

REGENTS PARK



Community College

**KEY STAGE 4
CURRICULUM
BOOKLET**

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Business Studies

GCSE Business Studies

Curriculum Leader: Mrs L Lomer

Examination Board: AQA

Assessment Requirements:

- 40% Examination on Unit 1
- 25% Controlled Assessment based on Unit 1
- 35% Examination on Unit 2

Business Studies concerns the business aspects of organisations within their economic, political and social contexts.

The course will give students an understanding of the dynamics of business activities, which are rooted in current business theory and practice. The performance of business is studied from a range of perspectives. Using case studies, Business Studies ensure that candidates have experience of the real world of business organisations. The use of case study materials also requires that candidates use a variety of methods to analyse and evaluate evidence and thus make reasoned judgments in the context of real business scenarios. Emphasis is placed on students developing skills of analysis and application, as well as becoming discerning and critical in their thinking. The use of real-world examples is intended to give relevance and purpose to its study.

Course Outline

The subject content for GCSE Business Studies is set out to try to match how the real business world operates. It will cover 2 core areas of theory: "Setting up a Business" and "Growing as a Business". Through these two core areas of theory, students will learn about: different types of business organisations, marketing, business finance, and people in businesses, operations management and customer service.

The two exams are based on short case studies and students are required to draw upon the theory they have learnt to analyse the case study material and recommend business ideas.

Expectations

Students need to be motivated to study independently have good organisational and research skills and committed to the subject area.

Career Opportunities

In addition to helping students to acquire subject knowledge, Business Studies also:

- Provides an understanding of the commercial world and how finance is raised and used by the government to pay for the nation's goods and services.
- Broad area of study.
- Encourages students to consider the practical application of business and economic concepts.
- Explores the theories and concepts in the context of events in the business and economic world.
- Provides progression for students wishing to continue their studies to A-level Business Studies, A-level Economics, A-level Applied Business and the Diploma.
- Exciting trips.

Creative Arts

Art and Design (GCSE Level 1/2)

Curriculum Leader: Mrs H Freeman

Examination Board: AQA

Assessment Requirements

60% Coursework

40% Exam

Course Outline

GCSE Art & Design is an exciting and stimulating course that gives the students opportunities to experiment through drawing, painting, printing and using mixed media. They will produce sketchbooks full of visual research and produce a final piece for each unit. Students also research a range of critical artist links to inform and inspire their personal work. It encourages students to have an adventurous and enquiring approach to Art and Design, whilst giving the opportunity to develop their skills and self-expression. The course is unendorsed, which means students have the opportunity to investigate and explore a variety of art subjects including graphic design, photography, sculpture and fine art.

40% is an externally set assignment. Students will have 6 school weeks to prepare for the exam which is followed by a 10 hour timed exercise. The art exam is completed around Easter time, to allow further time to develop their coursework before moderation.

Expectations

Students need to show commitment to the course by working independently outside of school. They should also be willing to experiment with a variety of techniques and media to explore all areas of art. A high level of attendance is important also as low attendance can affect quality of coursework.

Career Opportunities

Excellent progression on to A-level and degree level Art & Design subjects. Future career opportunities are vast; from artists to fashion designers and games developers

Acting (BTEC First Award Level 1/2)

Curriculum Leader: Mrs H Freeman

Examination Board: Edexcel

Assessment Requirements

75% Practical assignment based work.

25% Written and practical exam based work.

Course Outline

The course will cover three units:

- Acting skills and preparation
- Performance and production
- Individual showcase

The first two units, 'Acting skills and preparation' and 'performance and production' will be examined through continuous coursework, practical assessment and written evaluations. The exam unit – "Individual showcase" – will be completed under exam conditions and be marked externally.

- **Acting Skills** – This unit is all about developing the student's versatility as an actor. We study two theatre practitioners – Brecht and Stanislavski, and explore their ways of working through scripted work and improvisation. Where possible, students are led in workshops to help to develop their technique. Students are assessed on their ability to master new skills and how they apply them in a performance.
- **Preparation, Performance and Production** – In this unit, students learn how to develop a performance piece as a member of a performance company within school. Each student takes on a specific role, prepares for, and produces a performance piece which will be showcased to a live audience.
- **Individual Showcase** – Externally marked and completed under exam conditions, this unit is geared to teaching students about securing work and training opportunities in the performing arts sector. How to prepare audition pieces or presentations that demonstrate relevant skills and knowledge and what to include in a letter of application.

Expectations:

This course is much more demanding than Drama in Years 7-9. Make sure students understand what they are undertaking before they opt for the subject. See Mrs Freeman for further details. Develop their confidence, work in a group, be reliable, run with their imagination and create - take up BTEC PERFORMING ARTS (Acting)!

Career Opportunities:

This course is ideal for students who want to explore a career in the performing arts business either on or off the stage, to learn more about themselves have an interest in performing, directing, choreographing or the technical side of theatre.

Dance (BTEC First Award Level 1/2)

Curriculum Leader: Mrs H Freeman

Examination Board: Edexcel

Assessment Requirements:

75% Practical assignment based work.

25% Written and practical exam based work.

Course Outline:

The course will cover three units - dance skills, preparation, performance and production and individual showcase.

The first two units, - “dance skills” and “preparation, performance and production” will be examined through continuous coursework, practical assessment and written evaluations. The exam unit – “individual showcase” – will be completed under exam conditions and be marked externally.

- **Dance Skills** – This unit is all about developing the student’s versatility as a dancer. We study at least three different dance techniques such as contemporary, jazz and urban. Where possible, students are led in workshops to help to develop their technique. Students are assessed on their ability to master new skills and how they apply them in a performance.
- **Preparation, Performance and Production** – In this unit, students learn how to develop a performance piece as a member of a performance company within school. Each student takes on a specific role and prepares for and produces a performance piece which will be showcased to a live audience.
- **Individual Showcase** – Externally marked and completed under exam conditions, this unit is geared to teaching students about securing work and training opportunities in the performing arts sector. How to prepare audition pieces or presentations that demonstrate relevant skills and knowledge and what to include in a letter of application.

Expectations:

This course is much more demanding than dance in Years 7-9. Make sure students understand what students are undertaking before they opt for the subject. See Mrs Freeman for further details. Develop their confidence, work in a group, be reliable, run with their imagination, create - take up BTEC PERFORMING ARTS (Dance)!

Career Opportunities:

This course is ideal for students who want to explore a career in the performing arts business either on or off the stage, to learn more about themselves have an interest in performing, directing, choreographing or the technical side of theatre.

Music (GCSE A* to G)

Curriculum Leader: Mrs H Freeman

Examination Board: AQA

Assessment Requirements

Exam: 40%

Coursework: 60%

There is one exam in the summer. Students will listen to a CD and answer questions on the three areas of study which cover popular music, classical music and music from around the world. In addition there will be some extended writing questions on some set study pieces.

Course Outline

GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles - popular music, world music, and classical music. There are opportunities to use music technology such as sequencing and recording. Students will perform (play, sing or sequence) two pieces altogether. One of the pieces will be a solo in any style and on any instrument. The other performance will be with other players. These performances may take place in the classroom, in school music groups or outside school. They will be recorded and marked by their teacher. Students may offer sequencing as part of their solo performing, and sequencing and recording for performing during the course. Students will also compose two pieces according to a brief written by the teacher or themselves. These will be in a form or style that students have chosen from a list which includes the 12 bar blues, reggae, African drumming, variations, rondo, experimental or electronic music and club dance remix. If students like, they could write a song for a musical.

Expectations

Students will need good music skills from their KS3 studies and be able to play an instrument. Independent out of class study and practise will be vital.

Career Opportunities

Music can lead to many exciting careers such as musician, composer, music film editor, music reporter, record producer, DJ, studio engineer, studio technician, music teacher, ethnomusicologist, and many more.

GCSE Photography

Lens-based and light-based media

Curriculum Leader: Mrs H Freeman

Examination Board: AQA 4206

Assessment Requirements

60% Coursework

40% Exam

Course Outline

GCSE Photography is an exciting and stimulating course that gives the students opportunities to experiment through a variety of different photography skills. They will produce sketchbooks full of visual research and produce a final piece for each unit. Students also research a range of critical artist links to inform and inspire their personal work. It encourages students to have an adventurous and enquiring approach to photography, whilst giving the opportunity to develop their skills and self-expression. The course is unendorsed, which means students have the opportunity to investigate and explore a variety of photography themes that will provide them with a large skill set of different skills and techniques.

The other 40% is an external set assignment. Students will have 8 school weeks to prepare for the exam which is followed by a 10 hour timed exercise. The photography exam is completed around Easter time, to allow further time to develop their coursework before moderation.

Expectations

Students need to show commitment to the course by working independently outside of school. They should also be willing to experiment with a variety of techniques and media to explore all areas of art. A high level of attendance is important also as low attendance can affect quality of coursework. Although a camera is not essential it may prove useful. It is also suggested that students purchase their own SD card and SD card reader.

Career Opportunities

Excellent progression on to A-level and degree level Art, design and media subjects. Future career opportunities are vast; from photographers to journalists.

English

English Language (Year 10)

Curriculum Leader: Mr A Lucas

Examination Board: Edexcel

Assessment Requirements

100% Exam

Course Outline

The aims and objectives of the course are to enable the students to:

- Read a wide range of texts fluently and with good understanding.
- Read critically and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language, and use spoken standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

Exam Paper: Non-fiction and Transactional Writing

- **2 hours – 60% of the total GCSE**

Overview of content

- Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Overview of assessment

- **Section A** – Reading: questions on two thematically linked, unseen non-fiction extracts.
- **Section B** – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.

English Language (Year 11)

Curriculum Leader: Mr A Lucas

Examination Board: Edexcel

Assessment Requirements

60% Exam

40% Controlled Assessment

English Language Assessment Requirements

40% Controlled assessment:

Unit 1: 20% English Today.

Two tasks: reading and writing based on pre-released texts.

Unit 3: 20% Spoken Language.

One spoken language study response and one writing task.

60% Examination:

Unit 2: The Winter's Voice 'Of Mice and Men' by Steinbeck.

Two questions: one reading response and one writing task.

Speaking and listening is assessed during the course, but the mark awarded is recorded separately, this no longer contributes to the final GCSE grade.

Course Outline

The focus of both courses is to develop and extend students' understanding and appreciation of a range of literary, non-fiction and media texts. Students will be given the opportunity to respond to these texts in a variety of ways to encourage the development of an appropriate written style.

Assessment of speaking and listening in a range of contexts is a regular part of the learning process but is now awarded a separate mark. According to the task set, students will be expected to work as individuals, in pairs or small groups, selected by their teacher. This approach is designed to help students attain effective communication skills in a variety of situations.

Students will also be encouraged to work with initiative, independently and creatively, where opportunities are

English Literature (Year 10)

Curriculum Leader: Mr A Lucas

Examination Board: Edexcel

Assessment Requirements

100% Exam

Paper 1: Shakespeare and Post – 1914 Literature

1 hour and 45 minutes – 50% of the total GCSE

Overview of content

- Shakespeare play and a post-1914 British play or novel.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.

Overview of assessment

- **Section A** – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- **Section B** – Post – 1914 British play or novel: ONE essay question.
- **Closed book** (texts are not allowed in the examination).

Paper 2: 19th-century Novel and Poetry since 1789

2 hours 15 minutes – 50% of the total GCSE

Overview of content

- Study a 19th-century novel and a poetry collection from the "*Pearson Poetry Anthology*".
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

Overview of assessment

- **Section A** – 19th century novel: a two part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- **Section B** – Part 1: ONE question comparing a named poem from the *Pearson Poetry Anthology* collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.
- **Closed book** (texts are not allowed in the examination).

English Literature (Year 11)

Curriculum Leader: Mr A Lucas

Examination Board: Edexcel

Assessment Requirements

60% Exam

40% Controlled Assessment

Paper 1: Shakespeare and Post-1914 Literature

One text from Shakespeare:

Macbeth

The Tempest

Romeo and Juliet

Much Ado About Nothing

Twelfth Night

The Merchant of Venice

One text from Post-1914 British play or novel:

An Inspector Calls – J B Priestley

Hobson's Choice – Harold Brighouse

Blood Brothers – Willy Russell

Journey's End – R C Sherriff

Animal Farm – George Orwell

Lord of the Flies – William Golding

Anita and Me – Meera Syal

The Woman in Black – Susan Hill

Paper 2: 19th Century Novel and Poetry since 1789

One text from: 19th-century novel

Jane Eyre – Charlotte Brontë

Great Expectations – Charles Dickens

Dr Jekyll and Mr Hyde – R L Stevenson

A Christmas Carol – Charles Dickens

Pride and Prejudice – Jane Austen

Silas Marner – George Eliot

Frankenstein – Mary Shelley

One collection from: Pearson Poetry Anthology Collections

- Relationships
- Conflict
- Time and Place

Media Studies (GCSE Level 1/2 A*-G)

Subject Leader: Mr A Lucas

Examination Board: AQA 3571

Assessment Requirements

40% Examination

60% Coursework

Course Outline

Examination

40% Unit 1: Investigating the Media

- 1 hour 30 minutes
- Set topic for study
- Pre-release brief- 4 tasks, equally weighted

Controlled Assessment –Coursework

60% Unit 2: Understanding the Media

Three Coursework Assignments:

- Introduction to the Media.
- Cross Media Study.
- Practical Production.

Coursework tasks are set by the exam board.

Assignment Bank 1: Introduction to the Media *15 marks*

- Analytical response (*10 marks*) and practical production (*5 marks*).
- Primary focus on media language and audience.
- 500 words.

Assignment Bank 2: Cross Media Study *30 marks*

- Analysis / explanation (*20 marks*) and practical production (*10 marks*).
- Primary focus on representation and institutions.
- 1000 words.

Assignment Bank 3: Practical Production and Evaluation

- Planning, research, presentation (*15 marks*).
- Construct and evaluate: 700 -800 words (*30 marks*).

Expectations

Students will be expected to work independently and show commitment to producing high quality work both in and out of class.

Geography

GCSE Level 1/2 A* - G

Subject Leader: Miss C Cannon

Examination Board: Edexcel 'A'2GA01

Assessment Requirements

25% Coursework

25% Unit 1 – Geographical Skills and Challenges

25% Unit 2 – The Natural Environment

25% Unit 3 – The Human Environment

25% Unit 4 – Controlled Assessment

Assessment Tiers

Higher = A* - D

Foundation = C - G

Course Outline

The course aims to provide students who are studying GCSE Geography with a sound understanding and knowledge of key geographical themes for the 21st Century.

Key Stage 4 follows the Edexcel A syllabus and includes on settlement, rivers, coasts, plate tectonics and industry. 25% of the final mark is awarded through the controlled assessment.

Expectations

These topics will build on the student's experiences in Key Stage 3 Geography lessons and have also been selected to compliment other subjects. All topics will study the world from a local to a global scale and will draw on modern issues that affect the students in their daily lives. Geography encourages skills including independent learning, collaborative learning, literacy and numeracy. The controlled assessment element of the course will come from research undertaken by the students on a field visit. They will need to demonstrate literacy and numeracy skills in writing this up in the classroom as well as their geographical understanding.

Career Opportunities

Geography is a facilitating subject meaning it can open doors to many careers and college/university options.

History

GCSE Level ½ A*-G

Subject Leader: Mrs Blake

Examination Board: OCR

Assessment Requirements

- Paper One 45% and Paper Two 30%
- Controlled Assessment - essay, 2000 words maximum worth 25%

Course Outline

Paper One:

Factual recall paper.

2 hours long.

Content:

Origins of the Cold War – 1945-1949.

The Cuban Missile Crisis.

The Vietnam War.

Depth Study:

Germany 1918-1945 – Weimar Republic, Rise of the Nazis, Hitler's consolidation of power and Hitler's Germany

Paper Two:

Source skills paper.

1½ hours long.

Content:

Britain 1890-1918.

This is broken down into three main themes:

The campaign for Women's Votes – Suffragettes.

The Impact of WW1 – the Home Front.

Liberal Reforms.

One essay that answers an exam board set question (this changes each year). Students will have 8 hours to complete the task – broken up throughout lessons. The topic for this is **America 1900-1945 or America in the 50s and 60s**. The topic is chosen based on the questions set. Students will complete 4 weeks of learning prior to getting the question.

Revision and exam help.

Students will have access to the following support in the build-up to the examinations.

- 1) GCSEpod
- 2) Revision guides
- 3) Packs of past papers
- 4) Revision sessions (after school and in the holidays workshops will be offered)

Students should also make use of the following website:

<http://www.bbc.co.uk/education>

ICT

Cambridge National Certificate in ICT - Level 1 and 2 (Equivalent to 1 GCSE Grades G – A*)

Curriculum Leader: Mr D Strange

Examination Board: OCR

Assessment Requirements

The course consists of four units each worth 25% of the final grade.

A one hour written exam taken in the school hall following a pre-release paper, plus three other units which are completed on the computers in lesson time.

Course Outline

The course is mainly practical based. Students will be taught the skills and knowledge that are required to be able to provide answers for the exam board set tasks. Students will learn how to set up spread sheets and simple databases, how to set up a multi-page website and how to produce videos. They will also develop an understanding of how ICT is used in a business setting.

Once the skills have been taught, students will then have up to 10 hours to provide solutions to the set assignments. Students will be set clear deadlines and assessment requirements so that they can produce work to solve the problems set by the exam board.

The 4 unit areas covered will include:

- Understanding Computer Systems (Examined Unit – End of course) 25%
- How ICT is used in Business (Controlled Assessment – 60 Marks) 25%
- Creating and Interactive Product (Controlled Assessment – 60 Marks) 25%
- Combining Sound and Vision (Controlled Assessment – 60 Marks) 25%

Expectations

The ability to plan to meet the set deadlines will be vital to success in this course, as will attendance at all lessons so that students do not miss any of the skill learning sessions. Students are expected to be able to work independently when answering the exam board set tasks.

Career Opportunities

The course provides foundations for AS and A levels in ICT related subjects and offers skills which can be utilised in other subject areas. Students with well-developed ICT skills are highly valued and sought after in all areas of employment. The course provides a good foundation for further study and may lead to careers in the areas of computer animation, computer design, programming, computer game development and creation of apps.

Languages

GCSE Modern Foreign Languages

Acting Curriculum Leader: Ms V Loubier

Examination Board: AQA

Assessment Requirements:

- 60% Controlled Assessments in speaking and writing
- 40% Examinations in listening and reading at the end of the course

Course Outline

We offer three languages: French, German and Spanish and follow the AQA exam board specification. The course codes for the exam specifications are as follows:

French – AQA 4655

German – AQA 4665

Spanish – AQA 4695

The AQA course is centred around four themes to enable students to communicate and understand information in everyday life.

These are:

- Work and Education
- Lifestyle
- Leisure
- Home and Environment

Students are required to submit two spoken Controlled Assessments and two written Controlled Assessments, which make up 60% of the total qualification. If required by the class-teacher, students may be required to undertake (an) additional Controlled Assessment(s) in order to maximise their progress. The other 40% is assessed by examination in listening and reading and takes place at the end of the course.

Expectations

Students will be expected to participate in role-plays and other speaking tasks in French; the ability to use computers to access the Internet and have good organisational skills in order to meet Controlled Assessment deadlines.

Career Opportunities: Travel and tourism; public relations; hotel management; international business; translation work; jobs in the European Union and other countries outside Europe; journalism; teaching.

Leisure and Tourism

GCSE Level 1 or 2 graded A* to G

Curriculum Leader: Mrs L Lomer

Examination Board: AQA

Assessment Requirements:

40% Examination on Unit 1

60% Controlled Assessment

Course Outline

This course has been designed for candidates who wish to gain a sound knowledge and understanding of the leisure and tourism industry. The majority of the course is controlled assessment.

This GCSE provides a useful platform of learning for studying Leisure Studies or Travel and Tourism at AS/A2 level, or Diplomas in Sport and Active Leisure or Travel and Tourism.

The subject content for GCSE Leisure and Tourism is set out to try to match how the real tourism industry operates. It will cover 2 core areas of theory:

- Understand Leisure and Tourism Destinations.
- The Nature of Leisure and Tourism Destinations.

In this course, participants will gain the knowledge and skills necessary to succeed in travel and tourism and to prepare for entrance to college or work. It covers topics that include: world-wide travel destinations, customer service, European travel market, tour operations and sustainable tourism development. Students will work individually and in groups on a wide range of topics relating to the leisure and tourism industries in the UK. Students will undertake research into how people spend their leisure time and explore the options available to them.

Students will consider how the leisure and tourism industries are linked and how businesses work together to offer visitors a good service. This will require them to investigate what steps can be taken to provide good customer care and will involve them in activities such as role play.

Students will also learn the ways in which the travel and tourism industry provides products and services for people who wish to visit a range of destinations including major cities, seaside resorts, theme parks, sporting venues and place of historic interest.

Expectations:

Students need to be motivated to study independently, have good organisational and research skills and be committed to the subject area.

Career Opportunities:

The UK leisure and tourism industry is huge and rapidly expanding, offering many career opportunities for today's young people. In 2008 it employed over 3 million people – more than 13% of UK employees. A GCSE Leisure and Tourism qualification is a real first step-up onto the career ladder.

Maths

GCSE Maths Year 11 – 2016 Entry (Foundation C to G and Higher A* to D)

Curriculum Leader: Miss H O’Leary

Examination Board: Edexcel

Assessment Requirements

There is no coursework in GCSE Maths.

The course is linear and at the end of Year 11 students will sit two papers of equal weighting:

Paper 1 – Non-calculator (100 marks)

Paper 2 – Calculator (100 marks)

Both papers cover number, algebra, geometry, shape, measures, data and statistics.

Course Outline

Maths continues as a core subject in Years 10 and 11 with all students following a course that extends their knowledge and seeks to develop their problem solving skills in preparation for further studies at college and the work place. The majority of students follow the course at higher level leading to a GCSE high grade pass.

Expectations

All students are encouraged to aim for the highest grade possible. In their daily lessons students will be encouraged to work independently and recall number facts (such as formulae, square and cube numbers) in order to solve problems. Out of the classroom, students are expected to access appropriate materials to give them further practice and extension opportunities via homework tasks as well as recommended websites and apps.

GCSE Maths Year 10 for 2017 onwards Entry

(Foundation grades 6 to 1 and Higher grades 9 to 5)

Curriculum Leader: Miss H O'Leary

Examination Board: Edexcel

Assessment Requirements

There is no coursework in GCSE Maths.

The course is linear and at the end of Year 11 students will sit three papers of equal weighting:

Paper 1 – Non-calculator (80 marks)

Paper 2 – Calculator (80 marks)

Paper 3 – Calculator (80 marks)

The three papers cover number, algebra, geometry, shape, measures, data and statistics.

Course Outline

Maths continues as a core subject in Years 10 and 11 with all students following a course that extends their knowledge and seeks to develop their problem solving skills in preparation for further studies at college and the work place. The majority of students will follow the course at foundation level leading to a GCSE high grade pass at grades 5 and 6 to meet college entry requirements. Students following the higher level course will access content enabling them to achieve grades 7 to 9 and to study maths at advanced level.

Expectations

All students are encouraged to aim for the highest grade possible. In their daily lessons students will be encouraged to work independently and recall number facts (such as formulae, square and cube numbers) in order to solve problems. Out of the classroom, students are expected to access appropriate materials to give them further practice and extension opportunities via homework tasks as well as recommended websites and apps.

GCSE Statistics (Level 2 A* to E)

Curriculum Leader: Mrs H O'Leary

Examination Board: Edexcel

Assessment Requirements

Controlled assessment (25%)

Examination (75%) one paper (2 hours) calculator allowed

Course Outline

The Statistics course builds on some of the data handling elements of GCSE Maths and encourages students to question statements made in the media. Students are taught statistical sampling and analytical techniques which will help them with A-level modules and any aspect of a university research dissertation. Students enjoy the challenge of calculating Spearman's Rank Correlation Coefficient and find this a useful tool for investigating the strength of a correlation between two variables in many applied subject areas.

Expectations

All students who take this course are expected to aim for the highest grade possible. Students will be expected to apply and extend their knowledge from the GCSE Maths course and work independently outside of the lesson to ensure they become confident with the key skills.

Clubs and Activities

Pi Club – Year 11 students meet over hot chocolate and a croissant to work on key areas to enable them to make further improvements towards their GCSE (Thursdays 7.50 – 8.25am in room 32).

Physical Education

BTEC Level 1/2

Curriculum Leader: Miss Croud

Examination Board: Edexcel

Curriculum Outline

In the Physical Education department at Regents Park Community College we are aiming to build on established success to raise standards further in PE and sport. It will harness the motivating power of sport to engage all its students, to promote social inclusion and develop leadership qualities.

Physical Education is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of Physical Education at Regents Park Community College is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This is achieved through a tenacious approach to ensure outstanding; leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare and outcomes for children and learners are at the forefront of the curriculum areas planning, rigorous monitoring and review and implementation of creative approach to providing positive experience for learners.

Examination Courses

At the moment we offer BTEC Sport to our Year 10 and 11 students as an option subject. This involves students completing four units.

- **Unit 1** – An exam based unit where students demonstrate their understanding of Fitness for Sport and Exercise.
- **Unit 2** – Practical Sport—students learn about rules, regulations, roles of officials, techniques, strategies of a variety of sports.
- **Unit 5** – Training for personal fitness—students plan, carry out and review their very own training programme, which they undertake at David Lloyd.
- **Unit 6** – Leading Sports Activities—student learn about the skills and qualities associated with effective leadership, they plan their own sessions and demonstrate their leadership skills by delivering sessions to local primary school students.

Core PE

All students in Years 10 and 11 will have a core PE lesson. In these lessons students have the opportunity to participate in a variety of activities. The programme is designed to engage students in sport and fitness with the goal that they continue to participate in some of these activities after leaving Regents Park Community College. They will be given the opportunity to take part in activities both on and off of the school site. For example our Year 10 and 11 students this year are taking part in tennis units at David Lloyd, golf sessions at the municipal course, bowling at Atherley Bowling Centre and couch to 5k on Southampton Common.

PSHE

The PSHE programme of study aims to promote the spiritual, moral, cultural, mental and physical development of students.

During PSHE lessons in KS4 students learn about Relationships, including topics on healthy and non-healthy relationships and the differences in relationships.

Students also have specialist visitors in to deliver sessions on several sensitive issues regarding mental health, stress and their triggers, alcohol and misuse of other substances.

As part of the PSHE curriculum students are supported through work experience, applying for college/apprenticeships and future careers. This includes careers interviews during KS4 to support and develop their future choices.

As students start Year 11 PSHE has more of a focus on reflecting on their learning within key subject areas. Students are been given the chance to develop their revision and exam technique and making valuable use of extra advice and guidance was given to students to support progress especially in core subjects, Maths, English and Science.

Religious Studies

GCSE Level 1/2 A*- G

Subject Leader: Mr T Pine

Examination Board: WJEC 4451

Assessment Requirements

- Two Examinations

Course Outline

Religion and Life Issues:

- “Relationships” –What is love? Religious marriage ceremonies.
- “Looking for meaning” –Why do people believe in God? Whose life is it anyway?
- “Is it Fair” – Prejudice and discrimination.
- “Our World” –What makes us human? How should we care for the planet?

Religion and human experience:

- Religion and conflict.
- Religion and medicine.
- Religious expression.
- Authority – religion and state.

Expectations

No special equipment.

Homework set according to school policy. We receive a number of visitors and discuss a lot of issues, so ready participation is expected.

Career Opportunities

- A good general qualification that ranks with other Humanities.
- A demonstration of the candidate’s ability to grasp important concepts to support their own opinions persuasively and work independently.
- A demonstration of openness to other ideas and customs essential to working in a multi-cultural environment.
- A contribution to the personal quest for meaning and purpose in life that we all need to make.

Candidates will study the above issues through Hinduism, Islam and Christianity but in the exam they can draw on their own religious beliefs to answer the questions set.

Science

GCSE Level 1/2 A* - G

Acting Curriculum Leader: Mrs K Griffiths

Examination Board: AQA 4405

Assessment Requirements

- 25% Controlled assessment
- 75% Examinations

This course has an emphasis on scientific literacy; the knowledge and understanding that learners need to recognise the impact of science and technology on everyday life.

Course Outline

The course is designed to enable candidates to:

- Make informed personal decisions about issues and questions that involve science.
- Engage, as informed citizens, with science-based issues.
- Understand and reflect on the information included in (or omitted from) media reports and other sources of information.

The controlled assessment is worth 25% of the final exam, it consists of researching a hypothesis, carrying out a practical investigation and also two exams in controlled conditions.

Expectations

Students are expected to be prepared for all lessons and ensure that they take part in all aspects of the course to the best of their ability. There is also a strong emphasis on independent out of class study in order to consolidate and extend understanding of the course.

Career Opportunities

Science is a core subject along with English and Maths and it provides an excellent preparation for further studies in college. A successful core Science GCSE grade, especially together with a higher grade pass in Additional Science can lead to sought after careers such as medicine, engineering, pharmacy, agriculture, as well as laboratory work, research and a whole host of other pathways.

Additional Science

GCSE Level 1/2 A* to G

Acting Curriculum Leader: Mrs K Griffiths

Examination Board: AQA 4408

Assessment Requirements

- 25% Controlled assessment
- 75% Examinations

Course Outline

GCSE Additional Science A uses different contexts to relate science concepts to their applications. Focusing on scientific explanations and models, it gives students an insight into how scientists help develop our understanding of ourselves and the world we live in. GCSE Additional Science A provides distinctive and relevant experience for learners who wish to progress to Level 3 qualifications.

Controlled Assessment

The controlled assessment is worth 25% of the final exam, it consists of researching a hypothesis, carrying out a practical investigation and also two exams in controlled conditions.

Expectations

Students are expected to be prepared for all lessons and ensure that they take part in all aspects of the course to the best of their ability. There is also a strong emphasis on independent out of class study in order to consolidate and extend understanding of the course. All Additional Science students will be aiming to complete the higher tier exams and to gain a higher grade pass.

Career Opportunities

Additional Science provides excellent preparation for further study in science; this can lead to careers such as medicine, engineering, pharmacy, agriculture, as well as laboratory work, research and many others.

Triple Science

3 GCSEs Level 1/2 A* - G
GCSE Biology, Chemistry and Physics

Acting Curriculum Leader: Mrs K Griffiths

Examination Board: AQA 4401, 4402, 4403

Assessment Requirements

The triple science pathway allows students to achieve three separate GCSEs in Science: Physics, Biology and Chemistry. Students are required to study and be examined in all 3 Science GCSEs.

- 25% Controlled assessment
- 75% Examinations for each GCSE

Course Outline

The aims of these three GCSE specifications are to encourage candidates to:

- Acquire a systematic body of scientific knowledge, and the skills needed to apply this in new and changing situations in a range of domestic, industrial and environmental contexts.
- Acquire an understanding of scientific ideas, how they develop, and the factors which may affect their development and their power and limitations.
- Plan and carry out investigative tasks, considering and evaluating critically their own data and that obtained from other sources, and using ICT where appropriate.
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions, and using ICT where appropriate.
- Interpret and evaluate scientific data from a variety of sources.

Controlled Assessment

The controlled assessment is worth 25% of the final exam for each subject (Biology, Chemistry and Physics). It consists of researching a hypothesis, carrying out a practical investigation and also two exams in controlled conditions.

Expectations

Students are expected to be prepared for all lessons and ensure that they take part in all aspects of the courses to the best of their ability. There is also a strong emphasis on independent out of class study in order to consolidate and extend understanding of the courses. All Triple Science students will be aiming to complete the higher tier exams and to gain a higher grade pass.

Career Opportunities:

Triple Sciences provide the best preparation for further study in science, leading to degree level study or careers such as medicine, engineering, pharmacy, agriculture, as well as laboratory work, research and many others.

Technology

GCSE Catering Level 1/2 A* to G

Curriculum Leader: Mr D Strange

Examination Board: WJEC

Assessment Requirements

- 40% Examination – Unit 1: Principles of Food and Nutrition
- 60% Controlled Assessment – Unit 2: Food and Nutrition Practical Tasks
- 20% Task A: – One task selected from a choice of 3 set by WJEC (Teacher guidance given) 10 hours internally controlled assessment and externally moderated.
- 40% Task B: – One task selected from a choice of 2 set by WJEC (Teacher guidance given) 10 hours internally controlled assessment and externally moderated.

Course Outline

The course content is divided into four compulsory areas of study which will be integrated and taught through practical and theory lessons:

- Nutrition, diet and health throughout life.
- Factors affecting consumer choice.
- Nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking.
- Food hygiene and safety.

Home Economics: Food and Nutrition is both a practical and theory subject. Students develop and demonstrate their food preparation and handling skills through practical activities, whilst applying relevant knowledge and understanding of the topic areas 1-4. Students will also be expected to explore the theory behind key topics in preparation for their written exam completing written work in tasks and books. Students are expected to use their practical opportunities to develop their nutritional understanding of foods; practical lessons and food products produced will therefore have to meet specific criteria set by the teacher.

Expectations

Homework will be expected consisting of a minimum of 1 hour of study per week. Students must understand and appreciate all areas of the course and show an organised approach to the planning and theory aspects of the course as well as the practical elements. Students would be expected to cook regularly at home to develop skills and show an enthusiasm for generating their own ideas and developing their nutritional understanding.

Students will be expected to purchase their own ingredients for each item that is planned and produced. These costs may vary according to the different food ingredients required for individual products, but students will not be encouraged to source or use those that are expensive.

Design & Technology (Resistant Materials)

GCSE Level 1 or 2 graded A*-G

Curriculum Leader: Mr D Strange

Examination Board: AQA

Assessment Requirements:

Unit 1: Written Paper - 40% (120 Minute Exam- 120 Marks)

Unit 2: Designing & Making Practice - 60% (Controlled Assessment – 90 Marks)

One task selected from a choice set by AQA (Teacher guidance given)

45 hours internally controlled assessment and externally moderated.

Course Outline:

The controlled assessment is broken down into 4 main skill areas:

- Investigation, analysis & researching
- Designing and development of ideas
- Manufacturing of a quality product
- Evaluation

Students will investigate and design and produce a single product of good quality from the choice of topics available. The supporting folder will detail the journey they have taken to make the final piece. In preparation for this controlled assessment there will be a series of small focused tasks at the start of the course.

This course will focus on a range of materials and processes involving CAD/CAM. There will be opportunities for trips to various establishments both locally and in London to extend the learning taking place.

The single tier exam challenges students' skills as a designer and problem solver along with factual knowledge of working with woods, plastics and metals, along with more modern smart materials.

Expectations:

Homework is designed to support the topic being studied in class, including further research and consolidation of new skills and terminology. This should take approximately 1 hour per week. Students must understand and appreciate all areas of the design process, generating creative ideas and show an organised approach to the planning and theory aspects of the course as well as the practical elements. This is important as the folder and theory work need to be done before students can start manufacturing their product. Do not think this course is about making all the time.

Career Opportunities:

Architect, interior designer, movie set production, carpenter, engineer, production manager, graphic designer.

Work Related Learning (WRL)

Work Related Learning is a practical pathway where students study a Level 1 course at City College one morning a week, aimed at preparing students for the work place.

Students get to learn the theory associated with a practical subject while also experiencing the practical side using specialist facilities at City College

The courses are all vocational and include the following:

- Motor Vehicle
- Construction
- Hair and Beauty
- Childcare

This is an example list and subject to availability and will vary for different year groups

