

# Brookfield --- Community School

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## Year 10 and 11 Options

2018 - 2020

## Contents

Introduction to the Year 10 and Year 11 Curriculum .....	3
Summary of Extended Core Curriculum Courses .....	7
<b>CORE CURRICULUM COURSES</b> .....	11
English .....	12
Mathematics.....	14
<b>NON EXAMINED CORE CURRICULUM COURSES</b> .....	15
Beliefs, Values and Life Syllabus .....	16
PE .....	18
<b>EXTENDED CORE CURRICULUM COURSES</b> .....	18
Science .....	20
Geography .....	22
History (Schools History Project B) .....	25
Modern Languages .....	27
<b>OPTIONAL CURRICULUM COURSES</b> .....	30
Art & Design: Fine Art (Endorsed).....	31
Art & Design: Photography .....	33
Art & Design: Textiles .....	36
Business Enterprises BTEC.....	38
Business GCSE .....	40
Citizenship Studies .....	42
Computer Science GCSE .....	44
Creative iMedia .....	46
Dance .....	48
Design & Technology Graphics GCSE .....	51
Design & Technology – Resistant Materials GCSE .....	52
Drama .....	53
Food Preparation and Nutrition.....	55
Health and Social Care .....	56
Hospitality and Catering.....	58
IT Level 2 Certificate in Digital Application.....	60
Music .....	62
Music Technology .....	64
Religious Studies (GCSE).....	66
Statistics and Additional Mathematics.....	72

## Introduction to the Year 10 and Year 11 Curriculum

As Year 9 students, you have now reached a very important stage in your education.

Together with your parents, you will be involved in making some important decisions over the next few months. To help you make the right decisions, you will have received information, advice and guidance in your PSE lessons and you will have the opportunity to talk to your tutors and subject teachers. You need to consider carefully all of the information you will gather to help you make the appropriate choices.

At Brookfield, we aim to provide a curriculum which best serves your individual needs, interests and aptitudes in order to ensure that you can achieve the highest standards possible in all aspects of your work. We do our best to enable you to become confident individuals and responsible citizens who will be able to thrive in an ever-changing world.

In particular, we are keen to ensure that by the time you leave Brookfield you will have achieved the qualifications you will need to move on to your preferred courses at college, and possibly university after that, and eventually into a rewarding career.

There have recently been a number of important changes to the curriculum and examination framework in which all schools and their students have to work. These are reflected in the structure of the curriculum and in the advice and guidance which you will receive.

**The curriculum you will study is divided into a number of sections:**

- **The core curriculum includes the most important subjects which every student must study and aim to achieve the best possible results. The qualifications you gain will be vital to your future, whatever type of career you wish to follow (32% of your time).**
- **The non-examined core curriculum includes other important subjects which all students take, but which do not lead to a qualification (8% of your time).**
- **The extended core curriculum includes subjects which almost all students will take, although there may be some decisions to make within these subjects (30% of your time).**
- **The optional curriculum includes a wide range of academic and vocational subjects from which you can choose, although it is important to take note of the advice and guidance you will receive from teachers and careers advisors.**

### **The Core Curriculum**

This is the compulsory part of the curriculum and includes the subjects which all students will take.

- English – leading to 2 GCSEs in English Language and English Literature.
- Mathematics – leading to 1 GCSE.

## The Non-examined Core Curriculum

You will also study PE and 'Beliefs, Values and Life' (which includes elements of RE, Citizenship and PSE) as part of your core curriculum, but these subjects will not lead to qualifications unless you also select them among your option choices. However, they will help to ensure that you grow up to be a healthy and responsible 21<sup>st</sup> century citizen.

## The Extended Core Curriculum

This section of the curriculum includes subjects which almost all students will take, although there are some limited choices to be made.

Everyone will continue to take Science, although you will need to discuss with your Science Teachers whether it will be more appropriate for you to take a course which leads to 3 GCSE qualifications or to 2 GCSE qualifications. Please look carefully at the Science pages for more information about this.

You will also need to decide whether you wish to continue to study a foreign language (French, German or Spanish) to GCSE or to take either Geography or History. If you wish to take more than one of these subjects you may do so as some of them will also be available in the optional curriculum.

## The Optional Curriculum

A range of courses and qualifications is available and you can choose **four** subjects which will best help you to be prepared for the further studies and careers that you hope to pursue after you have left Brookfield.

Some combinations of subjects are not permitted, especially where there is some overlap in the content or skills which form part of each of the syllabuses.

## Recent Changes to GCSE courses

As you will know, a new system of grading has been introduced to GCSE subjects in the last two years. This is a scale of 9 to 1 where 9 is the highest grade and 1 is the lowest.

The table below shows how the previous grading structure compares to the new grades which you will receive.

Old Grades	New Grades
A*	9
A	8
	7
B	6
C	5
	4
D	3
E	2
F	1
G	

The government aims to make it compulsory for students who achieve less than a Grade 4 in English and/or Mathematics to retake one or both of those subjects as part of their further education or training after they have left school.

The Department for Education and OFQUAL have recently reformed all GCSE courses and many of the other qualifications available to students aged 14 - 16.

You should be aware of the following general developments:

- There are no longer any modular courses where some exams are taken before the end of the course.
- In several subjects 100% of the assessment is through examinations which take place at the end of the course.
- Non-Examination Assessments will continue to form part of the assessment structure for some other subjects, but these often contribute a smaller proportion of the overall mark than was previously the case.
- The quality of written communication (QWC) will be assessed in almost all subjects. This means that you must pay careful attention to your spelling, punctuation and grammar in all of your work.

### **Making the Right Choices**

We know that many young people change their minds about their career plans and that in future people are increasingly likely to change their occupation several times during their working lives. We therefore recommend that you make choices which maintain a broad and balanced curriculum and keep open as many post-16 career paths as possible.

It is also important that you find out as much as possible about the subjects you are interested in before you submit your form. You should consider whether the content of the syllabus will interest you, whether you will be able to develop the skills which will be required to do well and whether you will be comfortable with the styles of learning which will be expected. This is particularly important for any subjects which you have not previously studied because they have not been part of the curriculum in Years 7, 8 and 9.

You would be wise to discuss your choices with as many people as possible before you submit your form. In school your teachers will have a good idea of how well you might do on the courses in their subjects and your tutor will be able to offer more general advice. It would also be sensible to talk to students who are already studying the courses you are considering – perhaps some of the Year 10 or 11 students in your PD groups. You can also make an appointment to meet the school's Careers Advisor simply by asking at the desk in the LRC. Most important of all, however, it is vital that you work with your parents to ensure that you all agree with the choices you are making.

As you will know there are several further opportunities to learn more about the various courses. The Options Evening on 8 February gives you a chance to find out about the individual subjects on offer, whilst the Subject Evening (on 1 February) gives you and your parents the opportunity to talk to your teachers about how you are doing in each subject.

In some subjects particular skills or aptitudes are essential for success, as well as a general ability to learn and a willingness to work hard. Subjects where this is the case are indicated on the list on pages 7 and 8, together with any special requirements for choosing that subject.

In some cases this may mean attending after-school selection classes during the Spring Term, or submitting a particular assignment so that your potential in the subject can be assessed.

We ask that you give these choices a great deal of careful thought as, **once choices have been made, it is very unlikely that changes will be possible even if they may be desirable.**

Please read the information in this booklet and the notes on the Options Selection Form and ensure that the form is submitted to the school by the deadline shown.

### **Reserve Choices**

We do our best to meet each individual student's first preferences within staffing, accommodation and other resource constraints. However, not all combinations of subjects are possible and there will be limits on the number of classes that can be offered for some subjects. In some cases more students may apply for a subject than we can accept, while we must also have a reasonable number of students to make it viable for us to run a group. Usually, we are not able to run an option subject with less than 14 students.

If, we cannot meet all first choices, we will have to allocate some students to their 'reserve' subject. If a subject is over-subscribed, the selection criteria are indicated on page 9 of this booklet. Students who submit their choices by the deadline will always receive priority over those who are late in completing their forms.

Although, in past years, the majority of students have been allocated to all of their first choice subjects there are always some cases where this is not possible. Therefore, you are advised to think carefully about the selection of a 'reserve' choice in each pool.

### **QUESTIONS TO CONSIDER DURING THE OPTIONS PROCESS**

- What career aspirations do you have?
- Have you discussed with a Careers Advisor what routes are available to this career?
- What are your intentions post-16?
- Do you have a way of learning which will be better suited to one course than the others?
- Can you cope with the demands of the courses which attract you?
- Have you found out from a teacher and older students what the courses you are interested in actually involve?
- Have you considered how the subjects you are interested in are assessed – are they 100% exam or do they involve some coursework?
- Are you planning a well balanced mix of subjects?
- If you cannot do this subject for any reason, which subject would you have as a reserve?

**A final chance for your own questions or to write down some answers!**

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## Summary of Extended Core Curriculum Courses

Subject	Qualification	Maximum Number of Places Available	Criteria for taking the Course
Double Science	2 GCSEs in Combined Science	Unlimited	<ul style="list-style-type: none"> <li>Progress in Science - to be decided later in year 9 or 10</li> </ul>
Triple Science	3 GCSEs in Biology, Chemistry and Physics	100	<ul style="list-style-type: none"> <li>Progress in Science – to be decided later in year 9 or 10</li> </ul>
French	GCSE	Unlimited	<ul style="list-style-type: none"> <li>Must have studied French in Year 9</li> </ul>
German	GCSE	Unlimited	<ul style="list-style-type: none"> <li>Must have studied German in Year 9</li> </ul>
Spanish	GCSE	Unlimited	<ul style="list-style-type: none"> <li>Must have studied Spanish in Year 9</li> </ul>
Geography	GCSE	Unlimited	<ul style="list-style-type: none"> <li>Must have studied Geography in Year 9</li> </ul>
History	GCSE	Unlimited	<ul style="list-style-type: none"> <li>Must have studied History in Year 9</li> </ul>

## Summary of Optional Curriculum Courses

Subject	Qualification	Maximum Number of Places Available	Criteria for taking the Course
Art – Fine Art	GCSE	Unlimited	<ul style="list-style-type: none"> <li>Must have studied Art in Year 9</li> <li>OTFG 4 or above in Art</li> </ul>
Art - Photography	GCSE	40	<ul style="list-style-type: none"> <li>Must have studied Art during Year 9</li> <li>To have completed successfully two taster photography projects during Year 9</li> </ul>
Art - Textiles	GCSE	40	<ul style="list-style-type: none"> <li>Must have studied Art (Textiles) in Year 9</li> <li>OTFG 4 or above in Art (Textiles)</li> </ul>
Business Studies	GCSE	78	<ul style="list-style-type: none"> <li>OTFG 4 or above in English, Maths and Computer Studies</li> </ul>
Business Enterprise	BTEC	40	<ul style="list-style-type: none"> <li>Students may be required to complete additional application forms</li> <li>Assessment of progress in Year 9 Computer Studies.</li> </ul>
Food Preparation and Nutrition	GCSE	40	<ul style="list-style-type: none"> <li>Must have studied Food in Year 9</li> <li>OTFG 4 or above in English, Maths and Food</li> </ul>
Hospitality and Catering	Vocational Award	40	<ul style="list-style-type: none"> <li>Must have studied Food in Year 9</li> </ul>
Citizenship	GCSE	Unlimited	<ul style="list-style-type: none"> <li>OTFG 3 or above in English and Maths and OTFG 4 or above in Beliefs and Values</li> </ul>

Brookfield Community School  
Year 10 & 11 Courses 2018 - 2020

Computer Science	GCSE	40	<ul style="list-style-type: none"> <li>Attendance at after school training and assessment sessions during spring term</li> <li>OTFG 5 or above in English, Maths and Computer Studies</li> </ul>
Dance	GCSE	20	<ul style="list-style-type: none"> <li>Must have studied Dance in Year 9</li> <li>OTFG 3 or above in English and OTFG 4 or above in Dance</li> </ul>
Drama	GCSE	96	<ul style="list-style-type: none"> <li>Must have studied Drama in Year 9</li> <li>OTFG 3 or above in English and OTFG 4 or above in Drama</li> </ul>
Design and Technology - Graphics	GCSE	88	<ul style="list-style-type: none"> <li>Must have studied Graphics in Year 9</li> <li>OTFG 3 or above in English and Maths and OTFG 4 or above in Graphics</li> </ul>
Design and Technology – Resistant Materials	GCSE	64	<ul style="list-style-type: none"> <li>Must have studied Resistant Materials in Year 9</li> <li>OTFG 3 or above in English and Maths and OTFG 4 or above in Resistant Materials</li> </ul>
Health and Social Care	Cambridge National	40	<ul style="list-style-type: none"> <li>Additional letter of application may be required</li> </ul>
ICT	Cambridge National	80	<ul style="list-style-type: none"> <li>Assessment of progress in Year 9 Computer Studies</li> </ul>
Creative iMedia	Cambridge National	20	<ul style="list-style-type: none"> <li>Assessment of progress in Year 9 Computer Studies</li> </ul>
Music	GCSE	32	<ul style="list-style-type: none"> <li>Must have studied Music in Year 9</li> <li>OTFG 4 or above in English Maths and Music</li> <li>Evidence of ability to play a musical instrument (or vocal ability)</li> </ul>
Music Technology	Vocational Certificate	16	<ul style="list-style-type: none"> <li>Must have studied Music Technology in Year 9</li> <li>Assessment of progress in Year 9 Music Technology</li> </ul>
PE	GCSE	24	<ul style="list-style-type: none"> <li>Must have studied pre GCSE/BTEC PE in year 9</li> <li>OTFG 4 or above in English, Maths and PE</li> <li>Evidence of ability in at least one team and one individual sport from AQA approved list</li> </ul>
Religious Studies	GCSE	Unlimited	<ul style="list-style-type: none"> <li>OTFG 3 or above in English and OTFG 4 or above in Believes and Values.</li> </ul>
Sport	BTEC	48	<ul style="list-style-type: none"> <li>Must have studied pre GCSE/BTEC PE in year 9</li> <li>Assessment of progress in Year 9 PE</li> </ul>
Statistics/Additional Mathematics	GCSE/FSMQ	26	<ul style="list-style-type: none"> <li>OTFG 8 or above in Maths</li> </ul>

If courses are over-subscribed, the following selection criteria will be applied. In some cases, students may also be advised to re-consider if we do not think they have chosen wisely, even if the course is not over-subscribed.

In all cases preference will be given to students who have submitted their choices by the deadline. There is, however, no advantage in submitting choices a long time before this date.

Students with special educational needs will receive appropriate support through all aspects of the selection process for any course.

**Restricted combinations:**

1. Students may not opt for more than one GCSE Art Course (Fine Art, Textiles)
2. Students may not opt for both GCSE Music and VCERT Music Technology.
3. Students may not opt for both GCSE PE and BTEC Sport.
4. Students may not opt for more than one course from GCSE Computing, Cambridge National ICT and Cambridge National Creative iMedia.
5. Students may not opt for both GCSE Business Studies and BTEC Business Enterprises.
6. Students may not opt for both GCSE Food and Nutrition and Vocational Award Hospitality and Catering.
7. Students may not opt for both Design and Technology (Graphics) and Design and Technology (Resistant Materials.)
8. The following combinations are permitted, but students should discuss their intentions with the relevant Learning Leader if they are considering selecting these. Unless you have a genuine strength in the particular area of the curriculum, we would not advise you to select two similar subjects.
  - Any two foreign languages (French, German or Spanish) (speak to Mrs Wyatt.)
  - Dance and Drama (speak to Mrs Lisby or Mr Drake)
  - Photography and either Fine Art, or Textiles (speak to Mrs Taylor-Wood)

## Option Pools

Students should select one first choice subject and one reserve from each of the option pools (A, B and C) and from the Extended Core Curriculum Pool.

Extended Core	Option Pool A	Option Pool B	Option Pool C	
French	Geography	Geography	Geography	<b>GCSE Courses</b>
German	History	History	History	
Spanish	Art (Fine)	French	Spanish	
Geography	Business Studies	Art (Fine)	Art (Photography)	
History	Citizenship	Art (Photography)	Art (Textiles)	
	Drama	Business Studies	Drama	
	D&T (Graphics)	Citizenship	D&T (Graphics)	
	D&T (Resistant Materials)	Computer Science	D&T (Resistant Materials)	
	Food Prep & Nutrition	Dance	Music	
	Statistics/ Additional Maths	PE	Religious Studies	
	Hospitality and Catering	Business Enterprise	Business Enterprise	
	Music Technology	Health and Social Care	Hospitality and Catering	
	Sport	IT	Health and Social Care	
		Sport	IMedia	

Options should be submitted by logging in to Insight and clicking on the options button. You should use your usual school username and password to log in. When you have selected your option subjects, you should ask your parent or carer to log in and confirm your option selections. Your choices will only be submitted to school when both of these stages have been completed.

# **CORE CURRICULUM COURSES**

# English

**SPECIFICATIONS: English Language, English Literature**

**AQA (8700/8702)**

**During Key Stage 4 all students are required to study GCSEs in both English Language and English Literature.**

The GCSE programme in English aims to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. The curriculum will prepare them for the challenges of their GCSE examinations in both English Language and English Literature.

Assessment for the final GCSE in both English Language and English Literature consists of a total of four terminal examinations. Speaking and Listening no longer contributes to the final GCSE grade, however, a grade for this skill appears separately on the GCSE certificate.

## Content

### **Reading:**

- Non-fiction texts (e.g. articles, leaflets, web-based texts autobiography, travel writing, magazine and newspaper articles)
- Shakespeare
- Text(s) from the English Literary Heritage
- Modern Drama
- Literature from other cultures
- Poetry

### **Writing:**

- Writing for a range of audiences and purposes. Fiction and non-fiction.

### **Speaking & Listening:**

- Speaking and Listening in a range of contexts
- Spoken Language assessment (GCSE) consisting of a speech and questions.

### **Skills that are developed**

#### **Students are taught to:**

- Demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately
- Express themselves creatively and imaginatively
- Select and adapt speech and writing to different situations and audiences
- Become critical readers of a range of texts, including multi-modal texts
- Use reading to gain access to knowledge and to develop their own skills as writers
- Understand that texts from the English, Welsh and Irish Literary Heritage have been influential and significant over time and explore the meaning of these today

## English continued

- Understand how literature from other cultures is influential
- Connect ideas, themes and issues, drawing on a range of texts

### Assessment

#### **English Language GCSE**

The scheme of assessment is linear and concludes with two written examinations.

#### **Paper 1: Explorations in Creative Reading and Writing (Fiction)**

**1 hour 45 minutes    80 marks                      50% of the GCSE**

Section A: Unseen Literature from the 20<sup>th</sup> or 21<sup>st</sup> century. Candidates will answer four questions.

Section B: Creative writing (e.g. a description or narrative)

#### **Paper 2: Writer's Viewpoints and Perspectives (Non-Fiction)**

**1 hour 45 minutes    80 marks                      50% of the GCSE**

Section A: Unseen Literature from the 20<sup>th</sup> or 21<sup>st</sup> century. Candidates will answer four questions.

Section B: Creative writing (e.g. a broadsheet article or speech)

**AND**

#### **English Literature GCSE**

The scheme of assessment is linear and concludes with two written examinations.

#### **Paper 1: Shakespeare and the 19th Century Novel**

**1 hour 45 minutes**

Candidates will study the two texts within the course and answer a question on each in the examination. The exam is closed book and therefore students will not have access to the text during the examination.

#### **Paper 2: Modern Texts and Poetry**

**2 hours 15 minutes**

Candidates will study either a prose or play text and 15 poems from a pre-released anthology. This examination is also closed book and therefore students will not have access to the text during the examination.

**Web address for specification: [www.aqa.org.uk](http://www.aqa.org.uk)**

**Enquiries to: Mrs M Chambers – Learning Leader : English  
[m.chambers@brookfield.hants.sch.uk](mailto:m.chambers@brookfield.hants.sch.uk)**

# Mathematics

**Syllabus Mathematics J560**

Exam Board: OCR

All students will take a GCSE course in Mathematics over Years 10 and 11.

## Content

The GCSE course aims to give students a sound and confident grasp of Mathematics.

Students will be required to demonstrate their knowledge, understanding and skills in the following assessment objectives:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Probability and Statistics

Students will study for a linear course in Mathematics. This will be assessed in a terminal examination, which will consist of three written papers each 1.5 hours long, in the summer of Year 11. Two of the papers will require the use of a scientific calculator and the third will be non-calculator.

Students will be tested regularly during the GCSE course. Set changes may take place on the basis of these assessment results.

Students are required to bring to every lesson a full Maths set including a scientific calculator. We recommend the Casio GT plus. These are available in the Student Resource Shop.

Enquiries to: Mr P Jordan – Learning Leader: Maths  
email: [p.jordan@brookfield.hants.sch.uk](mailto:p.jordan@brookfield.hants.sch.uk)

# **NON EXAMINED CORE CURRICULUM COURSES**

# Beliefs, Values and Life Syllabus

## What is it?

In Years 10 & 11 all students will take part in a non-assessed core element of the Brookfield Community School curriculum which combines aspects of RE, PSHE and Citizenship and helps us to meet statutory national requirements. They will do this regardless of whether they opt for Religious Studies or Citizenship as a GCSE subject.

The course is delivered in a combination of fortnightly hour lessons and 3 days when students are taken off timetable to learn about a particular issue.

## What happens?

The purpose of this time is to explore some of the most relevant issues in students' adolescence and prepare them for life beyond Brookfield. Over these sessions students will reflect on their own experience and understanding of the world and compare it with that of others. It may lead them to question their own beliefs, values and life attitudes and give them the chance to evaluate the impact their decisions have.

Although there is no formal assessment students are expected to reflect on their own progress in terms of knowledge and how much they care about the issues studied. The lessons should also develop individuals' awareness of current affairs, ability to take an objective point of view and explain arguments fully. CAB scores and plus points are awarded, these are based mainly on effort.

## What topics are covered?

- The World around us: (Environmental Issues, Campaigning, Origins of the world and humanity, Animal Rights)
- Sex and Relationships: (Sexuality, Contraception, Healthy Relationships)
- Medical Ethics: (Abortion, Euthanasia, Cloning, Mental Health)
- Uses of Time and Money\*\* (Fair Trade, Employment Rights, Gambling, Personal Finance)
- Coping with exam stress and revision skills

\*\*This unit also includes the Mock Interviews, which are a practice for college interviews. In preparation for this students will have had an opportunity to complete an application form, write a personal statement and develop their interview skills.

## \*The three days off timetable are:

**Year 10 Staying Safe** with a focus on Drugs and Alcohol. This day will have 5 different sessions, which students will rotate round to allow for smaller groups.

- Bob Tait – drugs and alcohol with a focus on the law
- Heart Start – practical safety advice including CPR and the recovery position. Students will be awarded a certificate from the British Heart Foundation for this.
- Chris Collins – Hampshire road safety with a focus on distraction, passenger safety and drink driving.

## **Beliefs, Values and Life continued**

- Domestic Violence – looking at unhealthy relationships and the role that drugs and alcohol can play in this.
- Salvation Army – will have a focus on child sexual exploitation and homelessness with the connections with drugs and alcohol.

**Year 10 Beyond Brookfield** will focus on preparation for mock interviews and general employment skills. Students will have a booklet for notes on interview skills, notes on their abilities, application form, draft and neat personal statement and mock interview feedback. Students will be responsible for keeping these documents as they will be a great help when it comes to applying for college.

- P1 All students will be in the hall to hear more about university and apprenticeships.
- P2 in classes they will go through interview skills
- PD they will go through their strengths with their tutor
- P3 Plan personal statement
- P4 Finalise and write up neat personal statement
- P5 Looking through college prospectuses and careers fair, which parents are encouraged to attend from 2.40pm

**Year 11 Staying Safe** will have a focus on mental health and wellbeing.

- Shaun Atwood – is an ex-convict and drug dealer who shares his experiences of prison and turning his life around
- Heart Start – practical safety advice including CPR and the recovery position. Students will be awarded a certificate from the British Heart Foundation for this.
- Chris Collins – Hampshire road safety with a focus on distraction, passenger safety and drink driving.
- Chris Lubbe – was Nelson Mandela's bodyguard
- They will also have an informative lesson with their classroom teacher.

### **What if I want to spend more time on more of these topics?**

Time is limited to one hour a fortnight – so although all students will receive this core lesson covering some RE and Citizenship based issues those with a particular interest in the subject matter should also strongly consider the GCSE options available:

Enquiries to: Mr R Charlesworth – Learning Leader: Humanities  
email: [r.charlesworth@brookfield.hants.sch.uk](mailto:r.charlesworth@brookfield.hants.sch.uk)

Any further questions on PSHE please email Mrs J Swan  
**Email** [j.swan@brookfield.hants.sch.uk](mailto:j.swan@brookfield.hants.sch.uk)

## PE

Core PE is a non-examined subject, compulsory for ALL students

### Content

A range of activities are offered at school, including:

Athletics	Football	Rugby
Badminton	Gymnastics	Softball
Basketball	Hockey	Tennis
Cricket	Indoor Games	Volleyball
Cross Country	Netball	
Fitness Training	Rounders	

Within Year 10 and 11, students' performance and understanding will be developed and extended from Year 9. Students will have the opportunity to plan and evaluate their tactics and performance in competition. Furthermore, they will be expected to take on roles of responsibility such as coach/captain/umpire.

Throughout the year students will be assessed against the criteria below:

- Attitude and behaviour
- Bringing kit
- Effort

**Enquiries to: Mr Gates**

**Email: [d.gates@brookfield.hants.sch.uk](mailto:d.gates@brookfield.hants.sch.uk)**

# **EXTENDED CORE CURRICULUM COURSES**

# Science

## Syllabus Science

## Exam Board AQA

During Key Stage 4 all students are required to study a minimum of two Science GCSEs, this will be achieved through the Combined Science route (worth two GCSEs) or the Separate Science route (worth three GCSEs).

All KS4 Science routes include the three Sciences: Biology, Chemistry and Physics.

Year 9 students began studying their KS4 syllabus this year. During Year 9 students will study modules in each of the three Sciences. At the end of Year 9 students will be banded on achievement (based on internal assessment), those in sets one or two will go on to complete Separate Science in Years 10 and 11, the remaining students will complete the Combined Science route.

The exams for each of these courses will be at the end of Year 11.

There are eight required practical activities for each GCSE that will be completed in class throughout the course and kept in a log book. 15% of each exam paper will be linked to the practical skills developed within these required practical activities, therefore it is essential that all students are exposed to these specific investigations.

There is an increase in the Maths skills required for the Science papers, this varies depending on the paper. In Biology this is 10% of the paper, 20% for Chemistry and 30% for Physics.

Summary of content		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Cell Biology and organisation	Atomic structure	Forces
Infection and response	Periodic Table	Energy
Bioenergetics	Bonding	Waves
Homeostasis	Quantitative Chemistry	Electricity
Inheritance and evolution	Chemical reactions	Magnetism
Ecology	Chemistry of the atmosphere	Electromagnetism
		Particle model
		Atomic structure - radiation

\*\*Separate Science students follow the same content but complete each unit to a higher level.

\*\*All students are now required to learn the equations they will need for the Physics paper.

## Science continued

### Assessment

#### Combined Science (worth two GCSEs)

- Total of six exams at the end of Year 11 two for Biology, two for Chemistry and two for Physics.
- Each exam is worth 70 marks lasting for one hour and 15 minutes.
- 15% of the paper will be based on practical skills.

#### Single Science (worth three GCSEs)

- Total of six exams at the end of Year 11 two for Biology, two for Chemistry and two for Physics.
- Each exam is worth 100 marks lasting for one hour and 45 minutes.
- 15% of each paper will be based on practical skills.

**We recommend that students purchase the CGP revision guides at the beginning of Year 10, once their GCSE pathway (Combined or Single Science) has been confirmed following Year 9.**

#### Enquiries to:

- **Mrs H Strutton – Acting Learning Leader: Science**  
email: [h.strutton@brookfield.hants.sch.uk](mailto:h.strutton@brookfield.hants.sch.uk)
- **Mrs C Curd – Deputy Learning Leader: Science**  
email: [c.curd@brookfield.hants.sch.uk](mailto:c.curd@brookfield.hants.sch.uk)
- **Mr Jack Wainwright – Deputy Learning Leader: Science**  
email: [j.wainwright@brookfield.hants.sch.uk](mailto:j.wainwright@brookfield.hants.sch.uk)

# Geography

AQA 8035

## General

The course is based on the AQA 8035 Geography Syllabus. It has a more contemporary content than other GCSE courses on offer and there is also greater emphasis placed on the changing nature of the world and the challenges faced together with enquiry based learning, investigation, decision making, problem solving and reflective thinking. This is a challenging and exciting new Geography GCSE.

### The aims of this specification are for students to:

- Make sense of the fast changing world in which they live.
- Develop, enhance and apply a wide range of subject specific skills, skills which will serve them purposefully in future years.
- Undertake fieldwork and use a range of secondary sources including new technologies to collect contemporary geographical information.
- Acquire knowledge and understanding of a range of environments and places at a local, national, international and global scale, and the processes that create them.
- Develop a framework of spatial awareness in which to appreciate the importance of places and environments. To place places and environments and to investigate how they are interconnected and interdependent.
- Appreciate similarities and differences between people's views of the world, its environments, societies and cultures.
- Understand the significance of values and attitudes to the development and resolution of issues.
- Develop students' responsibilities as global citizens and recognise how they can contribute to a sustainable and inclusive future.

## Subject Content

### Living with the physical environment

- Section A: The challenge of natural hazards
- Section B: Physical landscapes in the UK
- Section C: The living world

### Challenges in the human environment

- Section A: Urban issues and challenges
- Section B: The changing economic world
- Section C: The challenge of resource management

### Geographical applications

- Section A: Issue evaluation
- Section B: Fieldwork

# Geography continued

## Geographical skills

- Geographical skills

## Assessment

### Paper 1 – Living with the physical environment

This assesses:

The challenge of natural hazards, physical landscapes in the UK, the living world, geographical skills.

#### How it's assessed:

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))

35% of GCSE

### Paper 2 – Challenges in the Human Environment

This assesses:

Urban issues and challenges, the changing economic world, the challenge of resource management, geographical skills.

#### How it's assessed:

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPGST)

35% of GCSE.

### Paper 3 - Geographical Applications

What is assessed?

Issue evaluation, fieldwork, geographical skills.

#### How it's assessed:

Written exam: 1 hour

76 marks (including 6 marks for SPGST)

30% of GCSE

Pre-release resources made available from 15 March in the year of the exam.

## **Geography continued**

**It is expected that all students will participate in the GCSE Geography field trip during Year 10. This is an integral part of the course and forms the basis for the focus of the field work section of Paper 3. The field trip will most likely be to Bournemouth, to conduct studies into coastal management (physical geography) and fieldwork in the town centre (human geography). The cost of the trip is usually in the region of £15. We recommend that students buy an AQA Revision Guide and workbook at the beginning of the course, however, we will review market availability and recommend the most appropriate when they have been released by publishers. They will be available from the school and will cost approximately £6 in total.**

**Students who take Geography at GCSE should have completed their foundation year in Geography in Year 9 in order to have the skills in place for the course.**

More info: <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>

**Enquiries to: Mr B Ware, Acting Learning Leader Geography  
email: [b.ware@brookfield.hants.sch.uk](mailto:b.ware@brookfield.hants.sch.uk)**

# History (Schools History Project B)

## OCR J411

### General

In Years 9 to 11, the History course is called the 'Schools History Project'. It is one of the most popular GCSE History syllabuses in English schools. The course has five equally weighted sections amounting to 20% of the total GCSE:

### Content

#### **The Peoples Health, c1250 to present day**

In this section students are taught to gain a better understanding of the whole span of human development. They have to learn how Medicine has changed in Britain between the Medieval Period and the present day. This thematic study enables study of change and continuity across time periods and within each one.

#### **The Norman Conquest, 1065-1087**

This depth study enables students to understand how and why different interpretations of Norman England have been constructed. In particular they look at what lies behind the myth of 'the Norman Yoke' and should consider how much of this is myth and how much is reality.

#### **History Around Us**

Students are given an insight into the techniques of the local historian. They research the enormous changes that have taken place in the local area over the past 100 years, through a study of Portchester Castle over time. They must demonstrate understanding of how its role has altered from Roman times.

#### **The Making of America, 1789-1900**

This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the 19<sup>th</sup> Century when the USA was set to become the world's most dominant power. Students will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.

#### **Living under Nazi Rule, 1933-1945**

This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across allied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.

### Assessment

#### **Component 1 – 40%**

The People's Health, c1250 to present and the Norman Conquest, 1065-1087  
1 hr 45 mins paper – 40 marks each (80 marks total).

#### **Component 2 – 20%**

Candidates have to complete a source based local study exam  
1hr paper – 40 marks + 10 SPAG

## History continued

### **Component 3 – 40%**

The Making of America, 1789-1900 and Living under Nazi Rule, 1933-1945  
1 hr 45 mins paper – 40 marks each (80 marks total)

### **Recommended Resources**

For four of the main exam units we would suggest students purchase a work book from which we will set all homework. This book will then become the student's revision guide.

For the American West and Nazi Rule Units only – approximate cost £5.50 each.

There is also a Revision Guide we will make available from the school shop which is published by CGP at a cost of £3.30 which covers all units in brief.

Web address for specification: [www.ocr.org.uk](http://www.ocr.org.uk)

**Students who take History at GCSE should have completed their foundation year in History in Year 9 in order to have the skills in place for the course.**

**Enquiries to: Mr O Hoskins – Learning Leader: History**

**Email: [o.hoskins@brookfield.hants.sch.uk](mailto:o.hoskins@brookfield.hants.sch.uk)**

# Modern Languages

## GCSE French/German/Spanish AQA

### Course Description

At Brookfield, our objective is to enable students of all abilities to develop their foreign language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. We are passionate about the benefits that learning a language can bring and as such we strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

This is why, in every lesson, students will be expanding their cultural knowledge whilst developing their language skills in a variety of contexts to build a solid base of vocabulary and grammar structures. This is aimed at supporting them to deal with everyday life in the countries where the language is spoken and/or communicating with visitors from these countries.

Although all four GCSE exams are at the end of the course, in May of Year 11, every student will be formally assessed on a termly basis in the four skills of Speaking, Writing, Listening and Reading. These assessments will be carried out at the end of each topic and will allow the students to experience what the “real” GCSE exams are like and will allow them and their teachers to know what their strengths and weaknesses are so that they can design together a thorough revision and intervention plan.

There may be opportunities for study trips to France, Spain and Germany for students, however we are unable to confirm at this time.

### Assessment Weighting

Terminal Examinations:

Speaking 25%, Writing 25%, Listening 25% & Reading 25%

### Topics for Study

#### Theme 1 Identity & Culture

- Me, my family, friends & my relationships
- Technology in everyday life (mobile/ social media)
- Free Time activities (sport, tv/cinema/music/eating out)
- Customs & festivals in French speaking countries

#### Theme 2 Local, National, International and Global Areas of Interest

- Home town, neighbourhood, region
- Social issues (charity & voluntary work, healthy & unhealthy living)
- Global issues (environment, poverty)
- Travel & tourism

#### Theme 3 Current and Future Study and Employment

- My studies (life at school/college)
- Education post 16
- Career choice & ambitions

## Modern Languages continued

### Essential resources and equipment

- Pencil case including a purple, green, red and blue pens, a set of highlighters (3-4 different colours) and a glue stick
- A4 Exercise book
- Brookfield MFL Revision Book – free of charge, although a 2<sup>nd</sup> copy would need to be purchased (about £3), should the booklet be lost or damaged by the student.
- \*\*GCSE Reading and Listening practice workbook (issued in September of Year 10)
- \*\*GCSE Writing and Grammar practise workbook (issued in September of Year 10)

\*\* The combined subsidised cost of these items is about £8 for the two years. Please speak to Mrs Wyatt or Mrs Kent if you are unable to meet this cost.

### Recommended Resources

- Bilingual dictionary – preferably containing a grammar section.

### Home Learning

- Students will be set weekly homework which should last approximately 1 hour every week. The homework will be a combination of writing paragraphs, listening and reading for comprehension, preparing oral presentations, research aspects of the foreign culture and grammar revision and practise.
- Vocabulary learning (approximately 20 to 30 words) will also be set every fortnight and will be tested in class to make sure students are keeping on top of their learning to allow them access to the highest grades in all four exams.

### Careers and Further Educational Opportunities

Contrary to popular belief, languages do not limit students to careers in translating, interpreting, education or tourism industries. There are many sectors where the ability to speak a language is highly regarded:

- Finance: banks, insurance companies and accountancy firms operate internationally.
- Food and Drink: sourcing products from around the world and negotiating with suppliers.
- Law: many of the commercial firms in London have offices in other European capitals.
- Sales and Marketing: British companies need to export their products.
- International Companies and Organisations such as UN, EU, Greenpeace, Doctors without Borders, Heineken Int., Coca-Cola Enterprise and the Diplomatic Service are all keen to employ graduates with knowledge of languages.
- In November 2014 the British Army announced plans to make the knowledge of a language compulsory in order to progress.
- And of course, receiving a good grade at GCSE MFL is an absolute USP for all colleges and universities applications. Most Russell Group Universities now insist on students having a GCSE in a foreign language as it says so much about the resilience, open mindedness and calibre of the candidates, as well as making them a lot more employable in the future.

## **Modern Languages continued**

PLEASE NOTE: Students who have not learnt German/Spanish in Year 9 will need prior consultation and parental meeting with the Learning Leader before they are allowed to join a GCSE class in that language.

**Enquiries:**

**Mrs Wyatt – Learning Leader: Languages**

**Email: [h.wyatt@brookfield.hants.sch.uk](mailto:h.wyatt@brookfield.hants.sch.uk)**

**Mr Barrett – Deputy Learning Leader: Languages**

**Email: [m.barrett@brookfield.hants.sch.uk](mailto:m.barrett@brookfield.hants.sch.uk)**

# **OPTIONAL CURRICULUM COURSES**

## **Art & Design: Fine Art (Endorsed)**

AQA 4202

### **General**

The Fine Art Course encourages students to develop their imagination and creative abilities to produce highly individual work. They will be given a theme and ask to respond in their own way. Examples of the project themes include:

- Natural Forms
- Culture
- Portrait
- Close Up
- Food

Students will explore a variety of media and processes, creating personal responses to their own experiences, environment and culture.

### **Content**

Students will have the opportunity to study 2 or more of the following areas:

- Drawing and Painting
- Sculpture and Ceramics
- Print Making
- Mixed Media
- Photography: lens-based and light-based media

Students will analyse and apply the work of past and contemporary artists to inspire their work. A big emphasis is placed on drawing in this course. Some written communication and annotation is required, but this is minimal in comparison to visual work.

### **Assessment**

#### **Controlled Assessment – worth 60% of total mark**

Students will complete at least two controlled assessment projects over the two years. They will be expected to undertake a project theme and create a painting, drawing or sculpture in response. They will draw from direct observation and secondary source, study a range of artists and designers, complete design and development ideas and produce a final outcome.

#### **Examination – worth 40% of total mark**

In Year 11 students receive an examination paper. Students will complete preliminary studies and ideas over an 8 to 10 week period. They will then produce a final outcome in a 10 hour period, unaided but under supervision. At the start of the exam period they must hand in their preparatory workbook. At the end of the exam period they must hand in their final completed outcome.

## Art & Design (Fine Art) continued

### Resources

Students will be expected to buy a minimum of two A3 and two A4 sketchbooks for their controlled assessment and examination projects. These can be bought easily from the Student Shop at £4 and £1.75 respectively.

Canvas or mount board will need to be resourced from good craft shops such as The Range for final pieces. Each student will be expected to make four final pieces over the course. Mount board can cost up to £4 for a large sheet and canvas up to £10 depending on size.

Sketching pencils, colouring pencils and basic stationary should be provided by the student. Again, these can be bought from good quality art suppliers, pencils range from £5 to £45 per pack depending on amount and quality. It is also advised that students consider buying a selection of brushes and paint, but this can be provided in class.

Students who take Fine Art at GCSE should have completed their foundation year in Art in Year 9 in order to have the skills in place for the course.

Enquiries to: Mrs Taylor-Wood – Subject Lead: Art & Design  
**email: [s.taylorwood@brookfield.hants.sch.uk](mailto:s.taylorwood@brookfield.hants.sch.uk)**

# Art & Design: Photography

(Lens-based and light-based media) AQA 4206

## General

The Photography Course encourages students to develop their imagination and creative abilities to produce highly individual work. They will be given a theme and ask to respond in their own way. Examples of the project themes include:

- Portraiture
- Street Photography
- Colour
- Landscape
- Fantastic and Strange
- Structures and Unusual Viewpoints

Students will explore a variety of techniques and processes, creating personal responses to their own experiences, environment and culture.

## Content

Students will have the opportunity to study two or more of the following areas:

- Digital Editing
- Manual Editing
- Presenting, mounting work
- Studio Photography (portrait/still life)
- Photography on Location

Students will analyse and apply the work of past and contemporary photographers to inspire their work. High quality written communication, annotation and analysis is required.

**Students must draw in the traditional manner to plan their work.**

**The GCSE Photography Course encourages students to:**

Develop a technical understanding of using a digital camera with creative controls.

- Explore a variety of photographic and artistic genre through creative development.
- Use digital manipulation software using Photoshop 'Elements' and CS4 to further explore creative ideas.
- Critique the photographic images of other artists and to apply these ideas to their own work.
- Plan and carry out photo assignments and experiments using digital photography and editing software.
- Maintain a portfolio of work showing clear links between ideas from other artists and their own.
- Mount and display their work, showing a clear link between the initial ideas, the technical and creative process and the final result.

# Art and Design: Photography continued

## Assessment

### Controlled Assessment – worth 60% of total mark

Students will complete three controlled assessment projects over the two years. They will be expected to undertake a project theme and respond by taking and editing photographs. They will photograph in school and at home, study a range of modern and historical photographers, complete design and development ideas and produce a final outcome. Pupils are expected to mount their work in black portfolio books to get the top grades.

### Examination – worth 40% of total mark

In Year 11 students receive an examination paper. Students will complete preliminary critical studies, take photographs and create basic edits over an 6 to 8 week period. They will then produce a digitally edited final outcome in a 10 hour period on the computer, unaided but under supervision. At the end of the exam period they must hand in their exam preparation work and completed final outcome.

- Students will need to demonstrate the following skills through each project:
- Show appropriate use of colour, line, tone, shape, texture, pattern and form.
- Show an appreciation of viewpoint, composition, depth-of-field and movement.
- Be able to respond to an idea, brief, issue or concept.
- Use appropriate techniques of developing and printing; presentation; lay-out and mounting.
- Make appropriate use of the camera, lenses, filters, lighting and film.

## Expectations

- Students are expected to **complete two hours of home learning** every week.
- Students are responsible for providing their own digital camera for the course
- Students are responsible for all their printing and mounting costs
- Students are expected to have taken Art in Year 9 so they understand the GCSE assessment criteria and design processes.

## Equipment

Students will require:

- Access to a digital camera at home which can be used **manually**
- A large capacity memory stick
- An SD card
- Key resources such as portfolios and a regular commitment to print their work (see below for potential costs)

## Art and Design: Photography continued

**Costs** (overall costs would range between £50 to £100 - not including camera costs).

- An A3 portfolio which can be purchased through the school at a cost of around £7. A4 around £5. One portfolio for each of the three coursework projects (3 x 7 = £21 (A3); 3 x 5 = £15)
- Students will require a memory stick (around 4GB plus) to store their photographs (cost approx. £5).
- **Students are responsible for all of their printing.** Students will be expected to print off their own assignments either at home or more cheaply elsewhere. The colours and quality of the prints are much better from shops, such as Tesco, are longer-lasting. Unless home printers are of photo standard, students often find a loss of definition and colour detail over time. Currently, Tesco 6 x 4 prints 20p each or cheaper per unit over a larger total number. Enlargements for final pieces: A3 - size £20, A2 - size £30. For canvas mounting: double.
- The use of a **Digital Camera with creative controls (shutter-speed priority; aperture-priority and manual) OR a 35mm camera (single lens reflex – SLR)** will be essential. Students can buy very good quality and well-maintained second-hand digital cameras for around £100.00. Cameras with manual controls to buy brand new will start with 'Bridge-type' cameras for around £120 upwards, with DSLR cameras starting around £250 plus.
- The school currently have five digital cameras that students can use. Whilst this is useful for classwork experiments, students will NOT be allowed to take these cameras home. Many of the photo-assignments will be issued over school holidays and weekends.
- Students will be expected to provide their own batteries and memory cards for their cameras.
- A very useful extra piece of equipment is a tripod for use when using slow-shutter speeds.

**Students should also have been studying Art in Year 9 in order to have the skills in place for the course.**

**Students who wish to take Photography at GCSE should have completed both of their GCSE Taster Projects; Portrait and Architecture, to a high standard.**

Photography is a popular choice for students year on year. If the course becomes over-subscribed students may be required to take part in a trial session in order to assess their suitability for Photography.

**All enquiries to: Mrs Taylor-Wood – Subject Lead: Art & Design**  
**email: [s.taylorwood@brookfield.hants.sch.uk](mailto:s.taylorwood@brookfield.hants.sch.uk)**

# Art & Design: Textiles

AQA 4204

## General

This course will provide students with a range of creative, exciting and stimulating opportunities to explore their interest in Design and Textiles.

They will be given a theme and ask to respond in their own way. Examples of the project themes include:

- Gardens
- Culture
- Weather
- Close Up
- Travel

Students will explore a variety of media processes, creating personal responses to their own experiences, environment and culture.

## Content

Students will have the opportunity to study 2 or more of the following areas:

- Costume design
- Interior textiles
- Printed and dyed fabrics
- Fabric construction
- Stitched and embellished fabrics (machine/hand embroidery)

Students will explore different textiles based artists in the course and will look at the history of textile techniques. A big emphasis is placed on drawing in this course (drawing by hand and in stitch). Some written communication and annotation is required, but this is minimal.

## Assessment

### Controlled Assessment – worth 60% of total mark

Students will complete at least two controlled assessment projects over the 2 years. They will be expected to undertake a project theme and create a wall hanging, garment or usable textile in response. They will draw and stitch from direct observation and secondary source, study a range of artists and designers, complete design and development ideas and produce a final outcome.

### Examination – worth 40% of total mark

In Year 11 students receive an examination paper. Students will complete preliminary studies and ideas over an 8 to 10 week period. They will then produce a final outcome in a 10 hour period, unaided but under supervision. At the start of the exam period they must hand in their preparatory workbook. At the end of the exam period they must hand in their final completed outcome.

## **Art & Design: Textiles continued**

### **Resources**

Students will be expected to buy a minimum of two A3 and two A4 sketchbooks for their controlled assessment and examination projects. These can be bought easily from the Student Shop at £4 and £1.75 respectively.

Fabric, beads and trims will need to be resourced from good craft shops such as Fabric Land for final pieces. Each student will be expected to make four final pieces over the course. Fabric prices vary depending on colour, type and size but final piece costs are generally under £10.

Needles, thread, pencils and basic stationary should be provided by the student. Again, these can be bought from good quality art suppliers. It is also advised that students have access to a sewing machine at home, however this is not necessary.

**Students who take Textiles at GCSE should have completed their foundation year in Textiles in Year 9 in order to have the skills in place for the course.**

**Enquiries to: Mrs Taylor-Wood – Subject Lead: Art & Design  
email: [s.taylorwood@brookfield.hants.sch.uk](mailto:s.taylorwood@brookfield.hants.sch.uk)**

# Business Enterprises BTEC

EDEXCEL 601/0171/4

## Level 2 BTEC First Certificate in Business Studies

The BTEC Level 1/2 Certificate in Business will appeal to students who are interested in developing an understanding of how businesses work, develop and make a profit. The BTEC programme will be suited to those who prefer units to be achieved gradually across the two years. It is a vocational based qualification enabling students to demonstrate a number of different invaluable skills which reflect the needs of employers, further and higher education as well as professional organisations.

### What will I study?

During the two years students will need to complete a total of 4 units. This qualification involves two core and two specialist units.

### Core MANDATORY Units

- Enterprise in the Business world
- Finance for Business

**Specialist units** include sales, personal selling and promoting a brand.

Students will take part in personal selling to support and enrich their programme of study in Business and give them the opportunity to see how the business world works by organising a sales event that will give them a taste of operating their own business.

### How will I be assessed?

One unit is assessed externally, the other three units are internally assessed. The externally assessed unit is worth 25% of the qualification. Those internally assessed will be assignment tasks and could include reports, presentations, role-play and other portfolio assessments. An overall grade for the qualification is awarded to all students who successfully complete all units. Grades awarded are Pass, Merit or Distinction.

### Additional Information

Across Year 10 and 11 there will be an opportunity to take part in enterprising challenges. Key speakers will be invited to talk to students about their experiences and opportunities available.

### Examination

This is an external examination completed on the computer. Students are expected to complete all questions asked during the time of 1 hour. They must pass this exam at LEVEL 2 to pass this BTEC course which will be graded at a Pass, Merit or Distinction.

## **Business Enterprises BTEC continued**

### **Pre-Requisites**

Students embarking on this course will be expected to have completed all the Home Learnings within the Year 9 Computer Studies Course, on top of achieving a respectable mark in the end of unit Business Studies test in Year 9.

### **Required equipment**

BTEC Revision Guide

Computer access at home to gather research based on the topics set in class.

**Enquiries to: Subject Learning Leader – Mr Mawers (Lead Teacher for BTEC)**

**Email: [g.mawers@brookfield.hants.sch.uk](mailto:g.mawers@brookfield.hants.sch.uk)**

## Business GCSE

Exam Board: Edexcel CODE: 1BS0

Have you got some great ideas for new products or services? Or maybe you want to work for a large company in marketing or management.

### GCSE Business Studies – Edexcel Single Award

The Business Industry is fast paced and ever changing. GCSE Business will give you a taste of what it might be like in industry and develop the necessary skills. Business Studies combines academic study with an understanding of the real commercial world. This course will enable you to see business from the point of view of the owners, managers, customers and employees. You will learn about the problems and decisions facing small and large businesses and identify what makes business a success or failure. You will understand how business people meet the challenges of the environment and identify what makes a successful entrepreneur.

Students will complete 2 external exams worth 100% of the final grade. *There is **no** controlled assessment.* **Excellent written English skills** are vital to success in this course. **Students are required to have excellent literacy skills due to the high examined content of this course, and that both exams include long essay answers.**

### What will I study and how will I be assessed?

The subject content for GCSE Business Studies is set out to try to match how the real business world operates. It will cover 2 core areas of theory:

1. **Investigating Small Businesses:** introducing students to entrepreneurship and the issues concerned with the setting up and operation of a business. The unit will be assessed by an external written assessment of 90 marks and will be one and a half hours in length. It is worth 50% of the overall GCSE grade.
2. **Building a Business:** an extension of unit one, focussed on the growth of businesses and the issues that arise with expansion. The unit again will be assessed by an external written assessment of 90 marks which is one and a half hours in length. It is worth 50% of the overall GCSE grade.

Through these two units of theory students will learn about different types of Business Organisation, Marketing, Business Finance, People in Businesses, Operations Management and Customer Service.

**Both examinations will take place at the end of Year 11. Both exams are allocated one and a half hours per paper.**

In Year 10 GCSE students work on the theory for the first exam. Students will be given clear advice on how to approach exam questions and will sit a mock exam at the end of Year 10. In Year 11 students will work on the theory for the second exam. They will sit mock exams in the winter and the spring of Year 11 to prepare them for their final exams.

Students are graded 9 -1 on successful completion of the course.

## **Business GCSE continued**

### **Additional Information**

Key speakers will be invited to speak to students about their experiences and opportunities available. For more information about the course please contact Mr Mawers.

### **Course Entry Requirements**

Students should have achieved at least Grade 4 in their Year 9 Business Studies module exam.

Students should be on track for at least Grade 4 in English and Maths. They should have also completed all three homework tasks in the Year 9 Business module.

### **Required Materials**

Revision Guide

### **Enquiries to:**

**Mr Mawers - Deputy Learning Leader for Business Studies**

**Email: [g.mawers@brookfield.hants.sch.uk](mailto:g.mawers@brookfield.hants.sch.uk)**

# Citizenship Studies

OCR J270

**Students can opt for GCSE Citizenship Studies as a full GCSE.**

## What's in it for you?

With its emphasis on active citizenship, this course will help you discover what it takes to be a practical citizen, and about being involved in your community. You'll also have an opportunity to put what you learn into practice as you create a campaign in school or the local community.

## How could it help with your future?

Citizenship Studies would be most useful if you're interested in a career involving government (local and national); charities (especially those concerned with human rights, international development or environmental issues); law; advisory bodies; the police; the Crown Prosecution Service; community groups; roles within the European Union; teaching; or journalism.

## What are some of the things you'll learn?

With rights, come responsibilities. You'll learn about both – and what they mean to you as an individual in your everyday life. You'll also learn about them with regard to each other, within families, within a democracy and as a global citizen. You'll find out about the legal and justice systems, democracy and voting ... and more.

**The syllabus (OCR Citizenship Studies J270 from 2016) covers three units as detailed below:**

### **Unit 1: Our Rights, Responsibilities and the Law:**

- Rights and Responsibilities.
- The law.
- The legal system.

### **Unit 2: Citizenship in Action:**

- Democracy, elections and voting in the UK.
- National, local, regional and devolved government.
- The British Constitution.
- The economy, finance and money.
- The role of the media and the importance of a free press.
- Citizenship participation in the UK.
- International politics.
- "Active" Citizenship.

### **Unit 3: Our Society and our links with the Wider World:**

- The identities and diversities that exist within UK society.
- The UK and its relations with the wider world.

# Citizenship Studies continued

## Assessment

### Unit 1: Our Rights, Responsibilities and the Law

- Unit 1 is assessed through a 50 minute exam at the end of Year 11. This exam will have a total of 50 marks and is worth 25% of your total grade. It involves answering shorter questions that are looking for the ability to recall and demonstrate KNOWLEDGE.

### Unit 2: Citizenship in Action

- Unit 2 is assessed through a 1 hour and 45 minute exam at the end of Year 11. This exam will have a total of 100 marks and is worth 50% of your total grade. It will feature a combination of short and extended answers. It will also require you to write up a Citizenship action/campaign you have undertaken during the course, which we will work on throughout the two years.

### Unit 3: Our society and our links with the wider world

- Unit 3 is assessed through a 1 hour exam at the end of Year 11. This exam will have a total of 50 and is worth 25% of your total grade. It is examined through a mixture of shorter questions and ones which require extended answers.

Students will require an OCR GCSE Citizenship Guide for this course and these will be supplied at school. Replacements would need to be purchased for a small fee.

There will probably be the **OPTION** of taking part in a day trip to the Houses of Parliament. Whilst the cost of this is currently unknown, it is unlikely to be any more than approximately £50 and the trip is **NOT** compulsory. Sadly we also cannot guarantee that the trip will run due to the nature of the workings of the Houses of Parliament.

The full syllabus can be found at:

<http://www.ocr.org.uk/Images/234735-specification-accredited-gcse-citizenship-studies-j270.pdf>

**Enquiries to: Mr S Browne – Subject Co-ordinator**

**Email: [s.browne@brookfield.hants.sch.uk](mailto:s.browne@brookfield.hants.sch.uk)**

# Computer Science GCSE

Exam Board: Edexcel CODE: 1CP1

## Why choose GCSE Computer Science?

### A modern course for a modern world

This course is ideal for students choosing a career in Computer Science, Engineering and Programming. The course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming. This course will appeal to students who are **very able in Maths and Science** particularly Physics, who enjoy thinking logically, due to the challenge of solving problems independently. A good standard of literacy is also essential.

Through this study of computer science theory and programming, the course will help students develop critical thinking, analysis and problem solving skills.

To be accepted on the course students must attend an after school Computer Science session to ascertain whether they can cope with the demands of the course. This is scheduled to take place on **Wednesday 7 February**.

Students will also have attained a grade of 4H or better in their Computer Science OTFG. Students who are interested in this course should immediately register their interest with Miss Rudd.

### Essential Materials

- Access to a PC and an internet connection, with the ability to download software such as IDLE. (You will not be required to pay for software).
- 8 GB USB (costs range from £5 upwards)

### Overview of GCSE Computer Science 2016

The Pearson Edexcel Level 1/Level 2 GCSE in Computer Science is a linear qualification. It has TWO external examination worth 40% each (80% written examination combined) and one controlled assessment worth 20%.

### Overview of content for the 80% Exam

**There are two papers, each worth 40%. These are divided into application of computational thinking and principles of computer science.**

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code.
- Understanding of computer networks, the internet and the world wide web;
-

## Computer Science GCSE continued

- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Students are also required to complete a 'making task' in order to demonstrate their computational techniques using a programming language based on the given scenario by the exam board. However, marks for this task do not count directly towards the final grade.

### Recommended Equipment

- Revision Guide (£7.00 currently)
- Access to a PC at home (desktop or laptop), with a good internet connection, with the ability to download software.
- Installed Python IDLE on home computer to code for homework and practise coding.
- USB stick (Prices range from £5 upwards)

**Enquiries to: Mr Mawers - Deputy Learning Leader: Computer Science**  
**Email: [g.mawers@brookfield.hants.sch.uk](mailto:g.mawers@brookfield.hants.sch.uk)**

or

**Miss Rudd – Lead Computer Science Teacher**  
**Email: [v.rudd@brookfield.hants.sch.uk](mailto:v.rudd@brookfield.hants.sch.uk)**

## **Creative iMedia**

### **Award Level 1/2 Cambridge Nationals in Creative iMedia**

Exam Board: OCR Course Code: J817 (120GLH)

#### **Level 2 Cambridge Nationals in Creative iMedia**

This qualification will assess the application of creative media skills through their practical use and one external exam.

This course will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education. The qualification will encourage independence, creativity and awareness of the digital media sector.

Level 2 Certificate in Creative iMedia will appeal to learners interested in working in the creative and digital media sectors. It provides them with the core skills for scoping, planning and creating products and assets for each piece of coursework and encourages creativity and originality with a vocational focus.

Students who are thinking of this course must have an excellent home learning record, good time management skills and good ICT skills.

#### **What will I study?**

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products such as websites, digital video or audio.

It is vital that students who opt for this course have good computer skills to complete the controlled assessment tasks and good time management, as they will only have a set time to complete each controlled assessment, of which the topic is set by the exam board and not the school. Literacy is a very important part of the controlled assessment as this impacts on students' overall mark.

#### **How will I be assessed?**

Students will complete the following mandatory units:

- R081 – Pre-production skills (External exam)
- R082 – Creating digital graphics (Internal controlled assessment)

Followed by optional controlled assessments which may include comic strips, digital animation or multipage websites.

One unit is assessed externally with a written examination, the other three units are internally assessed. The externally assessed unit is worth 25% of the qualification. Those internally assessed will be assignment tasks and could include reports, presentations and other portfolio assessments.

## **Creative iMedia continued**

An overall grade for the qualification is awarded to all students who successfully complete all units. Grades awarded are Pass at level 2 (P2), Merit at level 2 (M2), Distinction at level 2 (D2) or Distinction \* at level 2 (\*2). Students must complete all units to a level 2 to achieve a level 2 qualification overall.

By the end of the course students are expected to produce three controlled assessment pieces which are all timed at 10 hours each, which must be completed in class supervised. The external exam is a hand written paper examination.

### **Recommended Equipment**

- Revision Guide (£2.50 currently)
- Access to a PC at home (desktop or laptop), with a good internet connection, with the ability to download software.
- USB stick (prices range from £5 upwards)
- Access to a digital camera and scanner

For more information please visit <http://www.ocr.org.uk/Images/115888-specification.pdf>

**Enquiries to Deputy Learning Leader ICT: – Mr Mawers**  
**Email: [g.mawers@brookfield.hants.sch.uk](mailto:g.mawers@brookfield.hants.sch.uk)**

# Dance

**AQA 8236**

Dance is a powerful and expressive subject which is embodied through the new GCSE Course; it will encourage your child to continue to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Therefore it is not essential to currently dance outside of school, although the majority of students will bring some previous experience of dance to the course.

The new specification recognises the role of dance in young people's lives and as a result students will study a range of dance styles. The Course realises that most GCSE Dance students choose dance for the practical rather than theoretical focus, the course weighting for assessment being 60% practical and 40% written paper.

<b>Component 1: Performance and choreography; Total component 60%</b>	
<p><b>What's assessed</b></p> <p>Performance</p> <ul style="list-style-type: none"> <li>• Performance of 2 set phrases set by AQA.</li> <li>• Duet/trio performance between 3.30-5.00mins</li> </ul>	<p><b>How performance is assessed</b></p> <p>Internally marked and externally moderated</p> <p>Performance</p> <ul style="list-style-type: none"> <li>• 30% of GCSE</li> <li>• 40 marks (12 marks for set phrases, 24 marks for duet/trio performance and 4 marks for mental skills and attributes in both performances)</li> </ul>
<p><b>Solo performance detail</b></p> <p>Through study and practice of the two selected set phrases (selected from: Breathe, Flux, Shift and Scoop, set by AQA), students will perform as a soloist.</p> <p><b>Duet/trio performance detail</b></p> <p>The dance must include the two set phrases not used for the solo performance. The dance will be a collaboration between the class teacher and the students. It will be 3.30-5.00mins in duration.</p>	
<p><b>Choreography</b></p> <p>Group choreography – a group dance for 2 to 5 dancers (3- 3.30mins)</p>	<p><b>How performance is assessed</b></p> <p>Internally marked and externally moderated</p> <p>Choreography</p> <ul style="list-style-type: none"> <li>• 30% of GCSE</li> <li>• 40 marks</li> </ul>

## Dance continued

<b>Component 2: Dance appreciation</b>	
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of choreographic processes and performing skills</li> <li>• Critical appreciation of own work</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• 40% of GCSE</li> <li>• Written exam: 1 hour 30 minutes</li> <li>• 80 marks</li> </ul>
<p><b>Choreography detail</b></p> <p>Create a complete a group dance for 2-5 dancers for a minimum of 3 minute from one stimulus (starting point) from the five options from the paper relating to: words, poem or a piece of text, a photograph/image, a prop, accessory or object, a feature of the natural world, an everyday activity or topical or historical event set by AQA each year.</p> <p>Students then respond creatively to the stimulus to choreograph their own complete dance which: includes an aural setting (accompaniment), includes action, spatial, dynamic and relationship content, which communicates their own choreographic intention including: idea, mood and meaning.</p> <p><b>Documenting the choreography</b> In addition students must complete a <i>Programme note</i> which explains their choreographic intent. This is a non-assessed prescribed requirement of the course.</p>	
<p>Critical appreciation of the dance anthology – professional dance works</p>	
<p><b>Questions:</b> based on students' own practice in performance, choreography and of the GCSE anthology.</p> <p><b>Section A:</b> relates to the knowledge and understanding of choreographic processes and performing skills. Questions will relate to a given stimulus for students to write a response.</p> <p><b>Section B:</b> relates to the critical appreciation of own work. Questions will relate to students' own experience of performance, or choreography or both from within the course.</p> <p><b>Section C:</b> relates to the critical appreciation of professional works and students will answer questions relating to the GCSE Dance anthology.</p> <p>Students must be able to critically analyse, evaluate, identify similarities and differences and explain and justify their own opinions with reasoning.</p>	

## Dance continued

### DANCE ANTHOLOGY:

The anthology contains the following professional set works:

Artificial Things, Stopgap Dance Company, choreographer Lucy Bennett

A Linha Curva, Rambert Dance Company, choreographer Itzik Galili

Infra, The Royal Ballet, choreographer Wayne McGregor

Shadows, Phoenix Dance Theatre, choreographed by Christopher Bruce

Within Her Eyes James Cousins Company James Cousins

Emancipation of Expressionism Boy Blue Entertainment Kenrick H2O Sandy

### Requirements for Examinations:

Suitable dance clothing:

Girls: black well-fitting leotard, black tights (fitted black dance shorts optional) bare feet

Boys: black track suit bottoms, fitted black t-shirt (a base layer is suitable) and bare feet

### Optional Course Costs

- GCSE dance t-shirt to be worn in class approx. £10
- Trips/workshop opportunities may be offered in addition to curriculum time
- Online revision Arts Pool (£7.00) leading up to examination periods.

### Department Requirements:

- Students must always be fully equipped each lesson which includes kit
- Commitment to after school rehearsals to complete group choreography
- Be actively involved in dance opportunities offered in school eg dancer for Year 11 choreography, participate in the House Festival of Dance

**Students who take Dance at GCSE should have completed their foundation year in Dance in Year 9 in order to have the skills in place for the course.**

**Enquiries to: Mrs E Fenner – Dance Teacher**

**Email: [e.fenner@brookfield.hants.sch.uk](mailto:e.fenner@brookfield.hants.sch.uk)**

**or**

**Mr D Moors – Dance Teacher**

**Email: [d.moors@brookfield.hants.sch.uk](mailto:d.moors@brookfield.hants.sch.uk)**

# Design & Technology Graphics GCSE

AQA 8552

## General

The course is based on the development and manufacture of new design concepts. Students must first learn about the design process and research into a wide range of materials and processes, before creating their own original designs. Students document their learning through the use of a design folder, including the development of drawings and justified notes. Students experience a range of projects using mainly **card, paper and board**. This enables students to select, plan and make a project set by the exam board.

The course rewards students who are creative and can develop innovative, original designs to a high standard. The course is well suited to self-motivated students who enjoy working independently and taking responsibility for their own learning. **Students will benefit from having high quality presentation skills and artistic talents.**

## Content

Materials and Components; Design and Market Influences; Sustainability of Design; Designing; Processes and Techniques; Social, Cultural, Moral and Environmental Issues; Technical Drawing; Health and Safety Issues; Processes and Manufacture; Joining Techniques; Mechanical Systems; ICT; Industrial Practices; Designing and Making Skills.

Throughout the course students are expected to undertake a large amount of independent learning at home, to allow for practical elements to be taught in class time. Students must complete detailed notes and tests to check their understanding of the areas listed above.

## Assessment

- Controlled Assessment – substantial design and make tasks. Students will have to work independently to produce a working prototype and a detailed design folder. The design and make task is set by the exam board, taking approximately 35 hours, to be completed in controlled and supervised class time. (50%)
- A 2 hour written examination including questions assessing a breadth of technical knowledge and understanding, as well as an extended design question. (50%).

## Resources

Students will be expected to provide their own A3 folder to store their controlled assessment work in. These can be brought from the Student Shop for £3.50. Students will also be expected to provide their own high quality colouring pencils and fine liners. In addition to this they may choose to provide extra materials for the production of their final product. Students will be able to keep their coursework project and their design folder. The expense usually ranges from £30 to £60.

**Students who take Design and Technology - Graphics at GCSE should have completed their foundation year in Design and Technology – Graphics in Year 9 in order to have the skills in place for the course.**

**Enquiries to: Mr D Coulson - Learning Leader: Art, Design & Technology**

**Email: [d.coulson@brookfield.hants.sch.uk](mailto:d.coulson@brookfield.hants.sch.uk)**

# **Design & Technology – Resistant Materials GCSE**

## **AQA 8552**

### **General**

The course is based on the development and manufacture of new design concepts. Students must first learn about the design process and research into a wide range of materials and processes, before creating their own original designs. Students document their learning through the use of a design folder, including the development of drawings and justified notes. Students experience a range of projects using mainly **wood, metal and/or plastic**. This enables students to select, plan and make a project set by the exam board. The course rewards students who are creative and can develop innovative, original designs to a high standard. The course is well suited to self-motivated students who enjoy working independently and taking responsibility for their own learning.

### **Content**

Materials and Components; Design and Market Influences; Sustainability of Design; Designing; Processes and Techniques; Social, Cultural, Moral and Environmental Issues; Technical Drawing; Health and Safety Issues; Processes and Manufacture; Joining Techniques; Mechanical Systems; ICT; Industrial Practices; Designing and Making Skills. Throughout the course students are expected to undertake a large amount of independent learning at home, to allow for practical elements to be taught in class time. Students must complete detailed notes and tests to check their understanding of the areas listed above.

### **Assessment**

- Controlled Assessment – substantial design and make tasks. Students will have to work independently to produce a working prototype and a detailed design folder. The design and make task is set by the exam board, taking approximately 35 hours, to be completed in controlled and supervised class time. (50%)
- A 2 hour written examination checking understanding of content, as well as testing students' ability to design (50%).

### **Resources**

Students will be expected to provide their own A3 folder to store their controlled assessment work in. These can be brought from the Student Shop for £3.50.

Due to the diversity of design ideas, and because the completed artefact remains the property of the student, those taking this option need to provide their own materials. Advice on the purchase of these can be sought from class teachers. Costs vary due to size and material choice but generally cost in the region of £30.00 to £80.00.

**Students who take Design and Technology – Resistant Materials GCSE should have completed their foundation year in Design and Technology – Resistant Materials in Year 9 in order to have the skills in place for the course.**

**Enquiries to: Mr D Coulson - Learning Leader: Art, Design & Technology**  
**Email: [d.coulson@brookfield.hants.sch.uk](mailto:d.coulson@brookfield.hants.sch.uk)**

# Drama

## Syllabus Drama

Exam Board AQA 8261

### General

GCSE Drama is an exciting, absorbing and challenging course which appeals to a wide variety of students who enjoy the opportunity to think for themselves and to work co-operatively and creatively. Students who show commitment do very well in Drama. Regular attendance is essential since most of the work, and the majority of practical assessments, are carried out in groups. Students will be required to attend the performances organised on their behalf both within school and at the professional theatre. There will be a cost involved for tickets for these events.

### Content

#### **Component 1- Understanding Drama – 40%** **(Written paper at the end of Year 11)**

Students will complete a 1 hour 45 minute written paper that consists of three sections.

**Section A:** Students answer four multiple choice questions on professional theatre maker roles and/or terminology.

**Section B:** Students are expected to know and understand the characteristics and context of the play they have studied. Students must be prepared to answer questions from the perspective of a performer or designer.

**Section C:** Work on live theatre seen. Students will be asked to discuss a variety of aspects from one production which they have seen, giving a personal analysis and evaluation of the theatrical elements that contributed to its effectiveness. Students will be given the opportunity to visit the theatre and watch a professional performance during the two year course. It is a requirement of the course that every student has seen one piece of live theatre during the two years, either independently or as part of an organised trip.

#### **Component 2 – Devising Drama 40%** **(Logbook and practical performance)**

Students will create and perform a devised piece of group work based on a given theme or topic (10%).

Students will also complete a written log on this performance that consists of three sections:

- Inspiration and intentions,
- Development and collaboration,
- Analysis and evaluation.

This is 30% of their final GCSE

## **Drama continued**

### **Component 3 – Text in Practice 20% (Performance of scripted work)**

Students will perform two scripted extracts from one play.

Each extract is worth (10%), Total 20%  
This is marked by an AQA examiner.

**Students who take Drama at GCSE should have completed their foundation year in Drama in Year 9 in order to have the skills in place for the course.**

**Enquiries to: Mr J Drake or Mr Lisby Co-ordinators of Drama and Dance  
Email: [j.drake@brookfield.hants.sch.uk](mailto:j.drake@brookfield.hants.sch.uk) or [a.lisby@brookfield.hants.sch.uk](mailto:a.lisby@brookfield.hants.sch.uk)**

# Food Preparation and Nutrition

## Exam Board EDUQAS

This qualification has a wide range of topics included in the specification but underlying everything is the need to understand and apply scientific principles to the preparation and cooking of food. It requires students to be able to plan, prepare and execute a range of tasks independently. Both macro and micro nutrients are studied in depth. The course is academically demanding and requires an interest in both the theoretical and practical application of knowledge. It is not suitable for those students who wish to focus entirely on practical skills.

## Content

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

## Assessment

### Component One

Is a 1 hour 45 minute written examination which accounts for 50% of the marks in this qualification. There will be two sections in the paper both containing compulsory questions which will assess the six areas listed above. In Section A the questions are based on stimulus material and in Section B there is a mixture of structures, short and extended answer questions.

### Component Two

This component aims to assess Food Preparation and Nutrition in action and accounts for the other 50% of the qualification. This component is in the form of two assessments. The first is a scientific food investigation which assesses the candidate's knowledge, skills and understanding of the scientific principles underlying the preparation and cooking of food (15%). The second assessment is a practical assessment where candidates are expected to plan, prepare, cook and present a menu (35%). All tasks are set by the examination board.

## Resources

There will be an expectation to provide ingredients for practical cookery at least once per fortnight and for any controlled assessment work. It would also be beneficial for students to purchase a revision guide – further details will be provided once they have been published.

**Students who take Food Preparation and Nutrition at GCSE should have completed their foundation year in Food Preparation and Nutrition in Year 9 in order to have the skills in place for the course.**

**Enquiries: Mrs J Shackell – Learning Leader: Food Preparation and Nutrition**  
**Email: [j.shackell@brookfield.hants.sch.uk](mailto:j.shackell@brookfield.hants.sch.uk)**

## Health and Social Care

### SYLLABUS: Level 1/2 Cambridge National Certificate in Health and Social Care Vocational Course

Exam Board: OCR Course Code: J811 (120GLH)

#### Level 2 Cambridge Nationals in Health and Social Care

These qualifications will assess the application of Health and Social Care through their practical use. Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. This will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum at KS4 (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individual's right to independence and dignity).

Please note that students need high levels of literacy for this course, as the external examination involves a number of essay answers. They must also be committed to undertaking independent research in their own time. Students who pick this course must have excellent time management skills to complete each controlled assessment in the required time stated by the exam board.

Due to the popular demand of this course there may be limited spaces, part of the entry requirement is that all students who wish to do this course **MUST** produce a written essay of 500 words. This must be handwritten. The title for the essay is: ***"I would like to study the Level 2 Cambridge National in Health and Social Care. I believe that I it would benefit me in the future."*** In their essay the students must outline why they are selecting this course and how it will benefit their future. All final submissions must be given to Miss Robinson by **5 February 2018**

#### What will I study?

Cambridge Nationals in Health and Social Care requires students to complete a mandatory external examination in essential values of care for use with individuals in care settings. This is in the form of a 1 hour examination that includes longer answer essay style questions. (R021).

Students will also be required to complete 3 controlled assessment units of work. They will complete these in class supervised by their teacher. There is a mandatory unit (R022) ***Communicating and Working with Individuals in Health and Social Care and Early Years Settings***. There are a further 2 units to be completed after this. These will be decided by the class teacher once the 2 mandatory units have been completed. These additional units could include any of the following areas: ***Understanding Body Systems and Disorders, Understanding Life Stages, Understanding the Nutrients Needed for Good Health***. For more information about the units please refer to the course specification <http://www.ocr.org.uk/Images/82369-specification.pdf>

## Health and Social Care continued

### How will I be assessed?

Unit R021 is assessed externally with a written examination; the other three units are internally assessed. The externally assessed unit is worth 25% of the qualification. Those internally assessed will be assignment tasks and could include reports, presentations and other portfolio assessments. These three units will be worth 75% of their final grade.

An overall grade for the qualification is awarded to all students who successfully complete all units only. Grades awarded are Pass at level 2 (P2), Merit at level 2 (M2), Distinction at level 2 (D2) or Distinction \* at level 2 (\*2). Students must complete all units to a level 2 to achieve a level 2 qualification overall.

By the end of the course students are expected to have completed 3 internally assessed units of work, which are all timed at 10 hours each. (These must be completed in class and supervised by the subject teacher. Research and independent work to support these assignments/units will need to be completed outside of lessons). Students will have also completed the external examination (Unit R021). This will take place in June of Year 10.

### Recommended Equipment

- Revision Guide (£5.00 currently)
- Access to a PC at home (desktop or laptop), with a good Internet connection, with the ability to download software.
- USB stick (costs range from £5 upwards)

### Enquiries to:

**Miss Robinson, Health and Social Care Lead Teacher**

**Email: [h.robinson@brookfield.hants.sch.uk](mailto:h.robinson@brookfield.hants.sch.uk)**

# Hospitality and Catering

WJEC 601/7703/2

## Level 1/2 Award in Hospitality and Catering

### Overview

This course designed to develop knowledge and understanding of the hospitality and catering industry; how institutions operate and what has to be taken into account for them to be successful. There is the opportunity to learn about issues relating to nutrition and food safety as well as developing a range of practical food preparation and cooking skills. Transferable skills of problem solving, organisation, time management, planning and communication are also important elements of this course.

This qualification provides a good introduction for students considering taking the level one or two Certificate in Professional Food and Beverage Service Skills post 16.

### Content

The WJEC Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

Unit One      The Hospitality and Catering Industry  
Unit Two      Hospitality and Catering in action

Learners must complete both units. Some of the topics studied:

- The Hospitality and Catering Industry – range of establishments etc.
- Job roles in the kitchen and front of house
- Food Safety
- Legislation
- Nutrition
- Kitchen design and specialist commercial equipment

**We aim to cook once a fortnight and it is important for students to realise that this requires significant commitment.**

### Assessment

This qualification is partly teacher assessed and partly examined by WJEC.

**WJEC assessment:** 90 minute written examination which may be available online and accounts for 40% of the qualification.

**Teacher Assessment:** One 9 hour Controlled Assessment task accounting for 60% of the qualification. This will involve researching, planning, making and evaluating a range of dishes chosen by the students to fit a specific scenario.

### Grading:

The following are achievable, depending on the outcome of the assessments:

Level 1 Pass

Level 2 Pass, Level 2 Merit, Level 2 Distinction

## **Hospitality and Catering continued**

**Students who take Hospitality and Catering should have completed their foundation year in Hospitality and Catering in Year 9 in order to have the skills in place for the course.**

**Enquiries: Mrs J Shackell, Learning Leader: Food Studies**  
**Email: [j.shackell@brookfield.hants.sch.uk](mailto:j.shackell@brookfield.hants.sch.uk)**

## **IT Level 2 Certificate in Digital Application**

**Exam Board: Pearson Edexcel Course Code: 600/6627/1**

### **IT Level 2 Certificate in Digital Application**

This qualification will assess the application of ICT skills through their practical use and 1 external exam.

ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. The Certificate in Digital Applications (CiDA) deliver these skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

The Certificate in Digital Applications will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills, encouraging independence and creativity, providing tasks that engage with the most taxing aspects of the National Curriculum.

Students who are thinking of opting for this course must have an excellent home learning record, good time management skills, good ICT skills on top of achieving a respectable mark in the end of unit IT test in Year 9.

#### **What will I study?**

Students will complete the following mandatory unit:

Unit 1 – Developing Web Products. (External exam 2.5 hour practical computer based examination)

And 1 of the following optional units:

Unit 2 – Creative Multimedia. (Internal assessed through coursework)

Unit 3 – Artwork and Imaging (Internal assessed through coursework)

Unit 4 – Game Making (Internal assessed through coursework)

It is vital that students who opt for this course have good computer skills to complete the controlled assessment tasks and good time management, as they will only have a set time to complete each piece of coursework which is set by the exam board and not the school. Literacy is a very important part of the coursework as this impacts on students overall mark.

#### **How will I be assessed?**

There are two parts to the assessment. The assessment for Unit 1 represents 25% of the total mark for the qualification. It is assessed through an external practical examination marked by Edexcel. The assessment for the optional unit represents 75% of the total assessment. It is an internally assessed project under controlled conditions. Your teacher will decide on the optional unit.

## **IT Level 2 Certificate continued**

### **Recommended Equipment**

- Access to a PC at home (desktop or laptop), with a good internet connection, with the ability to download software.
- USB stick (costs range from £5 upwards)
- Access to a digital camera and scanner

**For more information please refer to [https://qualifications.pearson.com/content/dam/pdf/Digital-Applications/CiDA/2012/Specification-and-sample-assessments/9781446938645\\_CIDA\\_L2\\_ISSUE\\_3.pdf](https://qualifications.pearson.com/content/dam/pdf/Digital-Applications/CiDA/2012/Specification-and-sample-assessments/9781446938645_CIDA_L2_ISSUE_3.pdf)**

**Enquiries to Deputy Learning Leader ICT: – Mr Mawers  
Email: [g.mawers@brookfield.hants.sch.uk](mailto:g.mawers@brookfield.hants.sch.uk)**

# Music

AQA 8271

## General

The GCSE Music Course recognises a wide spectrum of needs and abilities. The syllabus caters for students with differing interests and musical experiences – from those who study music at school to the advanced musician.

Over the two years students will develop their musical skills in performing, composing and understanding music through studying four areas of study. These Areas of Study are **The Western Classical Tradition 1650-1910, Popular Music, Traditional Music and The Western Classical Tradition since 1910**. Within each Area of Study the students will be learning about and analysing specific pieces of music as set by the exam board.

## Content

Students will continue to develop their instrumental skills as well as their skills in ICT and critical appreciation. In order for this learning to take place the course is divided into three main components.

### Performing - 30%

Throughout the course students' performing skills are regularly monitored. Each student prepares solo and ensemble pieces on their instrument/voice for assessment. The levels of difficulty of the pieces are carefully checked and targets are regularly set to ensure all students are able to achieve their full potential.

All GCSE music students are encouraged to take part in extra-curricular activities and will therefore have the opportunity to perform to an audience regularly. There are also numerous performance opportunities within the course when each Area of Study is explored.

In order for students to complete this aspect of the course they are required to be able to perform on an instrument/sing to an appropriate level. For the exam they must perform for a minimum of 4 minutes, of which 1 minute must be as an ensemble (with at least one other live musician).

We strongly advise that all students receive regular lessons on their first instrument/ voice in order to be successful on this course. 30% of the course is performing. These can be either with a Hampshire Music Service teacher through school for which there will be an additional charge, or from a private teacher.

In the Autumn Term of Year 11 candidates must record their final solo and ensemble pieces for submission.

This unit of the exam is assessed and internally moderated by the teachers before external moderation takes place by the exam board.

### Composing - 30%

The students will submit two compositions. One of these will be a free composition in a style and genre chosen by the student in discussion with their teacher. The second piece will be to a brief that is set by the exam board. Within each Area of Study students will learn about composition devices, structures and techniques that will help and guide them in their choice of composition style.

## **Music continued**

This unit of the exam is assessed and internally moderated by the teachers before external moderation takes place by the exam board.

### **Understanding Music - 40%**

A listening and contextual understanding exam is set in the Summer of Year 11. The questions for this exam are taken from the four Areas of Study and the set pieces analysed in lessons through the course. The exam is split into two sections. Section A focuses on listening where students will answer questions in response to excerpts of music played in the exam. Section B is contextual understanding where students must answer questions about 2 pieces studied earlier in the course. For each Area of Study the students will learn about a specific piece of music set by the exam board and all questions will be based around these pieces. This exam is 1 hour and 30 minutes long.

**Students who take Music at GCSE should have completed their foundation year in Music in Year 9 in order to have the skills in place for the course.**

**Enquiries to: Mr B Cull – Learning Leader: Music**  
**Email: [b.cull@brookfield.hants.sch.uk](mailto:b.cull@brookfield.hants.sch.uk)**

# Music Technology

## **SYLLABUS: NCFE Level 2 Technical Award in Music Technology 601/6774/9**

### **General**

The course will explore the different ways in which Music Technology can be used to create, edit and manipulate sound. The students will learn how to set up and use a Digital Audio Workstation and professional music software, Logic Pro. They will produce a range of compositions that demonstrate their understanding of the software and which will also allow them to explore their musical creativity. Students will also learn about different types of microphones, recording and production processes and how to plan and carry out a recording session in a studio setting. This course will build and expand on the skills; knowledge and understanding the students gained in Year 9 and will also prepare them, should they wish to take this subject area further into 'A' Level or BTech.

### **Content**

The course is split into 4 units accounting for 50% of the course. These are:

#### **Unit 1 – Using a digital audio workstation – Internally Assessed/Externally Moderated**

This unit will allow learners to develop skills in operating a DAW creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project to a specified brief, reflecting industry skills.

#### **Unit 2 – Creating Music – Internally Assessed/Externally Moderated**

Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Learners will engage in a review of technical and creative processes.

#### **Unit 3 – Studio Recording – Internally Assessed/Externally Moderated**

Learners will plan and undertake a recording session for a given scenario. Learners will produce and mix down their recording and review the final product.

#### **Unit 4 – Sound Creation – Internally Assessed/Externally Moderated**

Learners will explore how sound can be manipulated and edited for films, TV adverts and similar media applying their knowledge to a given brief. They will create and review their own original sound creation project.

### **Assessment**

All internally assessed work will take one or more of the following forms and follow the format of PLAN, DO, REVIEW:

- Composition(s) related to the unit of work
- Recorded and edited live music
- Written or video evidence to support understanding

## **Music Technology continued**

There are a further two, 2 hour exams accounting for 50% of the course based on students' learning from the four units.

**Exam 1 – Written Assessment – Externally Assessed (15%) – short-answer questions and listening questions**

**Exam 2 – Practical Assessment – Externally Assessed (35%) – creative and technical manipulation of musical material to a given brief**

### **Resources**

We would advise students to use their own headphones during lessons. However, we will provide access to headphones for those students who are unable to provide their own. We would also advise students to have access to a memory stick.

**Students who take Music Technology should have completed their foundation year in Music Technology in Year 9 in order to have the skills in place for the course. Whilst the course is focused on technology and the use of specific software to manipulate the music, there is also a significant proportion of composition and sound creation for which students will need to develop a good understanding of music theory. It will also be beneficial to have some proficient keyboards skills.**

**Enquiries to: Mr B Cull – Learning Leader: Music**  
**Email: [b.cull@brookfield.hants.sch.uk](mailto:b.cull@brookfield.hants.sch.uk)**

## Physical Education (GCSE)

**SYLLABUS: Physical Education (Specification A) AQA 8582**

### General

Sport is an important issue in today's society. GCSE PE is an excellent opportunity to study the subject in depth from different angles.

### Content

#### **Practical (40% of the course, 10% of which is a written assessment)**

Students will submit marks from 3 different sports or activities.

- One of these must be a team sport or activity from the list published by AQA
- One of these must be an individual sport or activity from the list published by AQA
- The third may be either a team or an individual sport or activity from the list published by AQA

(PE teachers will be able to let you know which sports or activities are included on the AQA list.)

Usually these sports or activities will be selected from those taught at school, but it may be possible for students to use a sport or activity which they take part in outside of school if they are a member of a club and have already been working with a coach for at least six months. Video evidence will be required for assessment purposes.

Students will be required to indicate the sports or activities they intend to use for assessment purposes before they begin the course.

Each student will submit a written player analysis assignment, worth 10% of the final grade. Students will need to demonstrate knowledge of the sport as well as components of fitness and methods of training.

Students who opt for GCSE PE must:

- Be able to demonstrate a **high fitness level**
- **Participate in relevant extra-curricular clubs as a performer on a regular basis.**

#### **Theory (60% of the course)**

There is a challenging theory element to the GCSE PE course which will involve a considerable amount of classroom study throughout year 10 and particularly in year 11 when most lessons will be in classrooms. The practical part of the course will be largely completed in year 10. **GCSE PE should not be considered by students who only excel at practical activities.**

## Physical Education (GCSE)

The following topic areas will be studied in theory lessons:

- Applied anatomy and physiology
- Movement analysis (Biomechanics)
- Physical training
- Sports Psychology
- Socio-cultural influences
- Health, Fitness and well being
- Use of data

GCSE PE will provide a route to study A Levels and/or new Diplomas in post 16 education, possibly leading to Higher Education qualifications in PE as well as related career opportunities.

### Assessment

The theory element of the course is based on knowledge and understanding for the active participant, with 2 evenly balanced written papers of 1 hour 15 minutes which are taken at the end of the course. These constitute 60% of the final mark.

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.

The style of the question paper has been designed to include, multiple choice questions, structured questions, and extended written answers.

### Please note:

Practical sessions include: identifying and improving the techniques of individual skills within small-sided practices, games and drills. Playing full-sided games, for example, only accounts for a small part of the practical time.

In order to achieve grade 4 or above students must be able to demonstrate a **high level of fitness and practical ability** in a wide range of physical activities. Students who are not sure about their level of fitness and practical ability should speak to their PE teacher before submitting their option.

### Optional extras:

- GCSE Polo shirt
- AQA Physical Education revision book

**Web address for specification. GCSE – [www.aqa.org.uk](http://www.aqa.org.uk)**

**Enquiries to: Mr Ablitt**

**Email: [r.ablitt@brookfield.hants.sch.uk](mailto:r.ablitt@brookfield.hants.sch.uk)**

# **BTEC TECH Award in Sport**

## **Pearson Edexcel**

Sport and leisure is a growing industry, with opportunities in practical areas such as coaching, instructing and leading outdoor and adventurous activities, as well as in facility management and administration.

Edexcel's BTEC Level 2 Tech Award in Sport is designed to introduce learners to working in the sector or prepare them for further study, such as a BTEC National qualification or an appropriate NVQ.

This is a new qualification and the full syllabus is still under development, but we expect it to include the following aspects.

### **What is the Level 2 BTEC Tech Award in Sport?**

The qualification will give you the knowledge, understanding and competencies that would be a very useful foundation for employment in the sport sector. You will gain grounding in essential skills, providing you with the opportunity to build on these afterwards by undertaking another Level 2 qualification, or to progress to a qualification at Level 3, or to enter into your first job within this sector.

The course is currently being revised by the examination board, so full details of the content are not yet available.

### **How is the course assessed?**

Students will develop a portfolio of evidence which will allow them to complete the course with a Pass, Merit or Distinction. Their portfolio will include coursework which will be completed throughout the two years.

The course is designed to be as practical as possible and can therefore be assessed through a wide variety of assessment methods, such as giving students the opportunity to lead activities in different sports, deliver presentations and act as coaches trying to improve performance. It is likely that an exam will form part of the assessment for the course, but this has still to be confirmed.

### **Where will this qualification take me?**

#### **Employment opportunities**

The successful completion of a BTEC First Award in Sport might lead to employment as, for example, a Leisure Centre Assistant, a Sports Coach and other sport-based employment.

#### **Further vocational and academic qualifications**

This achievement of the BTEC First Award has the equivalence of 1 GCSE graded 4 or above. If you achieve an overall pass grade or better in the BTEC First Award in Sport, it is possible for you to progress further to a BTEC First Diploma in Sport, or to enrol on another Level 2 programme, such as a relevant NVQ, or to move on to a higher level qualification such as a Level 3 BTEC National Certificate in Sport.

# BTEC TECH Award in Sport

## Important Notes

- You cannot choose both GCSE PE and BTEC Sport.
- Once you start your course, you **will not be able to change** to the GCSE PE course.
- BTEC is suitable for those students that are competent in a wide variety of sports practically and have a good knowledge and understanding of theoretical Physical Education. Students should also be keen to develop their physical fitness throughout the duration of the course.
- Please discuss with your PE teacher and consider very carefully whether you should choose GCSE PE or BTEC Sport.

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## Optional Extras

- BTEC Polo Shirt
- BTEC Revision Guide

Web address for Specification - [www.qualifications.pearson.com](http://www.qualifications.pearson.com)

Enquiries to: **Mr Siggins**

Email: [c.siggins@brookfield.hants.sch.uk](mailto:c.siggins@brookfield.hants.sch.uk)

## Religious Studies (GCSE)

(Beliefs, Teachings & Practices/Philosophy & Ethics)

SYLLABUS: Religious Studies (9-1)

AQA A (8062)

As a skill set, with life beyond Brookfield in mind, this course will build up students as **great empathisers, (an increasingly valuable attribute in today's world and in understanding human behaviour) develop their skills in clear communication and research and strengthen the way they can debate and contextualise different viewpoints.** GCSE RS should particularly be given serious consideration for any student keen on pursuing a career in teaching, charity work, community-based care roles, government and policy making, medical professions, management/human resources or a legal profession.

### Overview

<b>Component 1: The study of religions: beliefs, teachings and practices</b>	<b>Component 2: Thematic studies</b>
<p><b>What's assessed:</b></p> <p>Beliefs, teachings and practices of two major world religions – we have opted for:</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Key Beliefs (God, Creation, after life)</li> <li>• Jesus Christ, sin and salvation</li> <li>• Worship and festivals (Bible, prayer, sacrament, pilgrimage, celebration)</li> <li>• Church in the community (local/ worldwide action)</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Key Beliefs (Allah, Judgement Day, Angels)</li> <li>• Authority – Prophets, The Qur'an, Imams</li> <li>• Worship – Faith, prayer, Jihad</li> <li>• Duties – Fasting, Charity, Pilgrimage, festivals</li> </ul>	<p><b>What's assessed:</b></p> <p>Four religious, philosophical and ethical studies themes – we have chosen:</p> <p><b>Theme A: Relationships and families.</b></p> <ul style="list-style-type: none"> <li>• Sex, marriage and divorce</li> <li>• Families and gender equality</li> </ul> <p><b>Theme B: Religion and life</b></p> <ul style="list-style-type: none"> <li>• Origins and value of the universe</li> <li>• Origins and value of human life</li> </ul> <p><b>Theme D: Religion, peace and conflict</b></p> <ul style="list-style-type: none"> <li>• Violence, terrorism and war</li> <li>• WMDs, peace and response to war</li> </ul> <p><b>Theme E: Religion, crime and punishment</b></p> <ul style="list-style-type: none"> <li>• Crime and the cause of crime</li> <li>• Aims and types of punishment</li> </ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))</li> <li>• 50% of GCSE</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))</li> <li>• 50% of GCSE</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.</li> <li>• Each religion is marked out of 48.</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.</li> <li>• Each theme is marked out of 24.</li> </ul>

## Religious Studies (GCSE) continued

### Skills

AQA's new GCSE (9–1) in Religious Studies specification will encourage learners to:

- Develop the ability to construct well argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- Develop knowledge and understanding of religions and non-religious beliefs
- Develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of Christianity and Islam
- Demonstrate knowledge and understanding of Islam and Christianity
- Understand the influence of religion on individuals, communities and societies
- Understand significant common and divergent views within religions and beliefs

### Assessment

As this examination has no coursework the students will be continually assessed throughout the course. The final grade will be determined by a series of external examinations as detailed earlier.

In each of these papers students will answer a selection of questions on each of the topics to assess their knowledge, understanding and evaluation skills. These questions will always follow a set structure, the skills and techniques are well rehearsed in lessons prior to this.

### Costs

There are no additional curriculum costs – traditionally the Philosophy and Ethics Department have provided revision resources/books for free, and many of the resources are also available on Frog or YouTube.

The Department is always looking at opportunities to provide enrichment to its GCSE groups and have previously conducted trips to Southampton University and Film Trips in association with GCSE Citizenship. Costs are kept to a minimum, and price varies on numbers involved but will be between £10 - £25.

**Enquiries to: Mr R. Charlesworth – Learning Leader: Humanities**  
**Email: [r.charlesworth@brookfield.hants.sch.uk](mailto:r.charlesworth@brookfield.hants.sch.uk)**

## Statistics and Additional Mathematics

This option would involve the opportunity to take GCSE Statistics **and** a 'free-standing Mathematics qualification' (FSMQ) in Additional Mathematics. Further details of both of these courses can be found below.

Students who select this option would study Statistics in Year 10 and complete a GCSE in that subject at the end of the year. They would then move on to study the FSMQ in Year 11 and take the examination for this at the end of the year. This is a very challenging course and would be suitable for only very able mathematicians who are currently in Set 1.

Students will need their own scientific calculator for both of these courses. We recommend the Casio FX GT Plus.

### Statistics

#### Course Code: Edexcel 1ST0

GCSE Statistics provides students with a critical appreciation of Statistics and its place in everyday life. It encourages students to develop enquiring minds and become effective and independent learners. With a focus on handling data and probability, students acquire an understanding of statistical concepts and methods.

GCSE Statistics consists of two exams sat in the Summer of Year 10 which will each be worth 50% of the final grade.

Students will be assessed regularly during the course.

### Free Standing Mathematics Qualification

#### Course Code: OCR 6993

The Additional Mathematics Course provides a recognised, advanced-level FSMQ. The course is built around four areas of pure Mathematics: algebra, co-ordinate geometry, trigonometry and calculus.

The course provides candidates with an introduction to the Mathematics studied in AS and A Level modules. It is designed for those students who have a thorough knowledge of the content of the Higher Tier of the National Curriculum for Mathematics and are keen to study A Level Mathematics in Year 12. Students should be expected to achieve a Grade 8 or 9 at GCCE Mathematics.

There will be one examination in the Summer of Year 11 which will be worth 100% of the final grade.

**Enquiries to: Mr P. Jordan – Learning Leader: Maths**  
**Email: [p.jordan@brookfield.hants.sch.uk](mailto:p.jordan@brookfield.hants.sch.uk)**