



BARNARD CASTLE SCHOOL



GCSE COURSE INFORMATION





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WELCOME

FROM THE DEPUTY HEAD (ACADEMIC)

The choice of GCSE subjects, just over halfway through Year 9, is a significant moment for our students when they will be involved in making decisions about what they will study at School. The two crucial years that follow from this will help to shape aspects of their journey through the Sixth Form, university, and life beyond that.

This may sound daunting and as if childhood has come to a sudden and rather serious end, but that isn't the case. Although there is some opportunity to start specialising in particular areas, the GCSE curriculum at Barney is deliberately kept broad so that pupils continue to learn across a wide range of disciplines, including languages. Additionally, pupils aren't making this choice on their own. Their teachers and their parents will support them in working out the choices that will prove most useful, challenging, and inspiring. This booklet is part of that process.

Alongside this are the GCSE Information Evening and the Year 9 Parents' Evening, where you will have a chance to discuss your child's progress and the GCSE course with subject teachers, before your child presents their choices. It is important that time is spent researching what is involved in studying each subject, but above all, pick subjects that enthuse and interest you. Learning is much easier when it brings enjoyment and satisfaction.

Finally, it's worth remembering that life doesn't stop just because GCSEs have started. In Years 10 and 11, we still want to see Barnardians playing sport and

music, making friends, developing their own passions, and committing to a way of life that takes the values we aspire to in this community seriously. We want to see them continue to have fun, continue to build friendships, and continue to work towards finding their own understanding of what makes a happy, fulfilled life. This is all part of character development that we consider so significant. At the end of the day, we are trying to prepare pupils for the test of life and not a life of tests.

The next two years will be challenging but they will also be hugely rewarding. With the right choices, the strongest support, and the truest commitment, your daughter or son should emerge from Year 11 with not just good qualifications but also with an even greater sense of excitement about the future. I hope you find the information in this booklet helpful.

Matt Corke
Deputy Head (Academic)

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INTRODUCTION TO GCSE/IGCSE

In an ever-changing landscape of school qualifications at all age-groups, and despite some name changes along the way, the public examinations taken at age 16 have remained a constant, and if anything, their importance continues to increase. Universities make their offers before A Level results are received and therefore the GCSE results represent crucial pieces of data about a student's performance. Essentially, GCSE results give an early indicator of academic potential.

LENGTH OF COURSE

GCSEs are independent two-year courses, although in Mathematics and Sciences, students begin learning content in Year 9. It is rarely appropriate to change subjects once a course has started. Indeed, any student who does not follow the full two-year course from start to finish will be at a major disadvantage come the final examinations. Therefore, **we allow students to switch subjects up until Michaelmas Half Term**, assuming the timetable and class sizes facilitate it. After this, subject swaps are not possible.

SUBJECT CHOICE AND NUMBER

It is usual for schools to have a range of compulsory subjects and then to offer an element of choice to allow for some specialisation. Mathematics, English Language, English Literature, and the Sciences are compulsory subjects. Additionally, most students will also study at least one foreign language from Spanish, German, and French. If students wish to study two foreign languages, one of these must be French.

Students will then choose three additional subjects from the choices available in the option blocks. In total, students will achieve either 9 or 10 GCSE grades depending upon whether they take single sciences or the Combined Science Award, which is worth two GCSE grades.

We also offer a mixture of qualifications alongside GCSEs. These include International GCSEs (the grades for which are the same as GCSEs), the Cambridge National Qualification in Creative iMedia, the ASDAN Personal & Social Effectiveness Award, and Edexcel Functional Skills in Mathematics. Some students will also study AQA Level 3 Further Mathematics in addition to Mathematics.

ENTRY INTO THE SIXTH FORM

At Barney, we would normally expect students aiming to take A Levels to have met minimum grade requirements in the subjects they wish to study in Sixth Form.

Students scoring lower than the minimum grade requirements are likely to find A Levels a considerable challenge. They may still cope if their work ethic is right, however they should be prepared to seek guidance on which combinations of subjects might best enable a good overall outcome.

Ultimately, entry into the Sixth Form at Barney is at the discretion of the Headmaster and the Deputy Head in charge of Sixth Form. Where a student falls short of these guidelines, she or he may still be admitted if, in the judgment of the Head and Deputy Head, the pupil has consistently demonstrated good personal conduct and the appropriate levels of effort, attitudes to study, and approaches to learning. Conversely, a student could be declined entry into the Sixth Form because of a significant lack of such qualities, even though our expectations in terms of grades have been met.

fenêtre ?

	noir	
ouvrir	douze	12
	rouge	

'il vous plaît

on portable ?

Other useful sentences

Je suis désolé(e).	I'm sorry.
J'ai fini.	I've finished.
Je ne comprends pas.	I don't understand.
Je ne sais pas.	I don't know.
Peut-être ?	Can you help me please?
Qu'est-ce que ça veut dire ?	What does that mean?
Peut-être ?	Say it again please.
Je l'ai oublié.	I have forgotten.
Je ne suis pas sûr.	I'm not sure.
Je n'ai pas.	I haven't.
Je n'ai pas.	I haven't.
Je n'ai pas.	I haven't.



ENGLISH LANGUAGE

Head of Department: Mrs Amanda Gorman

Email: amg@barneyschool.org.uk

Course name: GCSE English Language [2.0] 1EN2

Exam board: Edexcel

WHY ENGLISH LANGUAGE?

Today's employers expect outstanding communication skills and this means writing and presentation as well as talking. Studying the mechanics of the English Language is vital in today's communication driven world.

For this GCSE, students will read a wide range of texts fluently and with understanding. They will read critically and use knowledge gained from wider reading to inform and improve their own writing. They will learn to:

- 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.

Texts studied reflect an awareness of diversity and this includes gender, ethnicity and socioeconomic background to enable student's to explore the attitudes of writers and form their own educated and sophisticated opinions.

SYLLABUS CONTENT:

Students will study a range of functional 19th-century non-fiction texts. They will:

- Develop skills to analyse and evaluate non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Study a range of 20th and 21st century prose fiction and literary non-fiction.
- Develop skills to analyse and compare 20th- and 21st-century fiction and literary non-fiction extracts.
- Develop imaginative writing skills to engage the reader.

In Section B of each paper, students will be required to produce a piece of extended writing which is either imaginative or transactional

ASSESSMENT:

Assessment consists of two written exams, each 1 hour and 55 minutes.

Paper 1:

Section A: Reading - Short and open-response questions on two thematically linked, unseen non-fiction extracts.

Section B: Writing - Choice of two writing tasks that require an extended response from students.

Paper 2:

Section A: Reading - Short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts.

Section B: Writing - Choice of two writing tasks that require an extended response from students.

The Spoken Language Endorsement requires students to deliver a three minute speech to their contemporaries.

ENGLISH LITERATURE

Head of Department: Mrs Amanda Gorman

Email: amg@barneyschool.org.uk

Course name: GCSE English Literature 1ETO

Exam board: Edexcel

WHY ENGLISH LITERATURE?

Demanding, rigorous, inclusive and empowering, English Literature enables students to read a wide range of classic literature and make connections across their reading.

Students will read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. Students will learn to appreciate the depth and power of the English literary heritage, writing accurately, effectively and analytically about their reading, whilst acquiring and using a wide vocabulary, including grammatical terminology, and other literary and linguistic terms. They will learn the vital skill of how to criticise and analyse what they read.

SYLLABUS CONTENT:

In Component 1, students will study a Shakespeare play and a post-1914 British play or novel, developing skills to analyse how the language, form, structure and context of texts can create meanings and effects.

In Component 2, students will study a 19th-century novel and a poetry collection from the Pearson Poetry Anthology.

ASSESSMENT:

Component 1:

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. The total number of marks available is 80.

Assessment duration: 1 hour and 45 minutes.

Closed book (texts are not allowed in the examination).

Component 2:

Section A – 19th-century novel: a two-part question, with the first part focussed 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.

The total number of marks available is 80.

Assessment duration: 2 hours and 15 minutes.

Closed book (texts are not allowed in the examination).



ENGLISH AS A SECOND LANGUAGE (EAL)

Head of Department: Mrs Lucie Nicholson

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Course name: IGCSE English as a Second Language (Count-in Speaking) (0991)

Exam board: Cambridge

WHY EAL?

EAL is an important part of the School's provision for international students as it offers not only language development, but also a platform to discuss any cultural issues they may encounter.

Our comprehensive curriculum for international students affords them the opportunity to expand their knowledge of the English language, while at the same time, providing linguistic support and access to other subjects and activities offered by the School through the development of transferable skills.

Within the EAL department, students are offered a platform where they can explore their similarities and differences based on their culture and life experiences, as well as support each other on their language journeys.

SYLLABUS CONTENT:

The syllabus offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking, who are presented with a variety of texts that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences.

This includes a range of spoken material, such as talks and conversations, to develop listening skills. Learners will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

ASSESSMENT:

Paper 1 –

2 hours

Reading and Writing 50%

60 marks

Candidates respond to six exercises: four reading and two writing
Structured and essay style questions

Paper 2 –

Approximately 50 minutes

Listening 25%

40 marks

Candidates listen to five exercises of short and longer texts

Multiple-choice style questions

Paper 3 –

Approximately 10–15 minutes

Speaking 25%

40 marks

Candidates take part in an interview, short talk and discussion



MATHEMATICS

Head of Department: Mr Mike Nicholson

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Course name & Exam boards: IGCSE Mathematics A (Edexcel), Level 2 Certificate in Further Mathematics (AQA), Level 1 & 2 Functional Skills (Edexcel)

WHY MATHEMATICS?

Mathematics is the language of problem solving and as such it is a core subject. Mathematics teaches students to apply rigorous techniques to unfamiliar problems and interpret their answers. It also promotes the communication of logical argument and reasoning together with accuracy.

Confidence with numbers is a vital life skill and the highly transferable skills developed through the study of Mathematics are always in high demand from employers and universities.

Mathematics naturally leads to related Sixth Form offerings of A Level Mathematics, Further Mathematics and Core Maths. IGCSE Mathematics at grade 7-9 is required to commence A Level Mathematics at the School. Employers and universities often require at least a grade 4-5 in Mathematics.

SYLLABUS CONTENT:

All students complete the IGCSE Mathematics course (Foundation or Higher). We believe it is the best preparation for A Level Mathematics whilst allowing all students to access the material. Currently, to achieve even smaller class sizes and the most effective teaching ratio, Years 9, 10 and 11 are taught in 5 sets.

IGCSE Mathematics (Foundation and Higher tiers)

Both tiers are divided up into four broad areas:

- Number
- Algebra
- Geometry & Trigonometry

- Statistics & Probability

Typically, a significant number of the lower two sets in each cohort will be entered for the Foundation tier of the IGCSE. It is worth noting that the final IGCSE certificate does not indicate which tier was completed, rather only indicates the grade (9-1).

Level 1/2 Functional Skills

Some students will be offered the opportunity to enter the less algebraically demanding Functional Skills qualifications during Year 10 and 11 to build their confidence and gain additional credit en route to their IGCSE qualification.

AQA Level 2 Further Mathematics

The top set in each cohort also study AQA Level 2 Certificate in Further Mathematics. This course contains topics which extend the IGCSE course and overlap with the first year of the A Level course:

- Number
- Algebra
- Coordinate Geometry
- Calculus
- Matrix Transformations
- Geometry

This course is taught in parallel, and the content is embedded at logical points throughout the IGCSE course.

Calculator requirements

We recommend the **CASIO fx-991EX Classwiz** to accompany all of our mathematics courses.

ASSESSMENT:

Mathematics is through external

written exams at the end of the course as follows:

IGCSE Mathematics (Higher and Foundation)

Paper 1: 120 minutes (calculator)

Paper 2: 120 minutes (calculator)

Functional Skills (Level 1 & 2)

Paper 1: 25 minutes (non-calculator)

Paper 2: 90 minutes (calculator)

AQA Level 3 Further Mathematics

Paper 1: 105 minutes (non-calculator)

Paper 2: 105 Minutes (calculator)



BIOLOGY

Head of Department: Mrs Rebecca Gibson

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Course name: GCSE Biology

Exam board: Edexcel

WHY BIOLOGY?

The GCSE Biology course aims to inspire and challenge students. It will help develop curiosity about the natural world around us, giving an insight into how science works and an appreciation for how it is relevant to everyday life.

Living organisms are amazingly complex, with even a single cell being fascinating in its intricacy. Studying Biology allows the opportunity to gain a deeper understanding of what is going on inside ourselves and the world around us. We study how organisms came to exist, how they are built, how they grow, the way they function and how they thrive in the environment.

Through studying Biology, students will be able to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory and field. You will develop the ability to evaluate biology-based claims qualitatively and quantitatively by critically analysing the methodology, evidence and conclusions.

Science matters. Edexcel have built their inclusive Biology course so that every student can enjoy studying and succeeding in it alongside the other Sciences, Chemistry and Physics.

GCSE Biology is an essential foundation for studying sciences at university. It is a key subject for lots of STEM careers, particularly in health care, medicine, sport and ecology.

SYLLABUS CONTENT:

Students will study a broad range of topics, designed to develop their understanding, application and analysis of biological ideas, techniques and procedures.

There are 9 topics covered across the GCSE course. Two of these (Topics 1 and 2) have already been covered in year 9 and are then reviewed throughout year 10 and 11 to consolidate understanding:

1. Key Concepts in Biology
2. Cells and Control
3. Genetics
4. Natural selection and genetic modification
5. Health, disease and the development of medicines
6. Plant structures and their functions
7. Animal coordination, control and homeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles

Topics 3-6 are covered in year 10 and topics 7-9 are covered in year 11. GCSE Biology also requires students to develop the skills, knowledge and understanding of working scientifically through the completion and assessment of eight core practicals which are carried out across the course.

ASSESSMENT:

Assessment consists of two externally examined papers sat at the end of year 11. Each exam paper is 1 hour 45 minutes, 100 marks and has an equal (50%) weighting to the overall grade. GCSE Biology is available at higher tier (grades 4-9) and foundation tier (grades 1-5). Advice will be given to students during year 11 on which tier entry is most suitable.

Both papers consist of multiple choice, short answer, calculation and longer extended open response (worth 6 marks) questions.

Paper 1 covers Topics 1-5 and **Paper 2** covers Topic 1 and 6-9.

CHEMISTRY

Head of Department: Mrs Janine Wilson

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Course name: GCSE Chemistry

Exam board: Edexcel

WHY CHEMISTRY?

Chemistry is the study of the building blocks of matter and life. It is often referred to as the central science because of its role in connecting the physical sciences with the life sciences and applied sciences, such as medicine and engineering.

For example, all biological bodies are made up of chemical compounds that partake in chemical reactions, such as photosynthesis and respiration.

The importance of studying chemistry is shown in medicine. If you want to be a doctor and go to medical school, you will need to have a good grounding in chemistry.

Similarly, to study pharmacy you will need chemistry as it is an integral part of understanding not only how to synthesis organic molecules but also how drugs may interact with our biological systems and how they may stay in our bodies.

Scientific understanding is changing our lives and it is vital that students should learn essential aspects of the knowledge, methods, processes, and uses of science. Eight core practicals form the backbone of the laboratory work, however we feel that working as a scientist is an essential element and students will experience a wider range of experimental chemistry work to underpin their theoretical understanding.

Studying the Edexcel Chemistry course, students develop scientific knowledge and conceptual understanding. Students develop the ability to evaluate claims based on science and scientific communications skills and are well prepared for further study and employment.

SYLLABUS CONTENT:

From Year 9, students follow the Edexcel GCSE Chemistry course. The material covered in Year 9 is common to all alternative routes to a GCSE.

The decision as to which sets will follow the GCSE Chemistry route (1CHO) and which will take the Combined Science route (1SCO) will be made at the end of Year 9, although there is some flexibility into the early part of Year 10. Either route is good preparation to go on to study Chemistry at A Level.

ASSESSMENT:

Two exam papers are taken at the end of the course. There are Core and Extended Tiers, and students will sit:

Paper 1: 1 hr 45 minutes worth 50%

Paper 2: 1 hr 45 minutes worth 50%

Each paper contains a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended, open-response questions.



PHYSICS

Head of Department: Mr Christopher Butler

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Course name: GCSE Physics

Exam board: Edexcel

WHY PHYSICS?

From fundamental research in particle physics to cosmology, Physics is an exciting science to study. It is relevant to the many challenges facing our society, such as global warming and the need to use alternative energy sources. The study of Physics at GCSE provides students with the foundations they need to analyse and understand the material world in which they live. Moreover, students learn to be problem-solvers, a skill that will serve them well whether they continue to study science after GCSE or not.

In the Edexcel course, by studying some interesting topics, students learn the essential aspects of knowledge, methods, processes, and uses of Physics, and learn to commutate their understanding logically. By the end of the course, we intend that students come to appreciate the elegance of physics: that a few key ideas can describe the complex and diverse phenomena of the natural world.

After studying the Edexcel Physics course, students develop good conceptual understanding, a disciplined mathematical approach, and the scientific communication skills that prepare them well to continue further scientific study. Physics is considered the foundational science and underpins the technology of our modern world with good reason.

SYLLABUS CONTENT:

The GCSE Physics course begins in Year 9 at Barney. Our course delivery is carefully designed so that the topics taught in Year 9 are revisited and extended in Years 10 and 11, offering opportunities for reinforcement and a better appreciation of the links between key ideas.

Year 9:

SP1 – Motion
SP3 – Conservation of energy
SP4 – Waves

Year 10:

SP5 – Light and the EM spectrum
SP2 – Motion and forces
SP6 – Radioactivity
SP7 – Astronomy
SP8 – Forces doing work
SP9 – Forces and their effects

Year 11:

SP10 – Electricity and circuits
SP11 – Static electricity
SP12 – Magnetism and motors
SP13 – Electromagnetic induction
SP14 – Particle model
SP15 – Forces and matter

Most lessons involve practical work of some kind, and students are encouraged to think carefully about their data and experiences to develop their understanding.

We fully embrace ‘flipped learning’; students prepare for lessons by learning about new concepts before each lesson using our online learning platform. This supports better in-class discussion, tailored teaching, and time for more practical work. The course is supported by an excellent coursebook, revision guide, and a full suite of online resources that allow students the freedom to work independently and extend their learning.

Some classes follow a dual-award combined science qualification which comprises a subset of the Physics subject content. Both courses are taught by Physics specialists.

ASSESSMENT:

This is a three-year linear course, and both examination papers are taken at the end of Year 11. The internal examination at the end of Year 10 comprises a full Paper 1 and strongly indicates progress against the external grade thresholds.

Both Paper 1 and Paper 2 are 1 hour 45 minute written examinations, each worth 50% of the total marks and comprising of a variety of multiple-choice questions, short answer questions, calculations, and extended open response questions.

Each exam paper consists of multiple choice, short answer, calculation and longer extended open response (worth 6 marks) questions.

Paper 1 covers topics 1 - 7

Paper 2 covers topics 8-15

COMBINED SCIENCE

Head of Department: Mrs Rebecca Gibson, Mrs Janine Wilson, Mr Christopher Butler

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Course name: GCSE Combined Science

Exam board: Edexcel

WHY COMBINED SCIENCE?

Science matters. Edexcel has built its Combined Science course so that every student can enjoy science and succeed in their studies. GCSE Combined Science is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs.

Having started the GCSE Science courses in year 9, the Heads of Science are well placed to make recommendations to each student for the best course of study to enable them to achieve success as they enter year 10.

SYLLABUS CONTENT:

The content covered in Combined Science is similar to that of the separate science courses, the fundamental difference being a reduction in the volume of material covered.

For Biology, all of the 9 topics covered in the GCSE Biology are covered in GCSE Combined Science. Though parts of each topic are removed and therefore do not need to be learnt.

These topics are:

- Key Concepts in Biology (covered in year 9)
- Cells and Control (covered in year 9)
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals

- Ecosystems and material cycles

For Chemistry and Physics, there are parts of some topics as well as whole topics that are removed when compared to the separate GCSE courses.

Chemistry topics are:

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science

Physics topics are:

- Key concepts in physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Energy – Forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

As with the separate sciences, there are also core practicals which are carried out in each science across the course. There are 6 in Biology, 5 in Chemistry and 7 in Physics.

ASSESSMENT:

Assessment consists of six externally assessed exam papers completed at the end of year 11. Each exam paper is 1 hour 10 minutes, 60 marks and contributes 16.67% towards the overall double grade that is awarded.

Combined Science is available at higher tier (grades 4-3 to 9-9) and foundation tier (grades 1-1 to 5-5).

Students are placed in ability-based sets at the start of year 10 to study towards the appropriate course. This is reviewed throughout year 10 and 11 to ensure that each student is entered for the course which will optimise their chances of achieving their best grade possible.

Each exam paper consists of multiple choice, short answer, calculation and longer extended open response (worth 6 marks) questions.

Paper 1: Biology – covers topics 1 - 5

Paper 2: Biology – topic 1 and 6 – 9

Paper 3: Chemistry – topics 1 – 4

Paper 4: Chemistry – topics 1, 6 – 8

Paper 5: Physics – topics 1 – 6

Paper 6: Physics – topics 1, 8 – 10, 12 – 15

FRENCH

Head of Department: Mrs Helen Kent

Email: hdk@barneyschool.org.uk

Course name: GCSE French (8658)

Exam board: AQA

WHY FRENCH?

Languages are becoming ever more important in our modern world. It is a complete myth that the rest of the world can speak English.

Learning French increases your confidence, broadens your horizons and helps to equip you to take your place in a multi-lingual global society.

All students in Years 10 and 11 are required to study at least one Modern Foreign Language. Students can continue with French on its own, although the possibility exists of combining it with German or Spanish.

GCSE French helps students develop their language skills in a variety of contexts and provides a broad understanding of the culture of communities and countries where French is spoken.

Students learn to talk and write about everyday experiences and express personal opinions on a range of topics, as well as understanding the language they may encounter in a variety of situations in a foreign country. The teaching of important grammatical structures underpins every aspect of learning.

SYLLABUS CONTENT:

Theme 1: Identity and culture

Topics covered: Me, my family and friends, Technology in everyday life, Free-time activities, Customs and Festivals in the French-speaking world

Theme 2: Local, national and global areas of interest

Topics covered: Home, town, neighbourhood and region, Social issues, Global issues, Travel and tourism

Theme 3: Current and future study and employment

Topics covered: My Studies, Life at school/college, Education post-16, Jobs, career choices and ambitions

ASSESSMENT:

GCSE French has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Decisions about which tier students will be entered for will be taken on an individual basis as the course progresses.

There are four examined skills: Listening, Speaking, Reading and Writing, each worth 25% of the GCSE and taken at the end of the course. All students study the same themes and topics.

Paper 1: French Listening
(Understanding and responding to different types of spoken language)

Paper 2: French Speaking
(Communicating and interacting effectively in speech for a variety of purposes)

Paper 3: French Reading
(Understanding and responding to different types of written language)

Paper 4: French Writing
(Communicating effectively in writing for a variety of purposes)

GERMAN

Head of Department: Mrs Helen Kent

Email: hdk@barneyschool.org.uk

Course name: GCSE German (8668)

Exam board: AQA

WHY GERMAN?

Germany lies at the heart of Europe and is arguably its most important commercial country. A command of the language could see students becoming a valuable asset within a number of organisations.

Learning German increases your confidence, broadens your horizons and helps to equip you to take your place in a multi-lingual global society.

All students in Years 10 and 11 are required to learn at least one Modern Foreign Language. If students choose to continue with German, they can learn it on its own, although the possibility exists of combining it with French.

GCSE German helps students develop their language skills in a variety of contexts and provides a broad understanding of the culture of communities and countries where German is spoken.

Students learn to talk and write about everyday experiences and express personal opinions on a range of topics, as well as understanding the language they may encounter in a variety of situations in a foreign country. The teaching of important grammatical structures underpins every aspect of learning.

SYLLABUS CONTENT:

Theme 1: Identity and culture

Topics covered: Me, my family and friends, Technology in everyday life, Free-time activities, Customs and Festivals in the German-speaking world

Theme 2: Local, national and global areas of interest

Topics covered: Home, town, neighbourhood and region, Social issues, Global issues, Travel and tourism

Theme 3: Current and future study and employment

Topics covered: My Studies, Life at school/college, Education post-16, Jobs, career choices and ambitions

ASSESSMENT:

GCSE German has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Decisions about which tier students will be entered for will be taken on an individual basis as the course progresses.

There are four examined skills: Listening, Speaking, Reading and Writing, each worth 25% of the GCSE and taken at the end of the course. All students study the same themes and topics.

Paper 1: German Listening
(Understanding and responding to different types of spoken language)

Paper 2: German Speaking
(Communicating and interacting effectively in speech for a variety of purposes)

Paper 3: German Reading
(Understanding and responding to different types of written language)

Paper 4: German Writing
(Communicating effectively in writing for a variety of purposes)

SPANISH

Head of Department: Mrs Helen Kent

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Course name: GCSE Spanish (8698)

Exam board: AQA

WHY SPANISH?

Spanish is a rapidly growing language. After Mandarin, it is the most widely spoken language in the world with 450 million first language Spanish speakers worldwide.

Learning Spanish increases your confidence, broadens your horizons and helps to equip you to take your place in a multi-lingual global society.

All students in Years 10 and 11 are required to learn at least one Modern Foreign Language. If students choose to continue with Spanish, they can learn it on its own, although the possibility exists of combining it with French.

GCSE Spanish helps students develop their language skills in a variety of contexts and provides a broad understanding of the culture of communities and countries where Spanish is spoken.

Students learn to talk and write about everyday experiences and express personal opinions on a range of topics, as well as understanding the language they may encounter in a variety of situations in a foreign country. The teaching of important grammatical structures underpins every aspect of learning.

SYLLABUS CONTENT:

Theme 1: Identity and culture

Topics covered: Me, my family and friends, Technology in everyday life, Free-time activities, Customs and Festivals in the Spanish-speaking world

Theme 2: Local, national and global areas of interest

Topics covered: Home, town, neighbourhood and region, Social issues, Global issues, Travel and tourism

Theme 3: Current and future study and employment

Topics covered: My Studies, Life at school/college, Education post-16, Jobs, career choices and ambitions

ASSESSMENT:

GCSE Spanish has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Decisions about which tier students will be entered for will be taken on an individual basis as the course progresses.

There are four examined skills: Listening, Speaking, Reading and Writing, each worth 25% of the GCSE and taken at the end of the course. All students study the same themes and topics.

Paper 1: Spanish Listening
(Understanding and responding to different types of spoken language)

Paper 2: Spanish Speaking
(Communicating and interacting effectively in speech for a variety of purposes)

Paper 3: Spanish Reading
(Understanding and responding to different types of written language)

Paper 4: Spanish Writing
(Communicating effectively in writing for a variety of purposes)

ART

Head of Department: Mrs Kate Baptist
Email: kb@barneyschool.org.uk

Course name: GCSE Art, Craft & Design
Exam board: AQA



WHY ART?

Art education leads to students who are:

- Flexible
- Effective communicators
- Problem-solving and resourceful
- Accept feedback
- Are creative thinkers and innovators

Art provides an adaptable set of skills for a wide range of modern occupations; the internet has created an explosion of opportunity for digital designers and multimedia artists.

It enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis, self-discipline and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.

But those with a wide skill set have an advantage in any career. Some people excel at mathematics, others have strengths in written language, others excel in creative areas such as Art and Design. To excel in two or three of these areas, means being part of a much smaller subset of the population. Those who are multi-skilled are astronomically more useful, well-rounded, hireable and capable of excelling in a much wider range of professions.

SYLLABUS CONTENT:

Students will learn to:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Each student will develop a portfolio of coursework work in response to a theme, which evidences the journey from initial engagement to the realisation of intentions. This gives students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding of a variety of sources.

Students will be given the opportunity to work in a range of two-dimensional and three-dimensional processes and media, and explore relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design.

ASSESSMENT:

Component 1: Portfolio

A coursework portfolio that in total shows explicit coverage of the four assessment objectives above. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

No time limit

60% of GCSE

Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Preparatory period followed by 10 hours of supervised time

40% of GCSE

BUSINESS STUDIES

Head of Department: Mr Paul Easton

Email: pae@barneyschool.org.uk

Course name: GCSE Business Studies (8132)

Exam board: AQA

WHY BUSINESS STUDIES?

A GCSE in Business Studies allows students to understand more about the business world, motivating and challenging students, preparing them to make informed decisions about further study and career pathways.

Students will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, you will learn about planning, finance, marketing, economics and discover some of the methods and techniques used to analyse an organisation's performance.

SYLLABUS CONTENT:

This course covers six main areas of business, as outlined below:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

ASSESSMENT:

Students sit two examinations at the end of the course.

Paper 1:

Influences of operations and HRM on business activity

How it's assessed:

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Paper 2:

Influences of marketing and finance on business activity

How it's assessed:

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE



CLASSICAL CIVILISATION

Head of Department: Mr John Gedye

Email: jdg@barneyschool.org.uk

Course name: GCSE Classical Civilisation

Exam board: OCR

WHY CLASSICAL CIVILISATION?

This course is suitable for any student with an interest in history or the classical world, whether they have studied the subject before or not. The aim of the course is to provide an introduction to the classical world and its legacy through studying Greek and Roman literature and material. No previous knowledge of the subject, or of Greek and Latin, is required. An interest in history and/or mythology will be expanded and developed further from studying this course.

The subject can significantly improve English and history skills whilst studying some fascinating ancient material. Powers of analysis and comprehension are key skills which are honed in this two-year course.

Expressing your own judgements in a clear, concise and logical manner is vital in many aspects of life.

GCSE students benefit from opportunities and trips outside the classroom, an annual trip to the British Museum and a biennial trip abroad are put on.

In 2023, we will take a trip to Greece to visit the classical sites of Athens, Delphi, Olympia, Mycenae and Corinth. In 2025, we aim to take a trip to Italy, to visit the classical sites of Rome and the Bay of Naples.

SYLLABUS CONTENT:

Unit 1: Myth and Religion in the Ancient World

In each topic Greek and Roman aspects are studied and compared; The Gods, Hercules, Temples, Foundation Stories, Festivals, Myth and Symbols of Power, Death and Burial, Journeying to the Underworld

Unit 2: The Homeric World

A study of five chapters of Homer's Odyssey (the story of Odysseus' journey home from the Trojan War).

A study of the ancient sites and culture of the Bronze Age – Mycenae and Troy.

ASSESSMENT:

Each unit is worth 50% of the GCSE. There are two exams: Each lasts 90 minutes.

Questions are based round extracts or images of ancient sources.

There is no coursework element.



COMPUTER SCIENCE

Head of Department: Miss Judith Brown

Email: jb@barneyschool.org.uk

Course name: GCSE Computer Science (J277)

Exam board: OCR

WHY COMPUTER SCIENCE?

The Computer Science syllabus allows students to develop their understanding of the main principles of problem-solving using computers.

Students can apply this understanding to develop computer-based solutions to problems using algorithms and a high-level programming language.

Students will also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying the course will enable students to appreciate current and emerging computing technologies, the benefits of their use and recognise the potential risks.

SYLLABUS CONTENT:

The aims are to:

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

ASSESSMENT:

OCR's Computer Science qualification consists of two compulsory components that are externally assessed. Both papers have identical weighting and mark allocations:

01: Computer Systems – written paper, 1hour 30 minutes, 50% of total GCSE, 80 marks.

The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.

02: Computational thinking, algorithms and programming – written paper, 1hour 30 minutes, 50% of total GCSE, 80 marks.

The question paper will consist of short and medium answer questions.

Practical Programming - you will be given the opportunity to undertake programming tasks, either to a specification or to solve a problem (or problems), during the course of study.

CREATIVE iMEDIA

Head of Department: Miss Judith Brown

Email: jb@barneyschool.org.uk

Course name: Creative iMedia (J834)

Exam board: OCR

WHY CREATIVE iMEDIA?

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally.

Creative iMedia provides learners with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

SYLLABUS CONTENT:

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

The course contains the following units:

- **Creative iMedia in the media industry:** students will learn about the media industry, digital media products, planning and the codes which are used to convey meaning, create impact and engage audiences.
- **Visual identity and digital graphics:** students will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

- **Interactive digital media:** students will learn how to plan, create and review interactive digital media products.

ASSESSMENT:

Most of the qualification is tested by coursework that is set and marked by the teacher. This will be done throughout the two-year course.

So if you like project work, enjoy research and doing practical things, you may find a Cambridge National a better option than a GCSE. One of the units that students must take involves a written exam.

R093: Creative iMedia in the media Industry – External examination.

R094: Visual identity and digital graphics – Centre assessed task, OCR moderated.

R097: Interactive digital media - Centre assessed task, OCR moderated.

DESIGN TECHNOLOGY

Head of Department: Mr Alan Beaty

Email: amb@barneyschool.org.uk

Course name: Resistant Materials Engineering (0979)

Exam board: CIE (Cambridge International Examinations)

WHY DESIGN TECHNOLOGY?

The Cambridge iGCSE syllabus enables students to identify, consider and solve problems through creative thinking, planning, design and development by working with a range of different materials, tools and processes. Students gain technical and design thinking awareness as a result, and develop skills such as initiative, resourcefulness, enquiry and ingenuity. Students also develop a range of communication skills central to designing, making and evaluating.

SYLLABUS CONTENT:

1. Product Design

- Identification of problems, conducting a range of research techniques and production of a design specification.
- Generation of initial ideas and concepts with evaluation.
- Development of ideas, environmental and sustainability considerations, prototyping and modelling of design proposals. Computer Aided Design and engineering drawings.
- Planning for production, Health and Safety, and evaluation of product with suggestions for further improvements.

2. Resistant Materials

- Types of materials, woods, metals and plastic. Smart and modern materials and composites. Preparation of materials, setting, measuring, marking out and testing, shaping materials, joining and assembly. Finishing materials.

ASSESSMENT:

The course is assessed by coursework and two examinations at the end of Year 11:

Paper 1 Product Design:

1 hour 15 minutes, worth 25% of the qualification.

Questions will be based on the Common content: Product Design

Paper 3 Resistant Materials:

1 hour, worth 25% of the qualification.

Questions will be based on the Specialist option: Resistant Materials content and the Common content: Product Design

Component 2:

Coursework Project, worth 50% of qualification.

This is a School-based assessment, internally assessed and externally moderated.



DRAMA

Head of Department: Mr T Scott Edwards

Email: tse@barneyschool.org.uk

Course name: GCSE Drama

Exam board: Eduqas (WJEC)

WHY DRAMA?

Studying a broad range of texts and practitioners will allow students to develop their performance skills, confidence and ability to approach sensitive material with a mature and insightful attitude, useful skills in all walks of life.

SYLLABUS CONTENT:

This is an exciting GCSE (9-1) course which offers students the opportunity to create fresh and challenging original theatre, as well as interpreting classic texts – 60% of the course is assessed via practical work, both internally assessed and externally moderated.

The written paper requires students to respond to a complete drama text, as well as a variety of live theatre experienced throughout the course. Through their studies, students will appreciate a variety of practitioners & genres, as well as looking at a variety of historical, cultural and social contexts, and work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise original theatre.

This syllabus encourages the exploration of wider universal issues, including race, gender and identity, LGBTQIA+ concerns and globally political themes. Drama promotes students' understanding of themselves as individuals, and the world around them.

ASSESSMENT:

Component 1: Devising Theatre

Non-exam assessment, internally assessed, externally moderated (40% of qualification)

Students are required to devise an original piece of theatre in response to a stimulus, using the techniques of either an influential practitioner or characteristics of a genre. They will produce a realisation of the piece, a portfolio of supporting evidence of the process, and a written evaluation of the final performance or design.

Component 2: Performing from a Text

Non-exam assessment, externally assessed (20% of qualification)

Students study two extracts of a text within the context of the whole, and participate in one performance using sections of the text from both extracts.

For Component 1 & 2, candidates can develop acting and/or design skills

Component 3: Interpreting Theatre

Written examination, 1hr30 (40% of qualification)

A series of questions on a set text, and a live theatre response question.



GEOGRAPHY

Head of Department: Mr David Dalton

Email: dwd@barneyschool.org.uk

Course name: GCSE Geography

Exam board: AQA

WHY GEOGRAPHY?

This course offers engaging and topical content through a stimulating blend of contemporary and traditional topics, with even coverage of both Physical and Human Geography.

Students will study physical processes and how they produce diverse and dynamic landscapes over time. They will learn about the interdependence of physical environments and the interactions between people and the environment. Fieldwork is undertaken throughout the course with trips to Swaledale, York and the Lake District.

Geography students will also have the opportunity to visit Iceland in Year 11. This is not a compulsory part of the course, however.

Geography develops a wide range of transferable skills such as numeracy, literacy and ICT. These skills are used whilst studying a variety of interesting topics. Geographers have a large number of careers open to them including, management, finance, and teaching. A GCSE in Geography keeps many doors open for the future and we are very proud of the achievements of our past students.

SYLLABUS CONTENT:

Paper 1: Living with the Physical Environment.

Natural Hazards, The Living World: Ecosystems, Hot Deserts and Cold Environments.

Paper 2: Challenges in the Human Environment.

Urban Issues and Challenges. The Changing Economic World. Resource Management.

Paper 3: Geographical Application.

Issue Evaluation. Fieldwork Skills. Geographical Skills.

ASSESSMENT:

Paper 1: Living with the Physical Environment. 35% of the GCSE

Paper 2: Challenges in the Human Environment. 35% of the GCSE.

Paper 3: Geographical Application. 30% of GCSE



HISTORY

Head of Department: Mr Dan Gorman

Email: dsg@barneyschool.org.uk

Course name: IGCSE History

Exam board: CIE (Cambridge International Examinations)

WHY HISTORY?

People who study History are fearless explorers of the past. They investigate past politics, societies, cultures, languages, health, art, education, economics, conflicts and more.

History helps us tell the future by teaching us about the past. By analysing past events, we learn about the consequences of people's actions and, we hope, try not to make the same mistakes next time around.

History teaches us to ask two particularly important questions: why and how? This is key to sharpening our critical thinking abilities which combine the following skills: analysis, research, extended writing, communication and problem solving.

Qualifications in History can lead to a wide variety of future careers, including Law, Politics, Public Sector, Business Management & Marketing, Economics, Teaching & Academia, Archaeology.

SYLLABUS CONTENT:

This course looks at some of the major international issues of the twentieth century, as well as covering the history of regions (Germany and Russia) in more depth. The emphasis is on both historical knowledge and on the skills required for historical research.

Students will develop an understanding of the nature of causes and effect, continuity and change, similarity and difference, and find out how to use and understand historical evidence as part of their studies.

Specific areas of study include:

Core Content

- The Treaty of Versailles at the end of World War I
- The work of the League of Nations in the 1920s and 1930s
- Hitler's foreign policy and the causes of World War II
- The start of the Cold War, 1945-50
- The USA and attempts to control the spread of communism, 1950-75
- The Soviet Union and control over eastern Europe, 1948-1990.

Depth Studies

- Russia, 1905-41: the collapse of the Tsarist regime and the rise of communism
- Germany, 1918-45: the impact of WWI, the rise of Hitler and the nature of the Nazi State.

ASSESSMENT:

Paper One (40%):

This tests the core content and the Germany Depth Study. Each question is structured into three parts and requires factual knowledge along with the ability to produce extended explanations for key historical events and developments.

Paper Two (30%):

This is a source-based paper on a specified topic area – for 2025, the topic will be: To what extent was the League of Nations a success? There are seven sources (written and visual) with five questions to answer.

Coursework (30%):

At the start of Year 11, students complete an extended essay (2000 words) on the impact of Stalin on Russia and the Russian people in the 1930s.

LATIN

Head of Department: Mr John Gedye

Email: jdg@barneyschool.org.uk

Course name: GCSE Latin

Exam board: OCR

WHY LATIN?

If you have studied Latin before, you will know how much it has shaped much of our own language, as well as our culture, history, politics, and many other areas of modern life. Few subjects offer the range of skills that Latin does – from critical thinking and problem solving to analysis and evaluation.

While students learn as much of the Latin language as they can, the aim is to use this to investigate the world of the Romans and see how it has shaped our own, so there is a lot more variety in Latin GCSE than they may have experienced before, but if you students have enjoyed Latin so far, then it is an excellent option that is highly regarded by universities and employers.

The course is accessible for students who have studied Latin previously (ideally for at least 2 years). GCSE students benefit from opportunities and trips outside the classroom, including Hadrian's Wall and an annual trip to the British Museum.

The course also offers a trip abroad every two years: in 2025, we aim to take a trip to Rome, Pompeii, Herculaneum and Naples.

SYLLABUS CONTENT:

As well as continuing to learn the language and practice translation, students are introduced to three new areas for the first time: English to Latin translation; Latin literature; and Roman history and culture. We study a Latin text in the original and discuss the writer's background, social context and aims as part of evaluating his writing.

Unit 1: Latin Language: translation and comprehension with the option to attempt some English-Latin translation.

Units 2-3: Latin Verse Literature: studying a Roman poem in the original text; this will include the story of Aeneas in Carthage or the myth of Baucis and Philemon.

Units 4-5: Latin Prose Literature: studying Roman historians in the original: this will include the story of the Roman hero Scaevola, and the murderous empress, Messalina.

Unit 6: Latin Literature and Culture: studying aspects of Roman society from sources (translated into English for us). This will cover both literary and archaeological evidence and is a great opportunity to studying Roman civilisation for those who have not done so before. This will include the Roman entertainment (such as gladiators and chariot racing) and Roman Gods, myths and beliefs.

Unit 1 is compulsory; we choose two further units from Units 2-6

ASSESSMENT:

Students will sit three exams:

Paper 1:
Unit 1 (Latin Language)
90 minutes
100 marks
50% of overall mark.

Paper 2:
1 of Units 2-6 (Latin Verse Literature, Prose Literature or Literature & Culture)
60 minutes
50 marks
25% of overall mark

Paper 3:
1 of Units 2-6 (Latin Verse Literature, Prose Literature or Literature & Culture)
60 minutes
50 marks
25% of overall mark

MUSIC

Head of Department: Mr Richard Dawson

Email: rjd@barneyschool.org.uk

Course name: GCSE Music

Exam board: Eduqas (WJEC)

WHY MUSIC?

Music is a rigorous but hugely enjoyable and rewarding subject, and it is held in high regard by Universities and employers.

GCSE musicians develop a range of skills, including performance skills, public speaking, creativity, essay-writing, analysis and evaluation, problem-solving, independence and teamwork.

Students who take GCSE Music can go on to study in further depth at A Level or degree level, or take the skills they have learned and apply them to their other subjects. Careers in Music can include becoming a performing musician, composer, music journalist or blogger, music producer, concert promoter, arts administrator, teaching, tour management and many others. The skillsets developed can also be used in a range of other careers, such as medicine, law, accounting and management.

SYLLABUS CONTENT:

The Music GCSE course is a performance-based, practically driven course, which deals with the three essential elements of music: performance, composition and appraising (listening and critical analysis). Four areas of study create the driving force for performance, composition and listening: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

Unit 1: Performing (30%)

- One solo performance of approximately Grade 4 standard.
- One ensemble performance with 2 or more players, again of approximately Grade 4 standard.

- Both performances are recorded during Year 11, and together must total a minimum of 4 minutes in length.

Unit 2: Composing (30%)

- Compose two pieces of music:
 1. One composition to a brief set by the board.
 2. One 'free' composition.
- Compositions are usually typed up or constructed using computer software, and together must total a minimum of 3 minutes in length.

Unit 3: Appraising (40%)

- A 1 hour and 15-minute written paper, sat at the end of the GCSE course.
- 8 questions, each worth 12 marks, separated into four Areas of Study:
 1. Musical Forms and Devices
 2. Music for Ensemble
 3. Film Music
 4. Popular Music

All students who study Music GCSE will spend time performing, composing and listening and evaluating music from a range of musical genres.

Students taking GCSE Music are expected to take part in a range of ensembles, rehearsals for which take place each week, and take part in regular concerts both in and outside of school. In the first year, students will learn a toolkit of compositional techniques, and their compositions will, in time, be performed by other musicians.

The examination side of the course will be taught in the remaining lessons per week, and the four Areas of Study will be covered by February Half Term in Year 11.



PERSONAL AND SOCIAL EFFECTIVENESS (PSE)

Head of Department: Mrs Deborah Wafer

Email: daw@barneyschool.org.uk

Course name: Personal and Social Effectiveness (PSE)

Exam board: ASDAN

WHY PSE?

Personal Social and Effectiveness qualifications have been developed by ASDAN to support young people to develop their confidence, wellbeing and personal resilience, by fostering a positive mindset to develop their ability to be independent students who can both take the initiative and work effectively with others.

Students following this course will be supported to explore and affirm their strengths and identities, and to empathise and value the perspectives and contributions of others.

It aims to develop competencies in communication, collaboration and emotional intelligence for learners working at Level 1 and Level 2 (an alternative to GCSEs).

- Level 1 is equivalent to grades 1-3
- Level 2 is equivalent to grades 4-9

SYLLABUS CONTENT:

Across Year 10 and 11, students will work towards the Level 1 or 2 PSE Award and Certificate. The Award consists of three Units:

- Developing myself and my performance
- Working with others
- Problem Solving

Within the three units, students select and complete a range of challenges which will enable them to evidence that they have met the required standard. Each Unit consists of a range of topic areas which are designed to be relevant, interesting and useful to learners.

Example challenges include:

- Organising a sporting activity
- Giving a speech

During Year 11, students will complete one unit, delivering a project that encapsulates all the skills they have developed in Year 10. This involves the completion of a project, which must clearly demonstrate the student's ability to meet the required Certificate standards. Projects will be linked to one of the Unit areas outlined above. The student undertakes the project, whilst under the supervision of the teacher. Upon completion of the project, the student delivers a presentation about their project to a small audience.

ASSESSMENT:

Learners will evidence that they have met the standards for the Level 2 PSE Award through completion of a portfolio.

Evidence may include:

- Tutor observation
- Photographs
- Planning and recording paperwork completed by the student

Completed portfolios will be internally moderated before being sent to ASDAN for external moderation. This course is Pass or Fail. There is no examination.

PHYSICAL EDUCATION

Head of Department: Mrs Lesley Burgess

Email: ljb@barneyschool.org.uk

Course name: GCSE Physical Education

Exam board: AQA

WHY PHYSICAL EDUCATION?

Physical Education combines theoretical knowledge and practical ability. Through a range of different activities students learn about the theory behind sports performance.

With elements of Biology, Chemistry, Physics and Maths involved in the specification for PE, it can offer avenues into most areas of study in the future.

This course can also lead to a successful career in the sport and leisure sector. Physical Education is a subject that involves discussion, team work, analysis, evaluation in both a practical and classroom based setting which students will enjoy contributing to and taking part in.

SYLLABUS CONTENT:

The syllabus comprises a wide variety of aspects, including:

- Applied Anatomy and Physiology
- Movement analysis
- Physical training
- Sports Psychology
- Health, fitness and well-being
- Socio-cultural influence
- Use of data

ASSESSMENT:

60% Theory

Two Theory papers, each 1 hour 15mins long.

With 78 marks available, each paper combines multiple choice/short answer questions and extended answer questions.

30% Practical

Students are assessed in three different sports as either a coach or performer.

Students must have one team sport, one individual sport and one either team/individual.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

10% Coursework

Students are assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one chosen sporting activity



RELIGION, ETHICS & PHILOSOPHY (REP)

Head of Department: Miss Caroline Snaith

Email: cjs@barneyschool.org.uk

Course name: GCSE Religious Studies

Exam board: AQA (8062)

WHY REP?

Thinking deeply, engaging your intellect and curiosity, building informed opinion, talking together, careful researching, working on your individual interests within topics makes for hugely rewarding and interesting lessons.

Billions of the world's inhabitants have faith of some kind and we look honestly and critically at the place and significance of religion in the modern world. REP has moved away from analysing biblical texts or learning a particular doctrine, and nor is personal faith a prerequisite of study.

Four world themes provide plenty of opportunity for inquiry and debate of real and current matters, considering legal, medical, and non-religious views. Alongside this, students gain knowledge and understanding of the beliefs and practices of Christianity and Judaism, including trips to the synagogue, cathedral, and churches plus workshops with faith leaders on the world themes.

In lessons, we learn in a variety of different ways, taking time to prepare and discuss, and to work together as well as on personal projects that go on to inform critical analysis. The atmosphere of the classroom is peaceful and supportive which naturally fosters hard work, collaboration, and achievement.

A GCSE in REP leads to any A Level choice and is regarded favourably by universities and employers as it demonstrates the gathering and use of detailed knowledge together with honed evaluative skills. Many students then opt to study REP at A Level when they enter the Sixth Form.

SYLLABUS CONTENT:

Religion and Life: The way we view and treat the universe and life is fundamental. We explore scientific and spiritual ways of seeing the environment and the bodies that are our home, together with our treatment of animals that are our companions. Medical ethics underpins this topic as we consider the questions surrounding abortion and euthanasia.

Peace and Conflict: We study the complex social, religious, and political causes and reasons for war. Together with the lasting impact of violence and conflict, we examine how peace and peace-making could be a real feature and lasting reality of personal, national, and global living.

Crime and Punishment: As we live with the religious origins and current reality of the death penalty in some parts of the world, we are drawn into question who are we to judge, to punish, and to execute? The impact of crime reaches all parts of our society, and we look at legal, cultural, and religious methods of coping with this. Within all of this we delve into the often-misunderstood nature of the process of forgiveness.

Human Rights and Social Justice: We study the nature of equality, equity, and freedom in today's society from religious and secular stances. A detailed exploration of prejudice and discrimination is undertaken alongside ways of bettering our personal experience of justice and fairness, and the experience of others. Within all of this, we ask what the real nature of fairness is and where responsibility lies for achieving this.

In many cases, it is religious charities operating through society who most

support those in difficulty and so we look at the need for and the value of their work.

Judaism: We explore the ancient and rich traditions and practices of Jewish people such as keeping kosher, celebrating festivals, and the significance of the synagogue. We underpin this with understanding of Jewish beliefs about God, human life, and morality.

Christianity: We take a fresh look at what Christians really believe; what may seem familiar can often be surprising when truly understood. We dig deep into the real Jesus, salvation and grace and the practical living out of these beliefs in the world.

ASSESSMENT:

Students sit two examinations at the end of the course.

Paper 1:

Judaism and Christianity
1 hour 45 minutes

Paper 2:

Themes B, D, E, F
1 hour 45 minutes







BARNARD CASTLE SCHOOL



Parvis imbutus tentabis grandia tutus