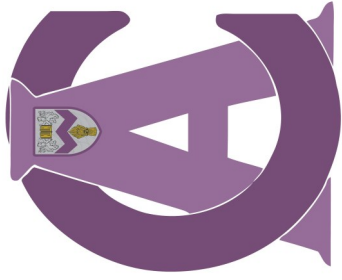




Bridgewater High School

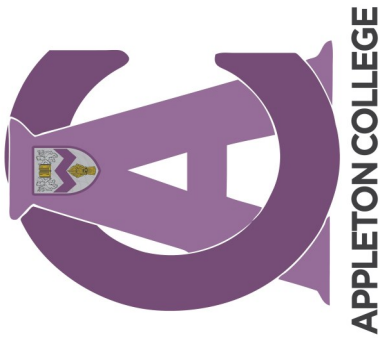


APPLETON COLLEGE

National Curriculum Key Stage 4 2016-2018

The Curriculum for Years Ten & Eleven

Name:-



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**

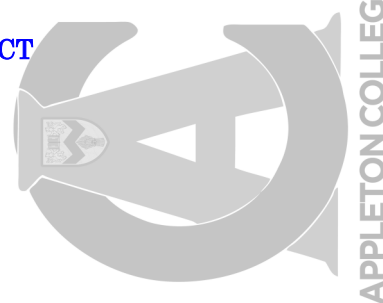
**Telephone:- 01925-
263919/263814**

**Bridgewater
High School**



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Bridgewater
High School



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 (Work Experience).

2. **Entitlement Subjects:**

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

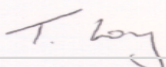
In Year 10 pupils are expected to choose to study (at least) one of the following subjects
Computer Science French German Geography History Separate Science
The overriding advice must be that all students should retain a wide range of subjects and not limit their opportunities at 16 by making inappropriate 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 **Wednesday 13th January 2016** 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

Bridgewater's curriculum conforms with the arrangements for the Key Stage 4 National Curriculum and involves having 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 further 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:

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	

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.

Changes to GCSEs 2016-18

The content of all GCSE courses will undergo certain changes over the next few years. For pupils commencing Year 10 in September 2016 **all subjects except English and Maths will have a new GCSE Syllabus** . English and Maths introduced new syllabi for the current Year 10 cohort—the current Year 9 cohort will follow the same syllabi as Year 10. The most obvious change will be 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 currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve 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 good pass by the Department for Education.

THE ROUGH GUIDE TO THE NEW GCSE

Old GCSE A* - G

A*
A
B
C
D
E
F
G
U

The Old National Curriculum Levels are NOT equivalent to the new GCSE Grade numbers.

New GCSE 9-1

9
8
7
6
5
4
3
2
1
U

Examinations

Please not all information is correct at the time of writing. For some courses the DofE 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 National Curriculum 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 BTec. 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 expected to be 4—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,

- 1 It is expected pupils will choose (at least) one of the following subjects
Computer Science French German
Geography History Separate Science
- 2 If you are considering taking GCSE Computer Science and/or GCSE ICT please see the ICT Faculty—these courses are very different in content.
- 3 You are free to take either GCSE Graphics or GCSE Product Design if you wish to. However due to the nature and similarity of controlled assessments you may not chose both Graphics and Product Design.
- 4 You are free to take either GCSE Art or GCSE Textiles if you wish to. However, due to the nature of controlled assessments, choosing both GCSE Art and GCSE Textiles is only allowed after consideration by the school on an individual basis .

Also

- We encourage pupils to make choices that would provide a broad and balanced curriculum.
- 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 have a high amount of controlled assessment.** This could leave you with a heavy pressure of work to manage during much of Year 11. Read through the subject statements and, if you are in any doubt, seek the advice of subject teachers. Help is given by the school in Years 10 and 11 to assist students in managing controlled assessment pressure.

Making the Choice

Guidance for Students

(e) Who can advise me?

Discuss your choice of subjects as widely as possible. During the 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 **Wednesday 13th January** 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 and return it to your Form Tutor by **Friday 29th January 2016**.

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 GCSE in English and Maths 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 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

Currently this is a school performance measure that counts any pupil who achieves a GCSE C 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 KEY STAGE 4 2016-2018

Student Name		Form 9	
---------------------	--	---------------	--

Choose (at least) one of the following subjects written in capitals in the grid:-
COMPUTER SCIENCE FRENCH GERMAN
GEOGRAPHY HISTORY SEPARATE SCIENCE

Option A	Option B	Option C	Option D
Art, Craft & Design	Art, Craft & Design	Dance	Art, Craft & Design
Business Studies	Business Studies	Drama	Dance
GEOGRAPHY	Child Development	Food Preparation & Nutrition	Drama
GERMAN	Drama	GEOGRAPHY	GEOGRAPHY
HISTORY	FRENCH	Graphics	HISTORY
Food Preparation & Nutrition	GEOGRAPHY	HISTORY	Gcse Ict or COMPUTER SCIENCE
Product Design	HISTORY	Gcse Ict or COMPUTER SCIENCE	Music
Textile Design	Product Design	Music	Physical Education
Performing Arts Btec	Textile Design	Religious Education	SEPARATE SCIENCE
Gcse Ict or COMPUTER SCIENCE		SEPARATE SCIENCE	Graphics

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

If you wish to choose both GCSE Art, Craft & Design and GCSE Textile Design the school will consider this combination on an individual pupil basis.

You may not choose both Graphics and Product Design

Parental Agreement:



Signed:-

Parent/Guardian

Citizenship, Personal, Social and Health Education

KS3 Citizenship is delivered through History, Religious Studies and PSHE.

The Citizenship and PSHE Programme in Key Stage 4 builds on the work covered in Years 7-9.

Over KS4 Citizenship will be delivered through Core RS and PSHE lessons, where the focus is on identifying Citizenship themes as they occur in the news.

PSHE is delivered fortnightly. Students work with their forms, form tutors and other staff to develop awareness of safeguarding issues and wellbeing.

Themes covered include:-

- Careers
- E-Safety
- Personal Identity
- Healthy Lifestyles
- Diversity
- Relationships
- and Managing Risk

For Further Details Contact:-
Mr M Knight
m.knight@bridgewaterhigh.com

English / English Literature

We teach the WJEC (Welsh Board) 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. 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:-
Mr B McCahey (Head of Faculty)

b.mccahey@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, 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. 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. 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:-
Mr B McCahey (Head of Faculty)

Mathematics

Mathematics is studied by all students at KS4. Maths GCSE is a demanding course with emphasis on fluency, reasoning and problem solving.

The GCSE course is assessed by 3 written exam papers at the end of Year 11.

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 (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 setting for KS4 is based upon both teacher recommendation and performance in Year 9.

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 (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 M Barber
m.barber@bridgewaterhigh.com

Mrs E Shaw
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, Cricket, Tennis, Rounders, Softball, Hockey, Soccer, Rugby, Netball, Basketball, Volleyball, Aerobics, Badminton, Swimming (Year 11), Trampolining and other minor games.

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

Boys

Royal blue/red hoop reversible rugby shirt, royal blue shorts, red and royal blue socks and football or rugby boots; indoor kit is white polo shirt, blue shorts, white socks and indoor footwear.

Girls

White blouse, royal blue sweatshirt, royal blue games skirt, royal blue gym shorts, white socks and royal blue hockey socks, football or hockey boots and indoor footwear.

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

Physical Education Core Curriculum Continued

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 M Turner

m.turner@bridgewaterhigh.com

Mr P Mackay

p.mackay@bridgewaterhigh.com

Religious Education Core Curriculum

Religious Education is a compulsory component of the curriculum and is studied for one period per week.

Religious Studies is additionally available as an option subject and details of the available courses are to be found on page 31.

Students following the Core Curriculum for RE will complete a Short Course GCSE qualification as we feel students deserve credit for the work they complete. Students will study a proportion of the content of the Full Course taken as an Option subject. (see page 31 for details).

Relevant, interesting and engaging

Through an in depth study of the religions of Christianity and Islam students will develop their knowledge and understanding of these religions, and the influence of religion on individuals, communities and societies. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

GCSE Religious Education is an academically rigorous qualification. It is examined by 100% examination, with no controlled assessment or higher and foundation papers. As a subject with high literary content we work closely with the English department helping students develop the skills needed to succeed in both subjects.

Religious Education Core Curriculum Continued

A qualification that counts:- Employment & Career Value

In the world of work employees look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions. These skills all develop through RE. If you want to work with people, in caring work, teaching, journalism, publishing, law, policing, with children, health, catering, leisure and tourism or to work abroad or in a cosmopolitan setting. RE will give you plenty to think about, and valuable expertise.

Education in the Future

RE is a valuable entry qualification to post 16 education. A levels, and other further education opportunities. All universities accept and welcome students with RE onto a variety of courses, in humanities, law, arts and sciences as well as to specific courses in religious studies, theology, philosophy or related disciplines.

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



Information and Communication Technology

From September 2016, the ICT Faculty will be offering the following Level 2 GCSE courses in ICT & Computer Science:

GCSE ICT from Edexcel
(40% exam, 60% controlled assessment)

GCSE Computer Science
(80% exam, 20% controlled assessment)

Due to the changes in the 2016 curriculum with the introduction of the 9-1 grading system—at the time of printing we are unsure as to which exam board we will be using for our GCSE Computer Science Course.

It is worth noting that all exam boards (AQA, Edexcel, OCR) are offering courses that contain similar content and an 80/20 split between external/internal assessment.

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

Inspiring and Challenging

Modern and future-proofed

Creative and collaborative

When choosing ICT/Computer Science as a GCSE option, 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 for you will be available at the Y9 options evening or from your Y9 ICT teacher.

Computer Science and Information Technology are complementary subjects. Computer Science teaches a pupil how

Information and Communication Technology continued

to be an effective *author* of computational tools (software), while ICT teaches how to be a thoughtful *user* of those tools.

Alternative vocational qualifications
Edexcel CiDA course

In some circumstances, based on pupil ability and performance at KS3 English, Maths & ICT, we may choose to offer the Edexcel CiDA course. This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment.

There are a limited number of places on this course, so if your child is selected for the Edexcel CiDA, we will contact you to discuss the details further.

Despite all our best efforts to bring you up-to-date ICT information, the above courses are the ones that we feel will meet the needs of pupils at Bridgewater High School at the time of printing. We will make every effort to keep all parents and pupils fully informed of our intentions during the options process and at the options evening.

For Further Details Contact:-
Mr A.Pinnington
a.pinnington@bridgewaterhigh.com

Art, Craft & Design

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, Craft & 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 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

The aim of the GCSE course is to introduce pupils to issues concerning setting up a business and the reasons for success or failure. Pupils will learn to appreciate that businesses must operate within society and that businesses are involved with a wide range of stakeholders. As a major influence on our modern lives, an insight into the role played by business is a valuable skill.

In Year 10 the course looks at issues involved in **Starting a business, Marketing, Finance, Recruitment and retention** of staff and the role of **Technology within a business.**

In Year 11 pupils study businesses as they grow and look at the issues that expansion raises. This unit builds on their work from Y10 and considers how larger businesses differ from smaller businesses.

Assessment is based on the following:

Unit 1—Setting up a business

Written paper—1 hour

60 marks / 40%

Unit 2—Growing as a business

Written paper—1 hour

60 marks / 35%

And

Unit 3—Investigating Business

Controlled Assessment

40 marks / 25%

Pupils are encouraged to recognise the relevance of Business Studies to their lives and how it relates to the work of work. Pupils will gain valuable skills for the future and will understand much more about the way a business works.

Business Studies Continued

Budding entrepreneurs will perhaps have the skills and knowledge to start their own business!

The GCSE results are consistently good and Business Studies is a very useful GCSE when considering future career choices. It is one of the fastest growing courses in post—16 education and links well with many other subjects. Employers value the qualification and specific areas of employment may include Business Management, Marketing, Humans Resources, Accounting and Law.

GCSE Business Studies makes extensive demands upon a student's writing skills and is generally suited to those pupils with a National Curriculum high level 6 or above in English.

Cambridge Nationals in Business & Enterprise

In some circumstances the Business Studies department may enter your child onto the alternative vocationally related course. This is available at Level 1 and Level 2. The decision would be made on your child's KS3 English & ICT results. Pupils who are below level 6 in English will be considered for this course.

The Cambridge Nationals in Business & Enterprise take an engaging, practical and inspiring approach to learning & assessment. The course offers opportunities to develop business skills demanded by employers in the UK to day. They will enhance the learner's readiness for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication.

Assessment is based on the following:-

RO61: Introduction to business

Written Paper 60 Marks 25%

R062: Planning for Work Controlled Assessment 60 Marks 25%

R063: Setting up and running an enterprise Controlled Assessment 60 Marks 50%

For Further Details Contact:-
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y.hebden@bridgewaterhigh.com

Child Development

Child Development involves learning about the development of a child from its' conception until the age of 3. The following concepts are covered:

Scheme of Assessment for GCSE

Written paper—40% of total marks
Controlled Assessment
Research Child Study 20%
Observation Child Student 40%

Written Paper—Unit 1

40% of the total marks. There is one tier of assessment with a single paper which covers all of the grades 1-9.

Research Task—Unit 2

20% of the total marks. This task must be completed within the classroom and will occupy approximately seven hours of supervised time.

Child Study—Unit 3

40% of the total marks. This involves the study of a child under the age of five years by the end of the study, the study will include:-
Introductory visit.
Research based on chosen externally—set task.
Four further visits over a period of approximately four months.
Final evaluation.

For Further Details Contact:-
Mrs H.Burton
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Dance

At the time of writing a decision is yet to be made about whether we will be delivering the GCSE dance specification or the Edexcel BTEC Level 1/Level 2 First Award in Performing Arts (Dance).

GCSE DANCE SPECIFICATION:

This qualification is linear (meaning that students will sit all their exams and submit all their non-exam assessment at the end of the course).

What's assessed and how?

Performance

30% of GCSE/40 Marks (15 marks for set phrases and 25 marks for duet/trio performance)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration) - this includes the 3 selected set phrases used in the solo performance detailed above.

Choreography

30% of GCSE/40 marks Total Component

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

Students must be able to demonstrate how they have independently choreographed their dance by completing a Choreographic log. This includes a Programme note which requires the student to outline their choreographic intent.

The Performance and Choreography units (60% of the GCSE) are based on non-exam assessments (NEA) marked by the centre and moderated by AQA.

Dance Continued

Dance Appreciation

40% of GCSE. Written exam: 1 hour
30 minutes

- 80 marks—Questions based on students' own practice in performance and choreography and the GCSE Dance anthology.

What's assessed?

- * Knowledge and understanding of choreographic processes and performing skills
 - Critical appreciation of own work.
 - Critical appreciation of professional works.

The GCSE Dance anthology provides the focus for learning how to critically appreciate professional set works. The Anthology consists of eight short professional dance works; of between 10 and 30 minutes duration, choreographed by established and emerging artists in a range of styles and style fusions. Students must study all eight works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions.

Edexcel BTEC Level 1/Level 2 FIRST AWARD IN PERFORMING ARTS (DANCE) SPECIFICATION:-

Assessment units:

1. **Individual Showcase** (Externally assessed) - This unit covers what to include in a letter of application and how to prepare audition pieces or presentations that demonstrate your relevant skills and knowledge. Here pupils will develop a range of Dance skills and apply these in a performance related showcase.

Dance Continued

2. **Preparation, Performance and Production** (Internally assessed) - In this unit you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for, and produce, a performance by carrying out tasks that are appropriate to your role. No matter what role you undertake, you will also need to explore the performance piece you are working on.
3. **Dance Skills** (Internally assessed) - Not only will this unit focus on physical skills to support your technical development, you will also be encouraged to develop your interpretive skills, focusing in particular on how your selected dance style is performed and communicated to an audience. The aim of this is to hone your ability to interpret and convey a variety of styles and choreography to an audience.

For Further Details Contact:-

Mrs Franklin

Mrs Parry

Miss Hughes

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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 hoodie/hat/swing tag design using 'Photoshop' designs for 'Alessi' Products and an 'Eco-house' design using 2 point perspective 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

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 and packaging for various new and fashionable products.

The course is assessed in 2 sections:

60% Controlled Assessment

A 25 page folder of high quality research, design ideas and theory sheets plus a range of high quality prototypes made from paper and card.

40% Written Exam

A 2 hour exam which will question the students on various topics such as: properties of materials, industrial techniques and sustainability issues.

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

For Further Details Contact:-
Mrs J.Garry
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Product Design

Product Design is about finding a 'gap in the market' and creating a new product to fill 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 jitterbug in Year 7, an automata and clock in Year 8 and a speaker, lamp and design for a camera or MP3 player 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, torches and furniture.

Product Design Continued

The course is assessed in 2 sections

60% Controlled Assessment

A 25 page folder of high quality research, design ideas and theory sheets plus a final high quality product.

40% Written Exam

A 2 hour exam which will question the students on various topics such as: properties of materials, industrial techniques and sustainability issues.

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

For Further Details Contact:-
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Food Preparation & Nutrition Why take GCSE Food Preparation & Nutrition?

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 & Nutrition Why take GCSE Food Preparation & Nutrition? 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. But overall it is an understanding of a commodity we all need.

For Further Details Contact:-

Mrs E.Simon

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Drama

Why take GCSE Drama?

Drama is a valuable examination subject for all as it employs many “life skills” invaluable in the ‘real world’ such as confidence building, verbal communication, independent study, group work requiring reliability and trust, understanding of others’ point of view, rational argument and negotiation, plus analysis and evaluation.

You will benefit not only from the outstanding facilities we have but also from organised activities such as theatre visits and workshops led by visiting specialists.

You may continue your studies through ‘AS’ and ‘A’ Level Drama and Theatre Studies, BTEC National Performing Arts, English & Media Studies here at Bridgewater. These are very different but exciting courses that complement one another and are accepted as entry qualifications by Universities and Colleges.

Drama GCSE is a fun, exciting and busy course that will equip you with many skills.

What does the course involve?

Component 1: Devising Controlled Assessment

40% of the qualification—60 marks

Content overview

- Create and develop a devised piece from a stimulus (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Drama Continued

Assessment overview

- Internally assessed and externally moderated.
- There are **two parts** to the assessment: 1) a portfolio covering and developing process and analysis and evaluation of this process (45 marks). 2) A devised performance as a group (15 marks).

Component 2: Performance from Text Coursework

20% of the qualification—48 marks

Content overview

- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

Assessment overview

- Externally assessed by visiting examiner.

Component 3: Theatre Makers in Practice Written examination: 1 hour 30 mins

40% of the qualification—60 marks

Content overview

- Practical exploration and study of one complete performance text.
- Live theatre evaluation—free choice of production.

Assessment overview

Section A: Bringing Texts to Life—45 marks

- This section consists of one question broken into six parts (short and extended responses) based on one extract from the chosen performance text.

Section B: Live Theatre Evaluation—15 marks

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Who can take the course?

You can! If you are lively, imaginative and prepared to work hard, then this is the course for you.

For more details contact:

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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 data of all types. This has particular relevance to the controlled assessment element of the syllabus which involves the investigation and analysis of problems in the local area by getting out of the classroom to obtain first hand data and producing a report of the results. The Geographical investigation represents 25% of the exam.

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; and GCSE Geographers 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 two exams with the physical paper (37%) and Human paper (37%).

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 M.Knight
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History

History enables the student to acquire an understanding and knowledge of the past and how past events can affect the present. It enables the student to develop essential study skills relevant to most subject areas, to understand historical concepts and to appreciate how an historian really works by using evidence of many kinds to question statements. The skills acquired in GCSE History will be invaluable to students in their continued education and in the world of work.

GCSE History is a demanding course, but leads to a qualification that is well regarded by further education providers and employers.

History B (SHP) encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past.

The course covers the following topics:-

The People's Health 1250—present.

An aspect of British History *

History around us * A local study

America 1789-1900

Living Under Nazi Rule 1933-45

(* to be decided on finalisation of the relevant syllabus by the exam board)

The course is assessed by three written exams at the end of Year 11.

Paper 1 :

Thematic study and British depth study (40% of overall grade)

History Continued

Paper 2:

World History (40% of overall grade)

Paper 3:

History around us (20% of overall grade)

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:-

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Miss J Haplin

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Modern Languages (French and German)

The Situation

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 for the English Baccalaureate. French and German are also 2 of the 6 subjects from which one must be chosen.

The Reasons

Competence in a language or languages other than one's own is a vital skill, with French and German being the most sought after languages by British business. Any level of language competence is both beneficial and useful to the student. For holidays, social intercourse and business commitments; following language courses for five years helps develop this essential competence.

The Choices

Some Bridgewater pupils have already studied two foreign languages. Some may choose to continue to study two languages, whilst others may need to make a choice as to which language to continue studying. Languages are an optional subject. The following notes will help you make that choice.

1. Appleton band pupils have studied French for 3 years as First language. Some have studied German for 2 years as Second language. Stockton band pupils have studied German for 3 years as First language. Some have studied French for 2 years as Second language.
2. These pupils may study EITHER or BOTH languages to GCSE. Some pupils have studied only one language and this is the language they could continue to study to GCSE level.
3. When deciding which language to take, the following points should be considered:

Modern Languages (French and German Continued)

- when making a choice, as well as taking personal preference into account, remember that you have studied the first language for longer and it is consequently more advanced not necessarily harder.
- do not go for what you perceive to be an 'easier' option: the workload in both French and German is essentially the same.
- the second language has obviously more ground to make up in Years 10 and 11: are you prepared for the extra work this might entail?
- base the choice on a genuine reason, not a whim or because your friends are choosing one way; seek advice from your language teacher.
- results in first and second languages at Bridgewater are always good, but are dependent upon the amount of commitment and effort of the individual.
- two languages are better than one: you have more scope and range of language to offer, so consider doing both and as they support each other it isn't even double the work.

The Examination

The syllabus for both French and German will be AQA. These courses stress the communicative skills and enable students to converse in and understand the language. GCSE examinations in languages differentiate between Foundation and Higher levels of achievement and 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.

Please note: the choice must be made from either Option A or Option B, for one language, or Option A and Option B for a pupil intending to study both foreign languages.

For Further Details Contact:-
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Music

A lively and engaging balance of performing, composing and listening to music.

What does the course involve?

There are three sections to the final exam, two x 30% each and one x 40%. Preparation for the exam is achieved by studying three specific areas:

Performing

What better way to earn exam marks than through performing both solo and in a group? Whether you are a beginner willing to learn an instrument (or sing) or an experienced performer, this is for you!

Composing

You will develop your skills in composition and choose whether you want to work on computer or with live instruments or a mixture of both. You will choose 2 out of 4 topics (topics include Popular Music and more).

Listening and Appraising

You will experience music from 1600 to Modern, and from across the world. You will also extend your knowledge of the technical language of music, through the study of 12 set pieces.

This is an exciting and varied course which will provide you with many opportunities to develop your musical skills. It is offered as a full GCSE course.

You can develop your use of Music Technology significantly, learning how to create your own unique pieces of music.

Music continued

and can tailor the course to your own needs and interests.

What sort of homework will I get?

Composing

Working on initial ideas, drafts, 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:-
Miss C O'Flanagan
c.oflanagan@bridgewaterhigh.com

BTEC Level 1/2 Award Performing Arts

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?

Units:

- Individual Showcase, Auditions and Applications.
- Preparation, Performance and Production—Variety Show (All the World's a Stage).
- Musical Theatre Skills, Musical Theatre Show.
- Performing Scripted Plays.
- Devising Plays.

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), Merit (5-6), Distinction (7), Distinction * (8-9).

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

BTEC Level 1/2 Award Performing Arts 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 seven years has been 100% - most students achieving Distinctions.

Most students achieved Distinctions 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:
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Physical Education

This **Full GCSE** course is in addition to the content of the **CORE** curriculum. There is a considerable element of theoretical work in the course and this must be borne in mind when selection is made.

The aims of the course are:-

1. to improve the students' ability to plan, perform and evaluate physical activity.
2. to increase the students' knowledge, understanding and performance of physical activities.
3. to promote the value of physical exercise as part of healthy living.
4. to improve the students' awareness of:
 - (a) the reasons for participation in physical activity.
 - (b) the opportunities for participation in physical activities.

The course has a practical and a theoretical approach. Participation and performance in extra curricular activities e.g. School Team and Club practices, would benefit students greatly. All pupils must be properly and safely dressed. The wearing of correct school kit is compulsory. Students will need to supplement existing kit to meet the extra practical involvement in the course.

Physical Education

A **Short course GCSE** is offered through Core Curriculum PE. The course consists of two components:-

Physical Education Continued

(1) **Practical Performance—60%**
Students will be assessed continuously in two activities, from a wide range of activities offered.

(2) **Terminal Examination—40%**
This will consist of one written paper of 45 minutes duration.

This will examine:-

- A) knowledge of understanding for the active participant.
- B) linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle.
- C) making informal decisions about getting involved in a lifetime of healthy physical activities that suit their needs.

The course has both practical and theoretical approaches. Students should be able to demonstrate:

1. A degree of competence in selected physical activities.
2. An ability to analyse and improve their own and others' performance.
3. Knowledge and understanding of:-
 - (i) the factors affecting performance
 - (ii) the reasons and opportunities for participation in physical activities.

For Further Details Contact:-

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Mr P.Mackay

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Religious Education GCSE Full Course

This course offers the opportunity for students to study Philosophy & Ethics in more depth.

It is particularly suited to students who may be considering careers in medicine, nursing, law, journalism, police, caring professions, teaching or any work where relating to other people is important.

To achieve this you will select RE in Option Block (C) and add this to the time given for compulsory RE.

The new GCSE specification have yet to be approved by Ofqual and exam boards have been asked to resubmit. However, looking at the draft specifications available we are currently looking at following:

AQA Religious Studies A

This involves study of:-

Paper 1

Beliefs, teachings and practices of Christianity and Islam*

Paper 2

Four religious, philosophical and ethical studies themes from the following:

Theme A: Relationships and families

Theme B: Religion and Life

Theme C: The existence of God and revelation

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

Theme F: Religion, human rights and social justice.

Religious Education GCSE Full Course Continued

Assessment

No controlled assessment or tiering. 100% exams.

Paper 1: 1 hour 45 minutes—96 marks (plus 5 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 6 marks plus one 12 mark question.

Paper 1: 1 hour 45 minutes—96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG)) accounting 50% of the GCSE. Each theme have a common structure of one five-part question 1,2,4, 5 and 12 marks. Each theme is marked out of 24.

Please be aware that until the specifications have been approved this is subject to change and may not be the exact course or assessment criteria followed.

- *Short Course students study Beliefs and teachings and the two themes in italics (A & D).*

For Further Details Contact:-

Mrs P.Griffiths

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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:-
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CONTACT EMAIL FOR HEAD OF SUBJECTS

Citizenship, Personal, Social and Health Education

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Religious Education

Mrs P.Griffiths:- p.griffiths@bridgewaterhigh.com

English / English Literature

Mr B McCahey (Head of Faculty) Miss J Maunder (KS4 Co-ordinator)

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Mathematics

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Science

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Physical Education

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Information and Communication

Technology

Mr A.Pinnington

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Art & Design Syllabus A

(General) AQA

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Business Studies

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Child Development/GCSE Food and Nutrition

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Catering

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Dance

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Graphic Products & Product Design

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Drama

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Geography

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History

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Modern Languages

(French and German)

Mr R.Glew

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Music

Miss C.O'Flanagan

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BTEC Level 1/Level 2

First Certificate in Performing Arts

(Musical Theatre)

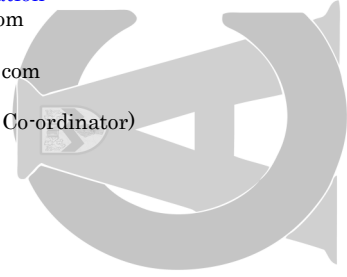
Miss M.Plimmer

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Textiles Art Syllabus B

Dr E Letheren

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APPLETON COLLEGE

Bridgewater
High School

