the disciplines.

On completion of this course, students will receive three GCSEs in the three Separate Sciences (Biology, Chemistry and Physics).

**Where does this Course lead?**                      This course prepares students wonderfully for further academic study, i.e. A-Level Biology, Chemistry and/or Physics at Key Stage 5. The new AQA GCSE course has been specifically designed to make the transition between GCSE and A-Level as seamless as possible. These courses can then lead to a wide variety of university courses and careers in STEM subjects.

**Visits / Coursework / Specialist Requirements**                      There are no longer coursework components to Science GCSEs, however, the students will be carrying out specific practicals throughout their course that they will be expected to write about during their examinations.

**How Parents can help**                      Parents/carers may wish to consider purchasing a good revision guide specific to the new AQA GCSE Combined Science specification. Suitable revision guides will be available from Reprographics during the Autumn term of 2016. It is our intention that 100% of students have access to past examination papers.

**Assessment**                      This is a linear course and therefore all of the students' exams are sat in the summer of Year 11, although progress will be monitored through formative and summative internal assessments during Years 9 and 10.

**Guides / Support Materials / Websites**                      Excellent revision guides are available from both AQA and Collins publishers. Students will be made aware of how they can access these resources through their class teachers.  
GCSE Bitesize online offers a variety of support activities to support revision and exam preparation.  
<http://filestore.aqa.org.uk/resources/science/AQA-KS4-SCIENCE-COMP-GUIDE.PDF>

**Curriculum Leader**  
**Curriculum Leader Email**

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**The school has improved greatly over the past few years.**

**It has such a positive feel about it.**

*Ofsted 2016.*





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