Bridgewater High School

National Curriculum Key Stage 4 2020-2022

The Curriculum for Years Ten & Eleven

Name:-

_____

Form:-

_____

TCAT PART OF THE CHALLENGE ACADEMY TRUST | NURTURE | CHALLENGE | ACHIEVE

Principal
Tim Long BA (Oxon)
MA Ed, P.G.C.E, N.P.Q.H

Headteacher Lower School
Tracey Hatton
BA Hons, P.G.C.E, N.P.Q.H

Headteacher Upper School
Keiron Powell
BA Hons, QTS

Registered Office: TCAT c/o Priestley College, Loushers Lane, Warrington WA4 6RD **Company No:** 10689247

Bridgewater High School

NATIONAL CURRICULUM

KEY STAGE 4

Information Booklet
For
Students and Parents

Please retain this booklet for reference purposes during Years 10 and 11

For further information please contact the School:-

Bridgewater High School
Broomfields Road
Appleton
Warrington
WA4 3AE

Telephone:-
01925-263919/263814

CONTENTS PAGE 2020—2022

PAGE NO	SUBJECT
4	Preparing for Year 10
5	The Curriculum at Key Stage 4
6	Recent changes to GCSE and Grades
7	Examinations / Tiering in Examinations
8	Guidance for Students
9	Making the Choice
10	Option Choice Form
11	CEIAG Advice
12	KS4 Options Key Questions
13	Careers, Citizenship, Personal, Social and Health Education
13 & 14	English / English Literature
14	Mathematics
15	Science
16	Physical Education Core Curriculum
17	Religious Education Core Curriculum
18	Information Communication Technology
19	Art
20	Business Studies (Btec)
21	Dance (Btec)
22	Graphic Products
23	Product Design
24	Food Preparation
25	Acting (Btec)
26	Geography
27	History
28	Modern Languages (French and German)
29	Music
30	Musical Theatre (Btec)
31	Religious Education GCSE Full Course
32 & 33	Full GCSE PE Course
34	Textile Design
35	Email contacts

Preparing for Year 10

Dear Parents/Carers and Students,

This booklet is for students and their parents/carers. It is just part of the advice and guidance available to ensure that each student selects a balanced programme appropriate to his or her needs and aspirations. While the date of a specific opportunity for consultation is given below, please regard this letter as an invitation to seek additional advice, from any member of staff. Mr P Jones Deputy Headteacher in charge of the Curriculum will be pleased to make any arrangements for you.

Throughout Key Stage Three (Years 7-9), the school has aimed to provide all students with a balanced education, developing their skills and understanding across a broad curriculum. As students move into Year 10, it is necessary to reduce the number of subjects slightly to ensure adequate preparation for those vital examinations. However, balance and breadth remain important and the curriculum for Years 10 and 11 has two distinct parts to ensure that students have some freedom of choice within a carefully structured programme.

1. Compulsory Subjects:

These subjects will be followed by our students: English; Mathematics; Science; Physical Education; Citizenship; Religious Education; Personal, Social & Health Education; Careers Education and work related learning.

2. Entitlement Subjects:

In addition to the compulsory subjects, students will select further subjects. Detailed notes for guidance are given later in this booklet.

In Year 10 pupils are expected to choose to study (at least) one of the following subjects

French German Geography History Separate Science

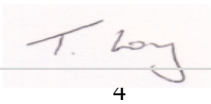
The overriding advice must be that all students should retain a wide range of subjects and not limit their opportunities at 16 by making inappropriate choices now. However, we do encourage students to consider the opportunities in the Arts as well as our strong provision in Foreign Languages and Humanities.

There will be a **Curriculum Evening** on **Thursday 12th December 2019** when there will be an opportunity for parents to discuss the courses available with subject specialists and learn more about the requirements of Key Stage Four of the National Curriculum.

In school, subject staff and form tutors will be advising students and, later on, will examine their final choices in detail. Mr Jones will contact parents if changes to proposed choices are required. Whilst we pride ourselves on our ability to meet the first choices of almost all our students, you will appreciate that sometimes we have to move to a second choice. Where this occurs it will only follow discussion with Mr Jones.

Students will soon be embarking on a demanding programme of study leading to their national qualifications at the end of Year 11. Accordingly, parents and students should not hesitate to contact staff for further advice and assistance at any time.

Yours sincerely,



The Curriculum at Key Stage 4

At Bridgewater we are committed to providing a curriculum that is broad, balanced, and challenging, which builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.
Bridgewater High students join the school with higher than average levels of attainment and the majority move onto A-Levels and University. Our curriculum is designed around making that route accessible for all, through strong Ebacc subject pathways, specific teaching of meta-cognition in all key stages and bespoke pathways for those students who may be disadvantaged through social or SEND circumstances.
As an academic school that is inclusive of every pupil, the planned curriculum recognises the value that creative, practical and vocational learning brings to students character and personal development and aims to use this to complement traditional pathways.
The planned curriculum aims to develop students personally, through planned tutorial programmes and the taught curriculum. It tends to educate students to live safe, healthy and fulfilling lives, who have the confidence to make a positive contribution to society and become responsible citizens.

The arrangements for the Key Stage 4 Curriculum allows students the opportunity to study:

English
Mathematics
Science
Religious Studies
Physical Education
Sex Education
Careers Education and work related learning
PSHE & Citizenship

This range of subjects is designed to prepare young people for adult life, including further study and employment.

In addition, students have the opportunity to select additional subjects from comprehensive option blocks. They allow students to broaden the base of their studies and educational experience.

The School week at Bridgewater consists of 25 one-hour periods. The provisional hours of study in KS4 are allocated as follows:

Banding Procedures

Please note that for the compulsory subjects pupils will be taught in bands which are different to Y9. However, all pupils will remain in their existing tutor groups.

No. of Hours per week	National Curriculum Subjects
3.5	English (which will include English Literature for most students)
3.5	Mathematics
5	Science (which includes Biology, Chemistry and Physics)
2	Physical Education
1	Religious Studies
	Option Subjects
10	Students select subjects from the Option Pool arrangements (see page 10) to complete their curriculum. Option subjects involve a total of 20 hours over two weeks. (Each individual option block has 5 hours over two weeks).
25 Hours	

Recent Changes to GCSEs

The content of all GCSE courses has undergone certain changes over the last few years. The most obvious change has been that **when pupils receive their GCSE in all subjects they will be awarded a number from 9 (highest) to 1(lowest) rather than the grades A*-G.**

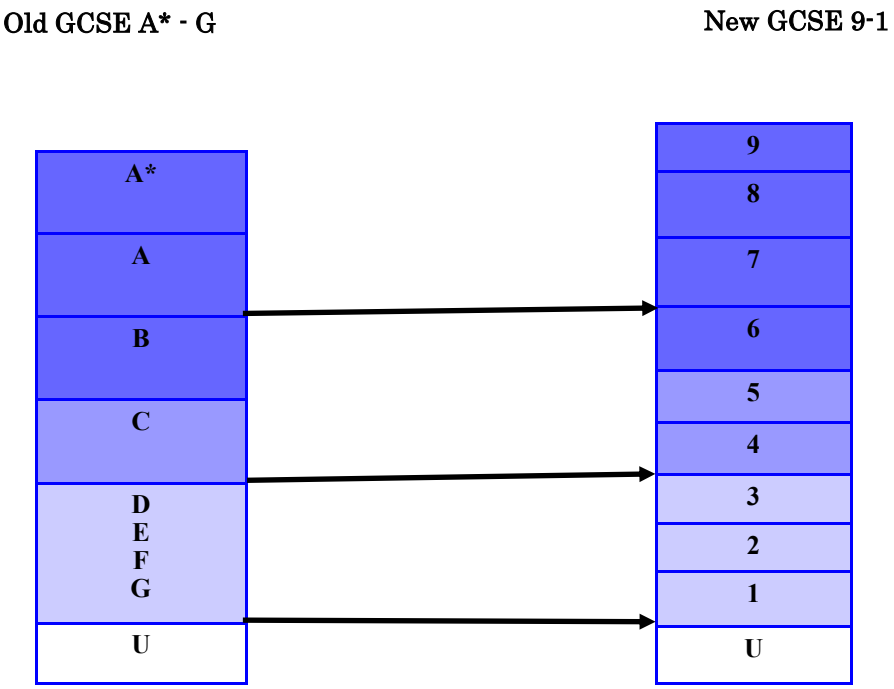
The following key points are from OFQUAL guidelines. Reformed GCSEs …

- will be more demanding
- have been designed for a two-year period of study
- will be linear, so students will take all of their exams at the end of the course
- non-exam assessment will be removed or reduced in the majority of GCSEs
- will have a new grading scale from 9 to 1

To ensure consistency of examination standard in the transition from A*-G to 9 - 1 grades OFQUAL commits to the following:-

- broadly the same proportion of students will achieve a grade 4 and above as previously achieved a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as previously achieved a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a strong pass by the Department for Education.

THE ROUGH GUIDE TO THE NEW GCSE



Examinations

Please note all information is correct at the time of writing. For some courses the Department of Education and the relevant exam boards will not finalise details until later in the Spring Term. Consequently we may need to change details of the courses we deliver after Options Night. Where this occurs we will ensure details are passed on to pupils and parents asap.

Bridgewater students study their Compulsory and Option Subjects between the ages of 14 and 16. At the end of the two year course they will take examinations in a number of subjects. The examination taken will normally be a GCSE (General Certificate of Secondary Education) or a Vocational Award. It is also possible to gain Unit Accreditation, the Certificate of Achievement or Asdan qualification.

Tiering in GCSE Examinations

Tiering is used in some subjects but not others. For example there is no tiering for GCSE English. Maths however will be examined through a Higher and Foundation Tier—the distribution of the new numbered grades 1 to 9 between the two tiers is 4 to 9 for Higher and 1 to 5 for Foundation.

Why is tiering used in some GCSE examinations?

Tiering provides students with the opportunity to show what they know, understand and can do by presenting them with question papers that are targeted at a band of attainment. For each tier of entry, the written question papers will:

- Be at an appropriate level of difficulty for the range of grades available at that tier;
- Prompt the more able to respond at a greater depth;
- Provide opportunities for the less able to show what they know;
- Use appropriate language

Who will decide on the tier of entry?

Students will be entered for the tier that will give the best opportunity to show their ability. Teachers will know their work very well by the time decisions have to be made. Parents will be kept fully informed of their daughter or son's progress and the likely tier of entry. In many instances it will be clear from the outset which will be the appropriate tier. In other instances a final decision will not be able to be made until after the mock examinations at Christmas of Year 11. Where changes are made the school will inform the parents, and subject and Year team staff will be very willing to discuss the reasons for, and the implications of, any change.

What happens to a student who does not meet the minimum requirements for the lowest grade in a tier?

A pupil who does not achieve the minimum grade for a tier of entry will be un-graded. It is essential, therefore, that care is taken to enter pupils for the tier that is most appropriate for their level of attainment. The overlap of grades between tiers provides a safety net. However, it is in the student's interest that a sensible decision is made, in the light of all the evidence available, at the time of entry. The professional judgement of teaching staff is critical here.

Guidance for Students

Subjects and Combinations

Even though much of your Key Stage 4 curriculum is compulsory, that still leaves a number of important decisions for you to take. At Bridgewater none of the option subjects are compulsory in themselves However,

Also

- We encourage pupils to make choices that would provide a broad and balanced Curriculum, including Vocational Courses as well as GCSE's.
- It is not compulsory to take either French or German. However some Universities currently encourage applications from students who have taken a GCSE in a Modern Language.

In making these decisions, you should ask yourself the following questions.

(a) In which subjects do I do well?
Make sure that any option subject is geared towards your strengths. If not, you might find yourself studying courses on which you are unlikely to succeed.

(b) Which subject do I enjoy?
You will work much better in those subjects which you find interesting and enjoyable. There is a real link between enjoyment and success.

(c) Does my choice of subjects continue to give me a good balanced education?
A balanced range of subjects at this stage will allow for later flexibility of choice. Few students, at this stage, have a clear picture of the career they would like to follow. A balanced choice means that you do not shut the door on any educational or career opportunities.

(d) What do I know of the subjects being offered?
Different subjects make different demands on pupils, their abilities and their time. Certain subjects are assessed by a Final Examination whilst in others controlled assessment plays a vital part in determining the grade obtained. **Be careful about choosing only subjects which are only examined at the end of the course.** This could leave you with a heavy pressure of revision to manage at the end of Year 11. Read through the subject statements and, if you are in any doubt, seek the advice of subject teachers.

Making the Choice

Guidance for Students

(e) Who can advise me?

Discuss your choice of subjects as widely as possible. During the Autumn and Spring Term, teachers, particularly those of 'new' subjects, will speak to you about the nature and content of their courses. You must discuss your choices with your parents and they in turn, will be able to discuss them with teaching staff. If you are not sure about which subjects to take then see your Form Tutor and your Subject Teachers.

(f) When will I have to submit my choice of subjects?

A special Curriculum Evening for you and your parents has been arranged for Thursday 12th December 2019 when staff will be available for consultation and advice about the Courses available next year. You and your parents will be asked to complete an options form in January after Year 9 Parents Evening.

We make every effort to ensure that students are able to take their selected subjects, and in recent years have been able to provide the vast majority of student selections. However, there can be circumstances where this might not be possible (if, for example, very few students opted for a subject) or might not be advisable. In such circumstances students will receive help and guidance from the school.

(g) What are Higher Education Entry Requirements?

Currently the requirement to achieve grade C in the old English and Maths GCSE is widely spread amongst Higher Education providers—however this will change in the future in light of the changes to GCSE grading. In addition high GCSE grades in subjects directly linked to the Higher Education course are obvious requirements. Some University courses require a GCSE in a Modern Language.

It is recommended that young people consider possible HE ambitions in year 9 and look at the entry requirements to inform option choices. In the last few years some Universities have specified as entry requirements B grade from the old GCSEs in addition to the normal A Levels, BTEC Nationals, I.B. or UCAS points. This is apparent in a range of subjects including Teaching, Law, Nursing & Mathematics which are all requesting grade B in certain subjects e.g. Biology for Nursing. The UCAS website (www.UCAS.com) is useful in providing information on the current situation.

(h) The English Baccalaureate

This is a school performance measure that counts any pupil who achieves a GCSE 4 or 5 grade pass or better in all of the following subjects:

Maths / English / Two Sciences (including Computer Science) /
A Language / History or Geography

There are no current guidelines saying pupils in England must take all these subjects However, in the future universities and employers *may* look more favourably on pupils who have taken qualifications broadly in line with the English Baccalaureate subjects but at the time of writing there are no specific guidance or recommendations with regards to this.

We recommend:-

- You consider it
- You equally consider all your option choices in terms of balance, your interests and your academic strengths and any long term intentions you may already have.

Please Note

Do choose carefully. Once you have made your choices, the nature of GCSE courses makes it very difficult to change those choices. You will be expected to stay with your choices through to the end of Year 11.

OPTION CHOICE FORM KEY STAGE 4 2020-2022

Student Name		Form 9	

Choose (at least) one of the following subjects written in capitals in the grid:-

FRENCH GERMAN
GEOGRAPHY HISTORY SEPARATE SCIENCE

Option A	Option B	Option C	Option D
Art	Art	Acting (Btec)	Art
Business Studies (Btec)	Business Studies (Btec)	Business Studies (Btec)	Computer Science
Computer Science	Food Preparation	Religious Studies	Dance (Btec)
Food Preparation	FRENCH	Dance (Btec)	Digital Information IMedia (Technical Award)
FRENCH	GEOGRAPHY	Food Preparation	GEOGRAPHY
GEOGRAPHY	HISTORY	FRENCH	Graphic Products
GERMAN	Digital Information IMedia (Technical Award)	GEOGRAPHY	HISTORY
HISTORY	SEPARATE SCIENCE	GERMAN	Music
Musical Theatre (Btec)	Textiles	HISTORY	Physical Education
SEPARATE SCIENCE	Product Design	Digital Information IMedia (Technical Award)	SEPARATE SCIENCE
Product Design	Acting (Btec)	Music	Religious Studies
		SEPARATE SCIENCE	
		Graphic Products	

	Option A	Option B	Option C	Option D
1st Choice				
2nd Choice(s)				

- Due to similarity in courses and controlled assessment you may only take one of:
  - * Art or Textiles
  - * Musical Theatre, Drama or Dance
  - * Graphic Products or Product Design

Parental/Guardian Agreement:

Signed:- _____
Parent/Guardian

CEIAG Advice

Dear Parents/Carers & year 9 students,

As a parent and the Careers Coordinator at Bridgewater High School I have spent a lot of time thinking about what advice could be given at this point to help make good decisions regarding GCSE choices. The following points all have influence on what I would *suggest*:-

There is evidence that those who are successful in their **careers** make clear choices even this stage in regarding their long term careers.
It is generally accepted that the labour market will change even more rapidly so people will need the largest **range of skills and experiences** to be able to adapt.
Success is not always linked to financial reward so identifying what **motivates** a person is important so that working life can be fulfilling.

I would suggest you consider the following :-

Which subjects do you enjoy doing? (which will keep you **motivated**)
Which subjects are you good at? (I can be **successful** at this subject)
What **skills** and **experiences** does a subject give? (make me more employable)
What **interests** and **motivates** me? (what is going to keep me working hard)
What career might I follow and so which subjects do I need to? (What does my **career path** need?)

The school has already started the process with the Careers Day in October where year 9 students were able to attend a Careers Fair, talks on Post 16 education – A levels and Apprenticeships and meet and discuss career pathways from staff from O2.

There will be a **Career Advisor** from Career Connect available on the option evening for drop in advice and conversations.

There will also be a **post 16 education provider's** available e.g. Priestly College and Universities, again for drop in advice and conversations.

Departments will have organised themselves not only to be able to discuss the course content etc., but what **Key Skills** and **Experiences** their courses offer. There will be **Potential Career Destinations** and example **Career Pathways** posters for each subject on display.
Please find time to go to the nationalcareersservice.direct.gov.uk and complete the skills health check. Each check takes about 15 minutes, but will help you identify skills, interests, motivation and personal style. From here please start to consider which career pathway direction to take.
As a school we have a contract with Career Connect who offer careers advice and access to the following website. To log on please go to: https://www.careerconnect.org.uk/ and click the key icon. **Username:** bridgewaterstudent **Password:** bridgewaterstudent

Decision time:-
(1) I need to do this GCSE to **add to my skill and experience set**
(2) I need to do this GCSE to **reinforce my skill set**
(3) I need to do this GCSE as **I enjoy the subject and I am motivated** to do well
(4) I need to do these GCSEs to follow a **career pathway** or access a Russell Group University.

Yours sincerely,

M Knight

Mr Knight
CEIAG Careers Coordinator

KS4 OPTIONS KEY QUESTIONS:

Which subjects do you **enjoy** doing? (keeps me **motivated**)

Which subjects are you good at? (can I be **successful** at this subject?)

What **skills** and **experiences** does a subject give? (makes me more employable)

What **interests** you? (what is going to keep me working hard?)

What career might you follow and so which subjects do you need to? (what does my **career path** need?)

Think: successful career paths require – **skills, experiences, attitudes, qualifications, motivation**

What are BTECs and why study them?

The General Certificate of Secondary Education (**GCSE**) and the Business and Technology education Council (**BTEC**) are both academic qualifications that are awarded in the United Kingdom. The main difference is that **BTEC** is awarded for vocational subjects, and the **GCSE** is awarded for a large number of other subjects.

BTECs are designed to be high quality, hands-on qualifications applicable for the real world of work. BTECs emphasise learning by doing to allow BTEC students to put what they learn into practice in a work related situation. Throughout the course, pupils work on a series of assignments set in real-life scenarios, developing the practical knowledge and skills employers and universities are looking for.

With their focus on practical, skills-based learning, BTEC courses are designed around a number of themed units. Rather than testing everything together at the end of the course, BTECs give students the opportunity to show what they've learned in each unit, and build on their achievements as they progress through the course. That means there are plenty of chances to learn, improve and succeed.

BTECs can also be studied in Years 12 and 13 once pupils have left Bridgewater. More and more students are applying to universities with BTECs—Level 3 National provide the UCAS points students need for their university application just like A levels and AS levels do. Students also choose to progress to a BTEC Higher National Certificate (HNC), which is equivalent to the 1st year of university, or a Higher National Diploma (HND), which is equivalent to the 1st and 2nd year of university, before progressing to the final year of a full degree. Sixth Form colleges and careers advisors can provide further advice on appropriate courses.

CEIAG

Careers Education Information Advice & Guidance

Careers, Citizenship, Personal, Social and Health Education

Our approach to Personal Development aims to keep all students in education and to provide them with the lifelong skills to access both the taught curriculum and develop their personal qualities. We aspire for students to be resilient, confident and independent to empower them to continue to live safe, healthy and fulfilling lives as they contribute to modern Britain. Across the two weeks timetable, pupil's take part in 4 bespoke tutorial sessions delivered on a Monday and Wednesday morning. These include:-

PSHE - Personal Social Health & Economic Education (including Careers Guidance)

Progress Session—Opportunity to support reflection of learning, knowledge of the curriculum, learning skills and an emphasis on reading.

Assembly—Delivery of key messages and current topics.

Personal Development—A session to compliment the assembly/PSHE programme or an opportunity to discuss and vote on a current topic of interest.

We regard Personal Development as equally important as the taught curriculum as this will provide the skills and nurture the qualities needed for all pupils to make the most of future opportunities.

For Further Details Contact:-
Mr A Roberts
a.roberts@bridgewaterhigh.com

English / English Literature

We teach the WJEC (EDUQAS) GCSE specification. All pupils will follow Language and Literature Courses, resulting in the award of two separate GCSEs.

English Language is assessed through two examinations.

Paper 1
Lasts 1 hour 45 minutes and is worth 40% of the total GCSE in English Language.

Section A (20%) is a comprehension task based on a literature extract.
Section B (20%) is a creative writing task, chosen from 4 options.

Paper 2
Lasts 2 hours and is worth 60% of the total GCSE in English Language.

Section A (30%) will be a comprehension task based on two pieces of non-fiction writing, including one written in the 19th Century.
Section B (30%) requires students to produce two pieces of non-fiction writing.

Note, there are no longer any Controlled assessment components in English Language, though students will still be assessed in Speaking and Listening.

For Further Details Contact:-
Miss J Maunder(Head of Faculty)
j.maunder@bridgewaterhigh.com

English / English Literature continued

English Literature is assessed through two examinations.

Paper 1

Lasts 2 hours and is worth 40% of the total GCSE in English Literature.

Section A (20%) assesses students on the study of a Shakespeare play (*Romeo & Juliet*) through a question on a particular extract followed by a whole-text essay question.

Section B (20%) assesses students on their analytical responses to a named poem studied from the WJEC anthology. Students are then required to compare this with a poem of their choice from the same anthology.

Paper 2

Last 2 hours, 30 minutes and is worth 60% of the total GCSE in English Literature.

Section A (20%) Lasts 45 minutes and assesses students on their response to an extract from a work of post 1914 prose or drama that they will have studied in full. (*An Inspector Calls* by J.B.Priestley). They will also be expected to demonstrate whole-text knowledge.

Section B (20%) Lasts 45 minutes and assesses students on their response to an extract from a work of pre 1914 prose that they will have studied in full (*War of the Worlds* by H.G.Wells or *A Christmas Carol by Charles Dickens*). They will also be expected to demonstrate whole-text knowledge.

Section C (20%) Lasts 60 minutes and assesses students on their responses to previously unseen poetry. Initially students have 20 minutes to respond to one poem, then a further 40 minutes to compare it with a second poem.

Note, there are no longer any controlled assessment components in English Literature and students are not allowed to take any texts into the examinations.

For Further Details Contact:-
Miss J Maunder Head of Faculty)
j.maunder@bridgewaterhigh.com

Mathematics

Mathematics is studied by all students at KS4. Maths GCSE is a demanding course that tests on fluency, reasoning and problem solving. The curriculum is split up into number, algebra, ratio and proportion, shape and space and probability and statistics.

The GCSE course is assessed by 3 written exam papers at the end of Year 11. The papers are equally weighted and last 1 hour 30 mins each. The first paper is without a calculator.

The exams can be sat at either Foundation or Higher Tier.

Foundation Tier:
Grades 1 to 5

Higher Tier:
Grades 4 to 9

Pupils will be entered for the tier that is most appropriate to the individual, based on progress in class, at home and test data.

There is no controlled assessment element to GCSE mathematics.

For Further Details Contact:-
Miss C Beswick / Mr A.Gledhill

c.beswick@bridgewaterhigh.com

a.gledhill@bridgewaterhigh.com

Science

Science is a core subject of the National Curriculum and all students study the subject for at least five periods a week in Years 10 and 11.
Bridgewater's Science Faculty provides a range of courses to offer the most appropriate path for our pupils.

The majority of students will study "**AQA GCSE Combined Science: Trilogy."**

Students will be taught by three specialist teachers (Biology, Chemistry and Physics) and will gain two GCSEs at the end of the course.

Students will be assessed at the end of year 11. There are six papers: two Biology, two Chemistry and two Physics (each 1hr 15minutes long).

Each of the papers will assess knowledge and understanding from distinct topic areas.

Papers consist of a mixture of multiple choice, structured, closed short answer, and open response.

This course is offered at Higher and Foundation tiers.

At Bridgewater Science at KS4 is mixed ability.

Throughout both years students will be tested at regular intervals and individual performances closely monitored. Intervention will be offered as necessary.

Science Continued

For the more capable and dedicated students we are pleased to offer "**AQA Separate Sciences".**

This is an option choice and therefore students will be allocated an extra five hours per fortnight (making a total of 15 hours over two weeks). At the end of the course students will receive three separate GCSE's — Biology, Chemistry and Physics.

Students opting for Separate Sciences must show dedication to the subject and will be tested at the end of year 11 by six papers (each 1hr 45 minutes long) - two for each subject. Each of the papers will assess knowledge and understanding from distinct topic areas containing additional content to that in the combined science qualification.

Papers consist of a mixture of multiple choice, structured, closed short answer, and open response.

There is no controlled assessment component in either set of qualifications instead pupils' practical skills will be tested through the written examinations papers.
Both the Combined Science: Trilogy (non-option) course and the Separate Sciences option can lead on to AS/A levels in Biology, Chemistry, Physics or Psychology.

For Further Details Contact:-

Mrs E Shaw KS4 Science Co-ordinator
e.shaw@bridgewaterhigh.com

Physical Education
Core Curriculum

All pupils from Years 10 and 11 follow the National Curriculum in P.E. A structured programme of physical activities provides a variety of opportunities and experiences for them to develop physically, mentally and socially.

Activities offered include:
Athletics, Badminton, Basketball, Cricket, Football, Handball, Health and Fitness, Hockey, Rounders, Rugby, Table-Tennis, Tennis and Trampolining.

All pupils should be properly and safely dressed for physical education:

We are in the process of moving to a new supplier for our School PE Kit. There will be a much reduced **'compulsory'** range. However there will be the opportunity to purchase a wide range of **'optional'** PE items which will include leggings, tracksuit bottoms, rain jackets, base layers and performance tops.

Boys Kit

Navy Blue and Red Reversible Shirt
Navy Blue and Red Shorts
Navy Blue and Red Socks
Trainers & Football Boots

Girls Kit

Navy Blue and Red Polo Shirt
Navy Blue and Red Shorts or Skort
Navy Blue and Red Socks
Navy Leggings
Trainers & Football Boots
Please note that pupils with pre-existing kit will still be permitted to wear this until it needs replacing

Many activities within the programme have been covered to a good basic standard in the previous three years, but it is expected that

Physical Education
Core Curriculum Continued

all pupils endeavour to raise their level of performance in all activities. The emphasis changes somewhat from basic skills to tactical play. This involves a more theoretical application of various principles of play.

The promotion of health related exercise continues with a specific programme of health and fitness but it is expected that each individual will become aware of their own personal exercise requirements and capabilities. The Physical Education Faculty provides many opportunities through which this self-evaluation process can take place.

Throughout Year 10 and 11 the Faculty of Physical Education continues to expect the high standards of personal presentation and behaviour that were evident in Years 7, 8 and 9. It is hoped that the range of activities on offer, making full use of our excellent sporting facilities, ensures that all pupils find at least one sporting activity sufficiently enjoyable to encourage participation after leaving school. The staff in the Faculty will, on request, provide you with any additional information, if possible, on any aspect of P.E. which you may be interested in.

For Further Details Contact:-
Mr P MacKay
p.mackay@bridgewaterhigh.com

Religious Education
Core Curriculum

Religious Education is a compulsory component of the curriculum and is studied by all students for one period per week throughout Year 10 and 11.

Relevant, interesting and engaging

All students in Year 10 and 11 will follow a bespoke course for Core RE. The programme of study has been written specifically for students at Bridgewater High School and is new for this year. The aim of the Core RE programme is to build on the themes and skills that students have been developing throughout Key stage 3.

Students will continue to be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and world issues.

Employment & Career Value

In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to work with a range of people with different backgrounds and beliefs. These are all skills which are developed and enhanced through studying the beliefs, value and worldviews of people through Core RE.

Religious Education
Core Curriculum Continued

If you want to work with people, in caring professions, teaching, journalism, publishing, law, policing, with children, health, catering, leisure and tourism or to work abroad then Core RE will be an invaluable tool to help you in whatever career you choose.

Taking it further

In addition to the Core RE programme, Religious Studies is also available as an option subject and details of the GCSE course can be found on page 31.

For Further Details Contact:-
Mrs P.Griffiths
p.griffiths@bridgewaterhigh.com

Information Communication Technology

From September 2019, the ICT Faculty will be offering the following level 2 GCSE (equivalent) courses:

GCSE Computer Science (9-1) from OCR
(100% written exam—two exams worth 50% each)

OCR Level 2 Cambridge National Certificate in Creative iMedia
(GCSE equivalent) 25% written exam, 75% controlled assessment.

GCSE Computer Science

The GCSE Computer Science course will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study.

OCR's GCSE (9-1) in Computer Science will encourage pupils to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems, and how they communicate with one another and with other systems.
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

The assessment overview consists of students sitting two 50% written exams and given the opportunity to undertake a programming task during their course of study to demonstrate practical programming skills.

Information Communication Technology continued

Cambridge National Certificate in Creative Media

The Cambridge National Certificate in Creative iMedia will assess the application of creative media skills through practical use over three separate pieces of controlled assessment work and a written exam. These projects will provide pupils with:

- essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education.
- contributing to their personal development and future economic well-being.

The qualification will also encourage independence, creativity and awareness of the digital media sector.

The Cambridge Nationals in Creative iMedia will equip pupils with:

- a range of creative media skills
- opportunities to develop transferable skills such as research, planning, and review/ evaluation, working with others and communicating creative concepts effectively.

Through the use of these skills, pupils will develop creative media products.

Both the ICT and Computer Science qualifications are designed to be:

- Inspiring and challenging
- Modern and future-proofed
- Creative and collaborative

Computer Science and ICT are complementary subjects. Computer Science teaches a pupil to be an effective author of computational tools while ICT teaches how to be a thoughtful user of those tools.

When choosing ICT or Computer Science as an option subject, pupils need to think carefully about which GCSE course is of more interest to them. The content of each course is very different and pupils should be aware of the major distinctions between the two qualifications before making their option choices.

Guidance on choosing the best course will be available at the Y9 options evening from ICT/ Computer Science teaching staff. Pupils can also discuss their option choices with their ICT teacher during lesson time.

For Further Details Contact:-
Mrs A Fowler
KS4 Co-ordinator ICT

Art

The GCSE Art course is organised so that all students undertake a wide range of creative experiences in Years 10 & 11. Areas covered during the course are drawing, painting, print making and ceramics.

The main aim of the course is for pupils to develop the skills, knowledge and creativity enabling them to visually explore the world in a highly personal, articulate and imaginative way. Pupils are given a thematic starting point to projects and are encouraged to explore and develop their ideas before making a personal response. During this process, pupils are encouraged to experiment with a range of materials and techniques. The work produced is always strongly linked to that of Artists, Craft persons and Designers.

GCSE students will make a visit to an Art Gallery or museum during the two year course. The GCSE Art course consists of two sections:

Controlled Assessment: Portfolio of Work

A portfolio of work produced in Year 10 and 11 that includes a sustained project which evidences the creative journey from initial research, through to the creation of a final outcome. The portfolio will also include a selection of further work undertaken over the course of study.

Externally Set Task

A piece of work which the student produces unaided over a 10 hour period during the Spring Term of Year 11. This work is worth 40% of the Final Grade.

Art Continued

Both the Portfolio of Work and the Externally Set Task are displayed together for internal and external marking.

Apart from fostering an understanding of Art, Craft & Design and enabling pupils to explore their ideas and experiences in a visual way, the course also prepares students for courses in Colleges of Art, Further Education and University.

Art, Craft & Design related careers are amongst the fastest growing areas in today's job market. Over two million people are currently employed in careers where Art, Craft & Design Education plays a vital role. These careers include fashion, interior design, graphic design, illustration, architecture, engineering, stage and film set design just to name a few.

Pupils will need to purchase an Art , Craft and Design pack from the school. Further details regarding the cost of the pack will be sent out at the start of the course in September.

For Further Details Contact:-
Dr E Letheren
E.letheren@bridgewaterhigh.com

Business Studies

From September 2020, the Business Studies department will be offering the following Level 2 GCSE (equivalent) course:

BTEC Tech Award in Enterprise (GCSE equivalent) 40% written exam, 60% controlled assessment

Course Content

This exciting course is for inspiring pupils with entrepreneurial flair who have a real interest in business enterprise and wish to acquire skills through vocational contexts by studying a practical hand-on business course. This engaging course gives pupils opportunities to be entrepreneurial and to start and run their own enterprises. This is an academic programme which is the equivalent to one GCSE qualification and provides a fantastic progression pathway into numerous roles in an organisation, or onto further education such as an A level programme.

Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. The study of Enterprise will provide an opportunity for practical application alongside conceptual study to inspire our pupils. It has been a popular choice with our pupils and we currently have three groups in Key Stage 4 who have selected this qualification.

This energising new qualification has been developed with additional input from Peter Jones CBE to ensure it is an engaging and

Business Studies Continued

innovative course that underpins the enterprise culture in the UK. This course will involve enterprise opportunities, national competitions, business mentors, business workshops, entrepreneurial flash challenges and a variety of guest speakers. With a track record built over 30 years of learner success, BTEC qualifications are widely recognised by industry and higher education as the signature vocational programme with 62% of large companies having recruited employees with BTEC qualifications.

BTEC Tech Award in Enterprise includes the following exciting themes:

- Exploring Enterprises
- Planning for and Running an Enterprise
- Promotion and Finance for Enterprise

The components above are strongly interrelated and give pupils the opportunity to develop broad knowledge and understanding of the enterprise sector, developing relevant skills such as research, planning, problem solving and communication.

The grading for this BTEC qualification is Pass (equivalent to a grade 4 at GCSE), Merit, Distinction (equivalent to a grade 7 at GCSE) and Distrinction*.

For Further Details Contact:-
Mrs A Fowler
a.fowler@bridgewaterhigh.com

Dance (Btec)

What is BTEC ?

This course is a practical, work related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

It is an introduction to the arts industry through dance in practical and theoretical study.

A BTEC Award is equivalent to one GCSE grade 9—4.

What is the course structure?

3 Components:

Component 1

Exploring the Performing Arts (30%) The study of three different styles of dance through practical and theoretical study.

Component 2

Developing Skills and Techniques in the Performing Arts (30%) The development of technique and performance skills through the reproduction of a professional dance piece.

Component 3

Performing to a Brief (40%) A brief set by the exam board. Students will work as a group for their externally marked exam. Students will need to create a piece based on the given brief and perform it to an audience. There will be three one hour written exams documenting and evaluating the process where students are expected to know key skills, developments and the realisation of the brief.

How is the course assessed?

All units are assessed and graded through practical work and written coursework. The qualification is awarded. Pass (4.5), Merit (6),

Dance (Btec) continued

Distinction (7), Distinction * (8-9)

Component 3 is a controlled assessment that is sent to an external examiner. Component 1 and 2 are internally assessed. And externally verified.

What can I do at the end of the course?

With further training or study students can go into courses and jobs in:-

Acting
Theatre
Dance
Music
Entertainment
Technical/Design work
Teaching
Choreography
Community Arts
Directing
Playwright
TV Presenting
Design
Photography

The pass rate for this course for the past ten years has been 100% - with most students achieving Distinctions.

BTECS opens doors and rewards effort

- 62% of large companies have recruited employees with BTEC Qualifications.
- BTECS increase the likelihood of getting a job, by 8% for women and 5% for men.
- Universities recognise BTEC Qualifications (Level 3) and award equal UCAS points.

For further details contact:-
Miss N.Hughes
n.hughes@bridgewaterhigh.com

Graphic Products

In modern life we are bombarded with advertising and promotion of products. Every company wants to be successful and sell as many products as possible. Graphic designers are responsible for designing logos, posters, advertising campaigns and packaging for products that will attract customers and make them want to buy them. They are expected to come up with exciting, innovative, fashionable and popular designs that also consider the environment, social and moral issues.

This course builds upon knowledge gained at Key Stage 3 and could combine elements of work in a range of materials including, different types of card, foam and plastic. It is suitable for students who have enjoyed Design and Technology lessons at lower school, are creative, have very good design skills and are prepared to work and stick to deadlines.

Graphics projects in KS3 includes design and manufacture of a pop-up book in Year 7, a chocolate box in Year 8, a wildlife charity logo and Package design using 'Photoshop' a 'Google Sketch-Up House', different presentation drawing techniques an 'Eco-house' design using Two point perspective and modelling of packaging in Year 9.

During year 10 students will work on a number of short projects to help them gain the knowledge and understanding needed to be successful in their final Controlled Assignment. These include: working with a range of different materials, learning relevant material properties, understanding industrial techniques and also building skills in

Graphic Products Continued

using (CAD) Computer Aided Design 'including 2D Design' and 'Photoshop' and (CAM) Computer Aided Manufacture. Increased understanding in these areas should help them create high quality final, prototype products. These could include posters, pop-up leaflets, t-shirts and packaging for various new and fashionable products.

The course also prepares students for further education. Degree courses and careers in a range of Art and Design subjects such as Interior Design, Graphics Design, Illustration, Game Design, Engineering, Product Design, Packaging Design, Stage and Film set design to name just a few.

Design related careers are amongst the fastest growing in today's job market. Over two million people are currently employed in a sector where Art, Craft and Design education plays a vital role.

The course is assessed in 2 sections:

50%Controlled Assessment (Yr11)

A 20 page folder of high quality research, design ideas, design development, evaluation and theory sheets plus a range of high quality prototypes made from paper, card, foam, plastic or other relevant modelling materials.

50% Written Exam (Yr11)

A two hour exam which will question the students on various topics such as properties of materials, industrial techniques and sustainability issues. Application of appropriate maths skills will also form part of the exam paper.

At all times appropriate health and safety issues will be introduced and reinforced.

For Further Details Contact:-
Mrs J.Garry
j.garry@bridgewaterhigh.com

Product Design

Product Design is about finding a 'gap in the market' and creating a new product to fit it. Product designers are expected to develop Solutions to real problems or needs. It is a creative process that affects our lives and plays a major part in contemporary design and society. Product designers must also consider the effects their products have on the environment.

This course builds upon knowledge gained at Key Stage 3 and combines elements of work in a wide range of materials including plastic, wood, card and metal. It is suitable for students who have enjoyed Design and Technology lessons at lower school, are creative, have good Design skills and are prepared to work and stick to deadlines.

Product Design projects in KS3 include a maze and lamp in Year 7, an automata and chair in Year 8, a torch, pizza cutter and use of 2D Design and 'Google Sketch-Up' software in Year 9.

During Year 10 students will work on a number of short projects to help them gain the knowledge and understanding needed to be successful in their final Controlled Assignment. These include:- working with a range of different materials, learning relevant material properties and also skills in using (CAD) Computer Aided Design and (CAM) Computer Aided Manufacture to help them create high quality final, prototype products. These could include; lamps, awards, sculptures, furniture and scale model making.

Product Design Continued

The course also prepares students for further education,
Degree courses and careers in a range of Art and Design subjects such as Product Design, Interior Design, Engineering, Illustration, Game Design, Packaging Design, Graphic Design, Stage and Film set Design to name just a few.
Design related careers are amongst the fastest growing in today's job market. Over two million people are currently employed in a sector where Art, Craft and Design education plays a vital role.

The course is assessed in 2 sections:
50% Controlled Assessment (Yr11)

A 20 page folder of high quality research, design ideas, design development, evaluation and theory sheets plus a final prototype made from plastic, wood, manufactured boards, metal, foam or other relevant modelling materials.

50% Written Exam (Yr11)

A 2 hour exam which will question the students on various topics such as:- properties of materials, industrial techniques and sustainability issues. Application of appropriate maths skills will also form part of the exam paper.

At all times appropriate health and safety issues will be introduced and reinforced.

For Further Details Contact:-
Mrs J.Garry
j.garry@bridgewaterhigh.com

Food Preparation
Why take GCSE Food Preparation

We all know that cooking is a skill we cannot live without but having an understanding of how food can affect our well being is also essential to a healthy life.

During the course you will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

Pupils will enjoy Food Preparation & Nutrition if they are organised and enjoy experimenting with food. It is more important for pupils choosing the course to enjoy a large variety of foods than have a natural flair for cooking; We will teach you how to cook!

The course is taught in a "hands on" practical way; consequently the weekly purchase of ingredients is essential.

How will my course be assessed?
All assessments take place in year 11
September—December Task 1 Food Science Investigation (10 hours) = 15% of GCSE
December—February Task 2—Food Preparation Assessment (20 hours including a 3 hour assessment) = 35% of GCSE
May—June 1 hour 45 minutes exam = 50% of GCSE.

Food Preparation
Why take GCSE Food Preparation Continued

Food Technology is one of the world's fastest growing industries. Taking this GCSE does not mean you just want to be a chef, it is accessing hundreds of different jobs in several different industries from dieticians, food manufacturing, purchasers to name just a few. Overall it is an understanding of a commodity we all need.

For Further Details Contact:-
Mrs E.Simon
e.simon@bridgewaterhigh.com

Acting (Btec)

What is BTEC ?

This course is a practical, work related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

Some which include the study and exploration of different acting styles as well as the performance of a selected play.

A BTEC Award is equivalent to one GCSE grade 9—4.

What is the course structure?

3 Components:

Component 1

Exploring the Performing Arts (30%)

Component 2

Developing Skills and Techniques in the Performing Arts (30%)

Component 3

Performing to a Brief (40%)

How is the course assessed?

All units are assessed and graded through mostly practical work and some written portfolios and presentations and an overall qualification is awarded. Pass (4/5), Merit (6),
Distinction (7), Distinction * (8-9).

Component 3 is a controlled assessment that is sent to an external examiner. The other units are internally assessed.

Acting (Btec) Continued

What can I do at the end of the course?

With further training or study students can go into courses and jobs in:-

Acting
Theatre
Dance
Music
Entertainment
Technical/Design work
Teaching
Choreography
Community Arts
Directing
Playwright
TV Presenting

The pass rate for this course for the past ten years has been 100% - with many students achieving Distinctions.

BTECS opens doors and rewards effort

- 62% of large companies have recruited employees with BTEC Qualifications.
- BTECS increase the likelihood of getting a job, by 8% for women and 5% for men.
- Universities recognise BTEC Qualifications (Level 3) and award equal UCAS points.

For more details contact:
Mrs A Swaffield
a.swaffield@bridgewaterhigh.com

Geography

What is GCSE Geography?

Geography is about 'understanding the world we live in'. The 'world' around us is rapidly changing and it is important to know how it effects us and how we effect others. The course studies a range of topics looking at them from a local and global point of view. Here are some questions we ask:-

- How can you prepare for an earthquake?
- Is the world trade system fair?
- How can rivers be managed to reduce flooding?
- Why are factories closing in the UK and moving overseas?
- What pressures does a city like Manchester face?

What does GCSE Geography Involve?

There is plenty of variety in GCSE Geography. Investigating, problem solving and decision-making are all common activities. Many different types of map, satellite images, photographs and videos are used, as well as atlases and text books. Information Technology can play an important part in the course, particularly with the processing, analysis and presentation of date of all types. This has particular relevance to fieldwork and involves two fieldwork days where we investigate issues with the River Wyre in The Forest of Bowland and Manchester, the UK's second city.

Geography continued

Why is GCSE Geography a useful subject to take?

As well as being an interesting and relevant subject in its own right the skills learnt as part of a GCSE Geography course, such as map reading, interpretation of data and report writing, are useful "life-skills". Employers are aware that GCSE Geographers know useful information about today's world, can find things out for themselves, can use maps, graphs and statistics and have learnt important skills such as report writing.
Students studying GCSE geography-can go on to study a wide range of post-16 courses including, of course, Geography at Advanced level!

This course has a single tiered entry for the examination covering grades 1 to 9.

The course contains three exams. Paper 1—Physical Geography, Paper 2—Human Geography and Paper 3—Skills, Issues and Fieldwork.

How can you find out more?

If you, or your parents, would like to find out more about GCSE Geography, your Geography teacher, or any member of the Geography Department will always be happy to talk to you.

For Further Details Contact:-
Mr K Steer
k.steer@bridgewaterhigh.com

History

History enables the student to acquire an understanding and knowledge of the past and how it has affected the present. History leads to the development of key skills, such as interpretation and evaluation, which are also relevant to most other subject areas. There is a demand on students to understand the utility of different types of sources, to be able to analyse how significant a person or event was and to understand how events link together. The skills acquired in GCSE History will be invaluable to students in their continued education.

GCSE History is a demanding course, both in terms of the skills required and the amount of subject content. Students will be challenged and academically pushed. The result will be a History qualification that is well regarded by further education providers and employers.

The course is structured as follows;

Paper 1: British thematic study with a historic environment study
30% of the overall grade

Thematic Study: Medicine in Britain 1250—present
This unit focuses on the significance of factors, key developments and individuals in medicine from the Middles Ages to the present day. Each time period will look at specific case studies e.g. the Black Death, Cholera etc.

Historic Environment: The British sector of the western front 1914-18
This unit focuses on the relationship between conditions in the British trenches and their impact on the nature of illness and provision of medical care.

History Continued

Paper II: Period Study and British Depth Study
40% of the overall GCSE

Period Study: The American West, c1835-1895
This unit is about the exploration and settlement of the American West and its unfolding impact on the Native Americans, from the opening of the first wagon trails west to the immediate aftermath of the closing of the American frontier.

British Depth Study: Early Elizabethan England, 1558-88
This unit includes a study of the political, religious, social and economic problems faced by Elizabeth 1 and how well she dealt with such. Students will, for example, study the challenge of Mary, Queen of Scots and England's rivalry with Spain.

Paper III: Modern Depth Study
30% of the overall GCSE

Weimar and Nazi Germany, 1918-39
This unit focuses on interpretations of Weimar and Nazi Germany. For example, students will study the political policy of the Weimar and Nazi governments and the effectiveness of social policies such as those dealing with young people or minorities.

The Department expects students to display a great deal of commitment during this course. History department results at GCSE level have consistently been well above the national average.

For Further Details Contact:-
Miss T.Shorrock
t.shorrock@bridgewaterhigh.com

Modern Languages (French and German)

All Bridgewater pupils are encouraged to study a modern foreign language through to the end of Year 11 and a foreign language is one of the qualifications from which pupils must choose for the English Baccalaureate. Those pupils in the dual language group may opt for both languages, or choose between them.

The Reasons

1. Languages are a life skill

Knowledge of a foreign language is not just another GCSE grade—it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly valued by employers.

2. Languages teach you communication skills and adaptability

Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.

3. Languages teach you cultural awareness

The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

4. Languages gives you a sense of achievement.

Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.

5. Languages are a social skill

Languages are very sociable. If you enjoy being with people and communicating with them, the chances are you'll enjoy being able to do this in a foreign language too.

Modern Languages (French and German Continued)

6. Languages gives you the edge in the job market

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

7. Learning languages gives you greater opportunities to travel and work abroad

There are many opportunities to travel or work with organisations abroad where some knowledge of a foreign language is a clear advantage.

8. Languages combine well with virtually any subject for further study

The range of combined degrees and further education courses involving a language is limitless—from Engineering to Theatre Studies. Many universities even offer funding for students to continue or extend their language knowledge by travelling or working abroad during the vacations.

The Examination

The syllabus for both French and German will be AQA. These courses stress the communicative skills and enable students to speak and understand the language, making it a very useful qualification. The examinations can be taken at Foundation and Higher levels. Entry must be made at one of these levels across all 4 skill areas of Listening, Speaking, Reading and Writing. All skills are assessed by final examination at the end of Year 11—there is no controlled assessment. Each of the 4 skill areas is worth 25% of the final mark.

For Further Details Contact:-
Mr R.Glew
r.glew@bridgewaterhigh.com

Music

Music as an academic subject provides a unique set of skills, which are acknowledge to be excellent preparation for a range of disciplines, careers and vocations. It is a subject where you can express your musical and creative abilities whilst enjoying a different approach to learning.

What does the course involve?

There are three areas to the course 30% performance, 30% composition and 40% listening.

Performing

You will be able to develop your skills as a solo and ensemble performer. This could be through singing, playing an instrument or both. Learn how to become a pro on your chosen instrument?

Composing

You will be shown how to enhance your music skills by writing your own music and music to a brief.

Listening and Appraising

You will develop your understanding of music through four Areas of Study. They are Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. You will also study two set works as specified by the exam board.

Why choose music?

Music will give you the opportunity to engage with a creative subject and work with like-minded students. You will develop your performance, composition and listening skills. You will get to learn songs you are interested in, whilst improving your technique on your chosen instrument.

Music continued

The varied nature of the course enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communications, all of which makes them an attractive prospect for potential employers. Music is also seen as a prestigious qualification to all universities.

What sort of homework will I get?

Composing

Research genres of music, working on initial ideas, creating draft compositions and developing ideas.

Research

About styles of music, technical words, composers, music of other countries.

Performance

Practising for performance lessons.

What do I do now?

Come to Room 19 on Open Evening and talk to the present Year 10 and the Music Staff.

For Further Details Contact:-
Mr A.Greenhead
a.greenhead@bridgewaterhigh.com

Musical Theatre (Btec)

What is BTEC ?

This course is a practical, work related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

It introduces you to the arts industry whether that be theatre, music, dance or production.

A BTEC Award is equivalent to one GCSE grade 9—4.

What is the course structure?

3 Components:

Component 1

Exploring the Performing Arts (30%)

Component 2

Developing Skills and Techniques in the Performing Arts (30%)

Component 3

Performing to a Brief (40%)

How is the course assessed?

All units are assessed and graded through mostly practical work and some written portfolios and presentations and an overall qualification is awarded. Pass (4/5), Merit (6),
Distinction (7), Distinction * (8-9).

Component 3 is a controlled assessment that is sent to an external examiner. The other units are internally assessed.

Musical Theatre (Btec) Continued

What can I do at the end of the course?

With further training or study students can go into courses and jobs in:-

Acting
Theatre
Dance
Music
Entertainment
Technical/Design work
Teaching
Choreography
Community Arts
Directing
Playwright
TV Presenting

The pass rate for this course for the past ten years has been 100% - most students achieving Distinctions.
72% achieved Distinction's last year.

BTECS opens doors and rewards effort

- 62% of large companies have recruited employees with BTEC Qualifications.
- BTECS increase the likelihood of getting a job, by 8% for women and 5% for men.
- Universities recognise BTEC Qualifications (Level 3) and award equal UCAS points.

For Further Details Contact:-
Miss M.Plimmer
m.plimmer@bridgewaterhigh.com

Religious Education
GCSE Full Course

This ever-popular course offers a modern and inspiring option that will help you learn about the key beliefs and teachings of religion and how these help religious believers to answer some of the fundamental questions about human existence, how people behave and why.

Religious Studies GCSE provides an academic and rigorous approach to studying two religions. As part of the course you will examine the beliefs, teachings and practices of Christianity and Islam discovering what these two religions believe and how these beliefs are put into practice in the modern world.

You will then use this as the foundation to look at today's issues—including things you see or read about in the news. You'll look at different themes and learn about areas such as human sexuality, issues surrounding abortion and euthanasia, violent protest and terrorism, war and peace and crime and punishment.

AQA Religious Studies A

Paper 1—Beliefs, teachings and practices of Christianity and Islam

Paper 2—Four religious, philosophical and ethical studies themes:-
Theme A: Relationships and families
Theme B: Religion and Life
Theme C: Religion, peace and conflict
Theme D: Religion, crime and punishment

Religious Education
GCSE Full Course Continued

Assessment

No controlled assessment or tiering. 100% exams.

Paper 1: Religions:
1 hour 45 minutes—96 marks (plus upto 6 marks for Spelling, punctuation and grammar (SPaG)) accounting 50% of the GCSE. The questions within each religion have a common structure of two five-part questions of 1,2,4,5 and 12 marks.

Paper 2: Themes
1 hour 45 minutes—96 marks (plus upto 3 marks for Spelling, punctuation and grammar (SPaG)) accounting 50% of the GCSE. The questions within the themes follow the same structure as the Religions paper consisting of four five part questions of 1,2,4, 5 and 12 marks.

How could it help with my future?

The course is an excellent basis for moving on to an A Level in Religious Studies, Philosophy, History, English Law, Sociology and Psychology.

It could also take you towards a number of careers, including working in the police or as a counsellor, social worker, nurse, youth worker, teacher or in any career that requires an understanding of people.

For Further Details Contact:-
Mrs P.Griffiths
p.griffiths@bridgewaterhigh.com

FULL GCSE PE Course

The Full GCSE PE course is run in addition to the content of the CORE curriculum. There is a **considerable element of theoretical work** in the course and this must be taken into consideration when selection is made. In addition, the content of the GCSE Course now contains previous A-Level content and therefore pupils must be willing to work hard and apply themselves.

Aims and learning outcomes

GCSE PE should encourage students to:-

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways.
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

The course has a **practical** and **theoretical** approach. Participation and performance in extra-curricular activities e.g. School Team and Club Practices would benefit students greatly. All pupils will be expected to participate fully in practical activities, ensuring they are suitably equipped to do this.

Breakdown of the Course

(1) **Practical Performance**—Worth 40% of the overall mark

Practical performance in **three different physical activities** in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

Team Activity List

Association Football
Badminton (Cannot be assessed with singles badminton)
Basketball
Cricket
Dance (Can only be used for one activity)
Handball
Hockey (Must be field hockey. Cannot be assessed as ice hockey or roller hockey)
Netball

FULL GCSE PE Course continued

Team Activity List continued

Rowing
(Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity)
Rugby League
(Cannot be assessed with Rugby Union or rugby sevens)
Rugby Union
(Cannot be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tag rugby)
Squash
(Cannot be assessed with singles squash)
Tennis
(Cannot be assessed with singles tennis)
Volleyball

Individual Activity List

Amateur Boxing
Athletics
Badminton
Canoeing/Kayaking (slalom)
Canoeing/Kayaking (sprint)
Cycling Track (indoor/outdoor) or road cycling
Dance (can only be used for one activity)
Diving Platform diving only
Golf
Gymnastics Floor routines
Equestrianism
Rock Climbing (can be indoor or outdoor climbing)
Skiing Outdoor/Indoor on snow. (Cannot be assessed with snowboarding. Must not be on dry slopes)
Snowboarding Outdoor/indoor on snow (Cannot be assessed with skiing. Must not be on dry slopes)
Squash
Swimming
Table-Tennis
Tennis
Trampolining

(2) **Theory Element**—Worth 60% of the overall mark
2 x 1 hour 15 minute papers each worth 30% of the overall mark

Paper 1
The Human Body and movement in physical activity and sport

What's assessed:-
Applied anatomy and physiology
Movement Analysis
Physical Training

How it's assessed:-
1hr 15 minutes exam
30% of the GCSE Grade

Paper 2
Socio-cultural influences and well-being in physical activity and sport
What's assessed:-
Sports Psychology
Socio-cultural influences
Health, fitness and well-being
How it's assessed:-
1hr 15 minutes exam
30% of GCSE Grade
Paper 1 and Paper 2 are a mixture of multiple choice, short answer and continuous prose questions.

Those students wishing to follow the GCSE PE course should therefore be able to demonstrate:-

- A real thirst for knowledge of sport in both practical and theoretical concepts
- A high level of sporting competence in at least 3 physical activities
- A willingness to work hard and apply theoretical knowledge
- Actively playing in a team or individual sport outside of school.

.

For further details contact:-
Mr P MacKay
p.mackay@bridgewaterhigh.com

Textile Design

The GCSE TEXTILES Course is organised so that all students undertake a wide range of creative experiences in years 10 and 11.

The work to be produced over the two year course will be on an experimental and original creative basis but will have a strong contemporary and historical art craft and design emphasis. Students will be encouraged to make full use of their drawing abilities as a starting point to the designing process. The work will involve a variety of techniques such as collage and image transfer with fabric printed such as batik, felting and hand and machine stitching.

An important aspect of the course will be the student's sketch books, which will be used fully for homework and classwork over the two year course. Homework is seen as a positive extension of classwork and students are encouraged to use the specialist facilities outside of their normal timetabled lessons.

Controlled Assessment: Portfolio of Work

A portfolio of work produced in year 10 and 11 that includes a sustained project which evidences the creative journey from initial research, through to the creation of a final outcome. The portfolio will also include a selection of further work undertaken over the course of study.

Externally Set Task

A piece of work which the student produces unaided over a 10 hour period during the Spring Term of Year 11. This work is worth 40% of the Final Grade mark.

Textile Design Continued

Both the Portfolio of Work and the Externally Set Task are displayed together for internal and external marking.

Apart from fostering an understanding of Textiles and enabling pupils to explore their ideas and experiences in a visual way, the course also prepares students for courses in Colleges of Art, Further Education and University.

Art, Craft & Design related careers are amongst the fastest growing areas in today's job market. Over two million people are currently employed in careers where Art, Craft & Design Education plays a vital role. These careers include fashion, interior design, graphic design, illustration, architecture, engineering, stage and film sets design just to name a few.

Pupils will need to purchase a folder and a sketch book which can be purchased from school. Details regarding the cost of these items will be sent out in September.
Pupils will also need to obtain a "bit box" which they will add to throughout the course.

For Further Details Contact:-
Dr. E.Letheren
E.letheren@bridgewaterhigh.com

CONTACT EMAIL FOR HEAD OF SUBJECTS

Acting
Mrs A Swaffield
a.swaffield@bridgewaterhigh.com
Art
Dr E Letheren
e.letheren@bridgewaterhigh.com
Business Studies
Mrs A Fowler
a.fowler@bridgewaterhigh.com
Careers, Citizenship, Personal, Social and Health Education
Mr A Roberts
aroberts@bridgewaterhigh.com
Mr M Knight
m.knight@bridgewaterhigh.com
Computer Science and iMedia
Mrs A Fowler
a.fowler@bridgewaterhigh.com
Dance
Miss N Hughes
n.hughes@bridgewaterhigh.com
English / English Literature
Miss J Maunder
j.maunder@bridgewaterhigh.com
Food Preparation
Mrs E Simon
e.simon@bridgewaterhigh.com
Geography
Mr K Steer
k.steer@bridgewaterhigh.com
Graphic Products & Product Design
Mrs J Garry
j.garry@bridgewaterhigh.com
History
Mrs T Shorrock
t.shorrock@bridgewaterhigh.com
Mathematics
Miss C Beswick / Mr A.Gledhill
c.beswick@bridgewaterhigh.com
a.gledhill@bridgewaterhigh.com
Modern Languages
(French and German)
Mr R.Glew
r.glew@bridgewaterhigh.com
Music
Mr A Greenhead
a.greenhead@bridgewaterhigh.com
Musical Theatre
Miss M.Plimmer
m.plimmer@bridgewaterhigh.com
Physical Education
Mr P Mackay
p.mackay@bridgewaterhigh.com
Religious Education
Mrs P.Griffiths
p.griffiths@bridgewaterhigh.com
Science
Mr A McMahon/ Mrs E Shaw
a.mcmahon@bridgewaterhigh.com
e.shaw@bridgewaterhigh.com
Textiles
Dr E Letheren
e.letheren@bridgewaterhigh.com