Examinations & Qualifications – GCSE

Most of the subjects taken in Years 10 and 11 lead to recognised national qualifications. The separate subject sections in this booklet go into more detail.

GCSE stands for General Certificate of Secondary Education. Most students will take GCSEs in the compulsory subjects of English, Mathematics and Science. Optional subjects also lead to GCSEs in most cases.

GCSEs are currently being reformed.

The reformed GCSEs:

- will be more demanding
- have been designed for a two-year period of study
- will be linear, so students will take all of their exams at the end of the course
- will have a new grading scale from 9 to 1 (with 9 being the highest)

The table below shows the grading structure.

New grading structure	Current grading structure
9	
	A*
8	
7	A
6	B
5	
4	C
	D
3	
	E
2	
	F
1	
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

CHOICES FOR YEARS 10 AND 11
ADVICE FOR THE STUDENT

We believe it is important that all students receive a broad and balanced education throughout their time at Tanfield School.

The organisation of students into Pathways is one way of helping you to focus on the courses which are best suited to you. Your Pathway shows what kind of subjects may be appropriate; the type of courses that may help you learn and reflect your achievements so far in your education. It is recommended that you choose options from the Pathway you have been guided towards, however if you have any questions about other courses you can speak with your Learning Tutor, Coordinator of Learning or Mr Maughan about these.

As years 10 and 11 approach it is important that future opportunities are not reduced by making the wrong choices. Making the right choices will be easier if decisions are based on knowledge and information.

Before making any decisions it is important to:

- Consider the subjects you enjoy.
- Consider the subjects you are good at.
- Find out about any subjects which are new to you.
- Find out whether you need particular subjects for a particular career.
- Discuss the choices with someone at home.
- See your Learning Tutor, Subject Teachers, Coordinator of Learning and Careers Co-ordinator for extra help and information.

You should not:

- Choose subjects just because your friends are doing them.
- Choose subjects because you like the teacher or not choose subjects because you don't like the teacher (You might have a different teacher next year!)
- Choose subjects because you think they are easy and seem to have less work.

Only after considering carefully all the information and advice you have received should you make your choices.

Final option choice returns should be made by
Monday 12th March 2018

Whilst every effort will be made to accommodate individual choices it may not be possible to timetable every subject combination due to popularity of choice/groupings. Students and Parents will be consulted if student choices cannot be accommodated.

The curriculum at Key Stage 4 comprises of two elements, the Core Curriculum and the Options. The options available to a student depend upon their recommended Pathway.

The Core

All students study the following subjects:

- English Language & English Literature
- Mathematics
- Science
- Ethics and Beliefs
- Physical Education
- PSHE/Citizenship

Options

GCSE Courses in:

French German History Geography
Film Studies Physical Education Art
Computer Science

BTEC Courses in:

Music

VCERT Courses in:

Craft (Textiles)
Food & Cookery
Engineering Studies

ICT Option:

C.I.D.A

This booklet contains an outline of each subject's requirements. Please could you read the information contained.

English

Why do English?

- English forms the fundamental building blocks of a sound education;
- English allows us to learn about different cultures, experiences and ideas, so widening our knowledge of life;
- English firmly underpins all other aspects of the curriculum;
- English encourages creative thinking and allows students to express their understanding in a variety of ways.

What does the course involve?

All students at Tanfield School will prepare for two GCSEs in this lesson:

- GCSE English Language
- GCSE English Literature

There are no tiers of entry, so all students will sit the same papers. On results day, students will receive a numerical score of 9 – 1, instead of a grade (A*-G). Grade 5 is roughly equivalent to a grade C and grade 8 to A*.

There is no coursework for either paper and all examinations are linear, with papers sat at the end of Year 11.

GCSE English Language:

The exam board is AQA. There are two papers.

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
What's assessed **Section A: Reading** • one literature fiction text **Section B: Writing** • descriptive or narrative writing	**What's assessed** **Section A: Reading** • one non-fiction text and one literary non-fiction text **Section B: Writing** • writing to present a viewpoint	**What's assessed** (AO7–AO9) • presenting • responding to questions and feedback • use of Standard English
Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE	**Assessed** • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE	**Assessed** • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE)

GCSE English Literature:

The exam board is Edexcel. There are two papers.

Component 2: 19th-century Novel and Poetry since 1789 * **Paper code: 1ET0/02**	
• Externally assessed • Availability: May/June • First assessment: 2017	**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 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).	

Set texts that will be taught for examination are:

- 'Romeo and Juliet' by William Shakespeare
- 'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson
- 'Animal Farm' by George Orwell
- Poetry collection 'Conflict':

Conflict	Poet	Poem
Romantic	William Blake	A Poison Tree
Romantic	Lord Byron	The Destruction of Sennacherib
Romantic	William Wordsworth	Extract from The Prelude 'Boating'
Lit Heritage	Thomas Hardy	The Man He Killed
Lit Heritage	Christina Rossetti	Cousin Kate
Lit Heritage	Wilfred Owen	Exposure
Lit Heritage	Alfred, Lord Tennyson	The Charge of the Light Brigade
Contemporary	John Agard	Half-caste
Contemporary	Gillian Clarke	Catrin
Contemporary	Carole Satyamurti	War Photographer
Contemporary	Ciaran Carson	Belfast Confetti
Contemporary	Mary Casey	The Class Game
Contemporary	Jane Weir	Poppies
Contemporary	Benjamin Zephaniah	No Problem
Contemporary	Denise Levertov	What Were They Like?

Progression opportunities:

Students may continue their studies in English at A level through either English Language or Literature. Equally, a good grade in English at GCSE is often a requirement of many post 16 pathways: college, sixth form, employment, for example.

English is an excellent subject to study at University as it provides a solid qualification for entry into careers such as: journalism, the Media, Law, clerical and administration work, publishing, politics and teaching, to name but a few. It is also valued in Medical applications.

Mathematics

Mathematics and numeracy are vital and fundamental to everyday living hence Mathematics is studied by all students in Years 10 and 11.

All students follow a course that will lead to GCSE entry.

Students will be taught in sets according to their ability and performance at Key-Stage 3. Each set will be entered at an entry tier appropriate to the level of ability of the students in that set.

The two entry tiers are:
Higher - possible grades: 9, 8. 7, 6, 5 and 4
Foundation - possible grades 5, 4, 3, 2 and 1

Careful consideration is taken in the setting of students as students who fall below the lowest grade available at either tier will be Unclassified.

The work is in four major areas:

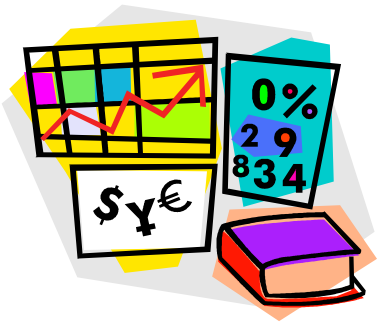
Number and Algebra
Geometry and Measures
Handling Data
Using and Applying Maths

The GCSE. course must now be taken in a linear format, this means that students' grades will be based upon their performance in two examinations at the end of their course.

Paper 1 is sat without the use of a calculator, but students are allowed a calculator for papers 2 and 3. We recommend ALL students purchase a D.A.L. calculator for use throughout the school.

The Scheme of Work is based on the Mathematics National Curriculum. Students will experience a variety of teaching methods aimed at bringing the best out of all students regardless of gender, or ability. Homework is set once a week and will provide students with opportunities to consolidate the skills learned in the lessons.

Throughout Years 10 and 11 students will also sit mock examinations, for which they will be awarded an indication of their GCSE grade for that topic.



Though these topic tests do not count towards their final grade it is expected that the students

will revise thoroughly for them, as they will give a good indication of progress made.

Revision classes run throughout the school term and students are encouraged to come along to gain any extra help that they require.
Links to revision materials and websites that we buy into are available through the revision links section of the school website (MyMaths, Mathswatch & Manga high).

What kind of jobs can I do with GCSE Mathematics?
To enter the majority of jobs and vocational courses you will need at least five examination passes one of which may be expected to be in mathematics.

Some of the jobs that use Mathematics are;

Accountant	Careers in banking/building society	Architect
Logistics	Careers in buying/selling	Economist
Teacher	Factory manager	Croupier
Shop keeper	Careers in engineering	Surveyor
Marketing	Careers in the insurance industry	Statistician
Astronomer	Computer programmer	Meteorologist
Analysts	Careers in the medical profession	Builder

You could choose to go on to further education, where you will find that your mathematical knowledge gained at GCSE will be vital to supporting the work you are doing in other subjects at A-Level, particularly in Science and Engineering.

Or you could continue to extend your mathematical knowledge by studying A-Levels in Mathematics, Statistics or further Mathematics.

If you require any further details do not hesitate to contact Mr Mason.

AQA GCSE Biology

- Teaching starts from: June 2018
- Exams start from: June 2020
- A truly academic route preparing students for A-Level Biology.

GCSE Biology will be offered as part of the Separate Science Program during Year 10 and Year 11. It will be examined at the end of Year 11. This course will only be offered to our most able students who achieve the highest grades in Years 7, 8 and 9. In addition, students may be expected to have a short interview to determine whether they are suitable for this course.

GCSE Biology is designed to inspire and challenge students. The course covers exciting, and thought provoking topics such as cloning. There will be no coursework element to this course, however there are eight required practicals that will be assessed through specific exam questions.

AQA GCSE Chemistry

- Teaching starts from: June 2018
- Exams start from: June 2020
- A truly academic route preparing students for A-Level Chemistry.

GCSE Chemistry will be offered as part of the Separate Science Program during Year 10 and Year 11. It will be examined at the end of Year 11. This course will only be offered to our most able students who achieve the highest grades in Years 7, 8 and 9. In addition, students may be expected to have a short interview to determine whether they are suitable for this course.

GCSE Chemistry is designed to inspire and challenge students. The course covers fundamental topics such as atomic structure and the periodic table that gives the students a solid foundation to then study A-Level Chemistry at a later date. There will be no coursework element to this course, however there are eight required practicals that will be assessed through specific exam questions.

AQA GCSE Physics

- Teaching starts from: June 2018
- Exams start from: June 2020
- A truly academic route preparing students for A-Level Physics.

GCSE Physics will be offered as part of the Separate Science Program during Year 10 and Year 11. It will be examined at the end of Year 11. This course will only be offered to our most able students who achieve the highest grades in Years 7, 8 and 9. In addition, students may be expected to have a short interview to determine whether they are suitable for this course.

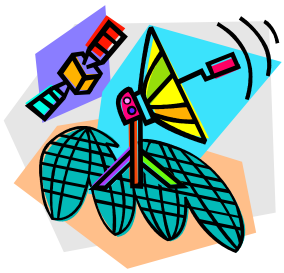
GCSE Physics is designed to inspire and challenge students. The course covers topics that are challenging, inspiring and at the cutting edge of Science, such as space physics. This will help prepare the students for A-Level Physics and beyond. There will be no coursework element to this course, however there are eight required practicals that will be assessed through specific exam questions.

GCSE Science

Why is Science Important?

- Science is important because it gives you a realistic insight into the environment around you.
- Science is important because it explains how everything works.
- Science is important because it challenges both old ideas and new ones.
- Science is important because it pushes the boundaries of creation and invention.
- Science is important because it brings together all the other aspects of the curriculum.
- Science is important because it is fun.

Seven Good Reasons for Studying Science



Study of Biology, Chemistry and Physics
Captivates the imagination
Interesting facts about the world around you
Exciting experiments that promote innovative thinking
Never underestimate what you will learn in Science
Concentrates on new technologies
Encourages the development of useful skills

Tanfield School offers The Double Award: AQA combined Science: Trilogy or the Triple Award: AQA Biology, Chemistry and Physics.

- All students will take combined Science: Trilogy in year 9
- In year 10 a decision will be made to whether students follow the combined science: Trilogy or the Separate Science route.

Some key points about the course

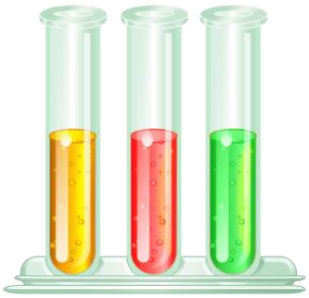
- Both Science courses aim to develop scientific literacy for all students;
- Both Science courses teach both key Science explanations, and an understanding of the nature of Science;
- Students should be prepared to engage with scientific debate and decision making in their daily lives;
- The Curriculum must also prepare the next generation of professional scientists. Both Science courses provide students with a firm basis for future study through A-Levels in Science and beyond;
- The Combined Science: Trilogy content and required practicals also appear in the Separate Science GCSEs, giving flexibility within teaching sets.

Year 9, 10, 11
Combined Science: Trilogy

This course aims to develop scientific literacy. There are two main strands:

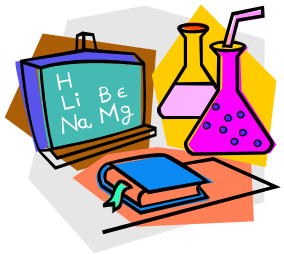
- key science explanations which help us to make sense of our lives
- ideas about science which show how science works

There are 7 Biology, 7 Chemistry and 7 Physics topics. The students also have to complete 16 required practical activities that will be tested in the final exam.



Students will be awarded a level between 1 – 9, instead of a grade, where 1 is low attainment and 9 is a very high attainment.

What college courses or careers can I pursue at the end of my Science course?



Forensic Scientist	Environmental Scientist	
Flight Engineer	Nurse/Midwife	
Doctor	Chemist	Teacher
Radiographer	Architect	Dietician
Marine Biologist	Paramedic	Ecologist
Veterinary Science	Pharmacist	Biochemist
Laboratory Technician	Electrical Engineer	
Chemical Engineer	Researcher	

IF YOU WISH TO FIND OUT MORE INFORMATION ABOUT GCSE SCIENCE TALK TO ANY TEACHER WITHIN THE SCIENCE DEPARTMENT or contact Mr Seaton on 01207 232881

NCFE Level 2 VCERT Craft (Textiles)

Why do Textiles?
This qualification is aimed at anyone interested in exploring a range of craft projects using textiles. You will complete a range of design and making projects using a range of different textiles and textile techniques.

How is it assessed?
The VCERT consists of four units, three units are internally assessed through written assignment work, whilst the final unit is an externally assessed assignment.

Unit 01 – Exploring craft and enterprise skills – internally assessed

Unit 02 – Research and develop ideas for craft items - internally assessed

Unit 03 – Respond to a final craft brief – externally assessed

Unit 04 – Produce final craft work – internally assessed

The course is graded as Pass/Merit/Distinction, it is the equivalent of one GCSE.

Who can do Textiles?
Anybody!

What can I do next?
As/A2 level Product Design
A level Art and Design
Graphic Design
Fashion Design

What career path could I follow with this qualification?
Career opportunities are available in the following areas:
Fashion Design
Product Design
Manufacturing
Teaching/Lecturing
Furniture Design
Any more information please contact Mrs Keen.

NCFE Level 2 VCERT Food and Cookery

Why do Food and Cookery?

This qualification is aimed at anyone interested in developing their skills and understanding of working with a wide range of food and cookery equipment. You will also learn how to prepare healthy and nutritious meals.

How is it assessed?
The VCERT consists of four units, three units are internally assessed through written assignment work, whilst the final unit is an externally assessed examination

Unit 01 – Preparing to cook – internally assessed

Unit 02 – Understanding food - internally assessed

Unit 03 – Exploring balanced diets – externally assessed

Unit 04 – Plan and produce dishes in response to a brief – internally assessed

The course is graded as Pass/Merit/Distinction, it is the equivalent of one GCSE.

Who can do Food and cookery?
Anybody. You need to be aware that school can't cover the costs of all ingredients and students will be required to make a contribution through Parent Pay to cover the costs of food produced and taken home. You need to be aware there will be a lot of the time producing portfolio work and preparing for the exam unit. You should not choose food if you expect to cook every lesson.

What can I do next?
Further study, apprenticeships and careers within the catering or food industries including Chef, Food Scientist, Nutritionist and Food product developer.

Any more information please contact Mrs Butler.

NCFE Level 2 VCERT Engineering Studies

Why do Engineering Studies?

This qualification is aimed at anyone interested in developing their skills and knowledge in an engineering environment, you will learn to work with a range of engineering materials (mainly metals) and equipment, along side this you will learn about engineering drawing techniques and the engineering world.

How is it assessed?
The VCERT consists of four units, three units are internally assessed through written assignment work, whilst the final unit is an externally assessed examination

Unit 01 – Introduction to engineering – internally assessed

Unit 02 – Introduction to engineering drawing - externally assessed

Unit 03 – Tools and equipment for engineering – internally assessed

Unit 04 – Engineering materials and their properties – internally assessed

The course is graded as Pass/Merit/Distinction, it is the equivalent of one GCSE.

Who can do Engineering studies?
Anybody. You need to understand there will be more time spent learning about the engineering world and producing engineering drawings/portfolio work than time spent in the workshop, if you expect to be doing only practical – DO NOT CHOOSE ENGINEERING.

What can I do next?
Further study including A' levels, L3 courses and apprenticeships.

Any more information please contact Mr Carr.

NCFE VCERTs are currently under review and the content and assessment is subject to change.

All courses will run subject to numbers and staffing.

GCSE RELIGIOUS STUDIES

(SHORT COURSE)

GCSE RS is not just about studying about God and religious laws! The course offers you the chance to understand the real issues that affect the world today. Students will develop and improve upon the skills acquired in KS3 and complete a study of how people believe and live their faith in the world today. We study the key beliefs and practices of Islam and Christianity. We consider religious and non-religious views on the key issues faced in life, from birth to death or even media attitudes towards faith. The Humanities Department is offering an exciting GCSE RS course for the Year 9. Students will study topics ranging from beliefs about evil and suffering to views on war.

Students will develop and master 2 key assessment objectives:

AO1-Demonstrate knowledge and understanding of religion and belief, including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs.

AO2- Analyse and evaluate aspects of religion and belief, including their significance and influence.

GCSE RS EDEXCEL

PAPER	CONTENT
Paper 1: Area of Study 1 - Religion and Ethics ***Written examination: 50 minutes*** ***50% of the qualification*** ***51 marks***	**Christianity** **1.** Religious Belief **2.** Marriage and the Family
Paper 2: Area of Study 2 — Religion, Peace and Conflict ***Written examination: 50 minutes*** ***50% of the qualification*** ***51 marks***	**Islam** 1. Religious Belief **2.** Peace and Conflict

Assessment

The Edexcel course comprises of two units examined and assessed at the end of Y11 in three separate exams papers.

Is RS really useful once you have left school?

The short answer is yes. You will learn to develop a huge range of skills that will be useful not only in other GCSE. subjects but also in many jobs and in adult life. You will learn to:

- develop your ability to handle a range of information and use that information to reach your own judgements
- examine other peoples' ideas and interpretations and use your own knowledge to evaluate these interpretations
- develop IT skills through research and the presentation of your work
- pull together all your knowledge, skills and understanding to produce accurate and detailed written work
- develop attitude of respect, empathy and an awareness of the world around you.

You could use any of the skills that you have learnt at GCSE. RS to show any college or employer that you can work independently. You will also show that you are able to use many different types of information.

RS is a subject and GCSE that encourages you to consider your origins, beliefs and those of the people around you. The course is designed to explore the modern UK and the issue people of belief and non-belief face in their lives. The skills and knowledge developed throughout the course can support **careers in...**

- Journalism - understanding faiths and practices
- Armed forces - increasingly the armed forces look for GCSE RE as you have an awareness of who and why people live differently.
- Banking and Business - the business community is global and you will meet people of all faiths.
- Sports - to be a global athlete or work with sporting professionals you will be competing or training with people from all faiths and beliefs.
- Social work - be it young people, families or the older generation, social work will ask you consider and respect different faiths. You will face ethical and moral dilemmas in your everyday work.

Core Physical Education Year 10 and 11

Course Aims:
All students to leave Tanfield School with the aim to maintain an active, healthy lifestyle based on their experiences from Physical Education. (Each student has 2 hours of Physical Education per week in Year 10 and 1 hour of Physical Education per week in Year 11, this is compulsory and therefore not part of the option process.)
Within Core PE there is an element of choice which includes:

Team activities			Individual activities		
Association football	Badminton	Basketball	Gymnastics	Athletics	Badminton
Rugby League	Cricket	Dance	Trampolining	Table tennis	Dance
Table tennis	Handball	Netball			

The practical element of GCSE PE is taught during Core PE Time
Another option in Year 10 includes Sports Leader Level 1 – the above sports are included in this qualification though students adopt a variety of roles to include leader, performer, time keeper or observer.

This qualification has been introduced to support students' college or job applications to show that they have social and interactive skills which are transferable to other aspects of life. The Leadership Awards develop individuals' confidence and emphasise our community links.

ICT Option: Certificate in Digital Applications

This qualification has been designed to teach digital design skills and to enable young people to use digital tools to express their creativity in an informed and responsible way.

Aim

- Equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use
- Enable young people to use digital tools as a means of expression to inform, persuade and entertain
- Foster young people's creativity and develop their independent learning skills
- Challenge young people to reflect on what they produce and strive for excellence
- Increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights
- Equip young people with professional, real-world skills in planning, project management and communication
- Give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

Progression

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as:

- Graphic design
- Web design
- Computer games design
- Interactive media

It supports progress to further study, including:

- GCE in Media: Communication and Production
- Level 3 BTECs in Creative Media Production
- Level 3 BTECs in IT
- Level 3 Principal Learning in Creative and Media

It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

Course Outline

The course is made up of two units:

- One externally assessed unit comprising a practical 2 ½ hr website creation examination (25%)
- One internally assessed unit of work: Creative Multimedia. This includes creating an E-Portfolio, audio/video recordings and project proposals (75%)

OCR's GCSE (9–1) in Computer Science will encourage learners to:

GCSE Computing is an exciting course that allows students to understand and apply the fundamental principles and concepts of Computer Science.

• 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.

Content Overview	**Assessment**
<u>Computer systems</u> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns	**Written Exam** **50%**
Computational thinking, algorithms and programming • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation	**Written Exam** **50%**

20hr Programming project ** Students in year 11 undertake a 20 hour programming project to show skills learned but is not counted towards their final grade. • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions	**Practical** **0%**

Skills needed to become proficient in Computing;

- **Technical knowledge**. Quick Learner
- **Planning**. Establishing priorities. Well organised.
- **Productivity**. Completing projects on time.
- **Self Development**. Teaching yourself new skills
- **Teamwork. Projects can often be collaborative.**
- **Problem Solving**. Coming up with effective solutions to problem / scenarios.
- **Innovation**. Receptivity to new ideas.

Higher learning and career opportunities

There are many computing courses available to study in the future such as;

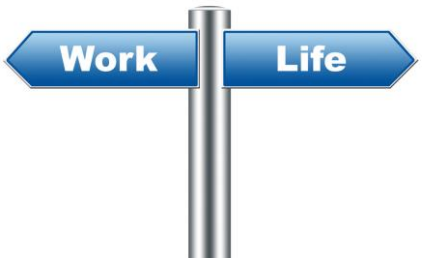
- Computing
- Network Computing
- Business Computing
- Computer Science
- Computer Forensics
- Games Software Development
- Computer Systems Engineering

Careers directly linked to the computing industry:

- Business analyst
- Database administrator
- Games developer
- Information systems manager
- IT consultant
- Multimedia programmer
- Systems analyst
- Systems developer
- Web designer
- Web developer
- Computing / ICT Teacher

Personal, Social and Health Education, Careers and Citizenship

Outline of Course



A programme which incorporates Personal, Social and Health Education, Careers and Citizenship is followed by all students throughout the school.

These areas will be covered over the course of the academic year in a series of 'Drop Down' days. In all years students cover age appropriate topics such as Pathways & Careers, British Values, Sex & Relationships, Healthy Living, Ethics & Beliefs and Community. Safeguarding issues are also addressed during Assemblies , workshops and Pastoral drop down days. These include CSE, Prevent & Hate Crime, Mental Health, Internet Safety. Types of Abuse and Drugs & Alcohol Awareness.

Registration time is also used to discuss Student Voice issues, current affairs, attendance trends, positive and negative points.

They develop skills of enquiry and communication and they participate in active citizenship activities throughout the year.

To prepare students for life after Tanfield, in year 10 and 11 there is an opportunity to visit local colleges and attend exhibitions where information regarding post-16 opportunities are available. Careers advisers speak to all members of Year 10 and 11. Admissions tutors from post 16 providers also speak to the year groups and are usually in attendance at parents evenings.

Sprechen Sie Deutsch?

Vous parlez français?

GCSE Modern Languages
French – German

Part of the English Baccalaureate

(EBACC)

Why are Modern Foreign Languages important?

ENGLISH IS NOT ENOUGH.

- 94% of the world's population live in a country where English is not the native tongue. 75% do not speak English at all.
- As international links become closer, easier and faster we need more than ever to communicate with foreign customers in their own language.
- It is a multilingual world and UK companies are now realising that they need Modern Foreign Languages to compete when trading internationally. In fact, businesses are losing money because of language barriers.
- A recent CBI survey showed that German and French are noted as the top two most useful Modern Foreign Languages to UK businesses.
- Internet users are much more likely to buy products and services when addressed in their own language.
- Most of British trade and business is with non-English speaking countries.
- Languages help you understand and appreciate the cultures and backgrounds of people from all over the world.
- Languages improve the quality of your life. Speaking languages gives you access to a whole new world (music, the Internet, cultural events, new friends, travel).

Why choose a language at Key Stage 4?

Because learning a language will help you develop lots of **skills you will need in life and in the world of work:**

Communication skills / Reading skills / Writing letters, CVs, job applications / Spoken presentations (useful for interviews) / ICT / Meeting deadlines / Cultural awareness / Getting on with people / Making new friends / How to speak to, listen to and deal with people in different situations / Dealing with money / Presentation of work / Taking responsibility / Working independently / Working in a team / Gathering information / Managing your time effectively.

What does the course involve?

AQA GCSE

The GCSE course is based on the following topics

- Identity and Culture
- Local, national, international and global aras of interest
- Current and future study and employment.

There are assessments at the end of the course in four different skills: Listening, Speaking, Reading and Writing. These are offered at Foundation or Higher Tier.

Unit 1	Unit 2	Unit 3	Unit 4
Listening 25%	Speaking 25%	Reading 25%	Writing 25%
Foundation Tier 35 minutes Higher Tier 45 minutes	Foundation Tier 7-9 minutes Higher Tier 10-12 minutes	Foundation Tier 45 minutes Higher Tier 1 hour	Foundation Tier 1 hour Higher Tier 1 hour 15 minutes
A range of questions based on pre-recorded material in the target language	Role-play card Photo card General conversation	A range of questions based on written material in target language Translation from German/French into English	A range of written tasks of varying lengths Translation from English into German/French

Languages and careers:

LANGUAGES WILL BROADEN YOUR CHOICE OF CAREERS.

Practically any job can involve languages, whether it is based in the UK or abroad. Here are just a few jobs where languages are important: Accountant /Air crew staff/Computer game designer/Engineer/Journalist/Marketing manager/Tourist guide/Bi-lingual Secretary/Hotel Receptionist/Sales Consultant/Travel Agent/Air Pilot/Teacher/Diplomatic Service Officer/International Worker.

According to recruitment agencies, salary uplift for those using languages at work can be anything from 8% to 20%.

Finally, languages go really well with a wide range of subjects. When you are choosing what to do in Key Stage 4 and beyond you will find that a language will come in very handy. Some subjects, including modern langauges, are more frequently required for entry to degree courses than others. We call them "facilitating" because choosing them leaves open a wide range of options for university study.

We hope that you have enjoyed learning a language at Key Stage 3 and that you will continue to do so for the next two years.
Thank you MFL Team.

HISTORY

GCSE History is not just about studying past events and dead people! The course offers you the chance to understand the real issues that affect the world today and helps you to see where we as country and you as a person fit into our world. History is important as it helps you to understand how the world of the twenty-first century was born out of the conflicts and changes that took place yesterday, last year or centuries ago.

The Humanities Department is offering an exciting GCSE History course for the Year 9 options. Students will study topics ranging from a breadth study into Crime and Punishment since 1000 to depth study into Germany 1918-1939. Students will develop and master 4 key assessment objectives:

AO1-developed knowledge of the periods studied to be able to apply accurate and knowledge in context

AO2- explanation and analysis of causes, consequences, similarities and differences based on developed contextual knowledge

AO3- source analysis and evaluation linked to developed knowledge analysis, causation and interpretation

AO4- Evaluation of interpretations of History.

GCSE HISTORY EDEXCEL

PAPER	CONTENT
Paper 1 – British Thematic Study with Historic Environment ***52 marks*** ***30%*** ***1 hour 15 minutes***	**Thematic Study** Crime and punishment in Britain, c1000 to present
	Historic Environment Whitechapel, c1870–1900: crime, policing and the inner city
Paper 2 – Period Study and British Depth Study ***64 marks*** ***40%*** ***1 hour 45 minutes***	**Period Study (20%)** The American West, c1835–c1895
	British Depth Study (20%) Early Elizabethan England, 1558–1588
Paper 3 – Modern Depth Study ***52 marks*** ***30%*** ***1 hour 20 minutes***	**Modern Depth Study (30%)** Weimar and Nazi Germany, 1918–39

Assessment

The Edexcel course comprises of three units examined and assessed at the end of Y11 in three separate exam papers.

Is History really useful once you have left school?

The short answer is yes. You will learn to develop a huge range of skills that will be useful not only in other GCSE. subjects but also in many jobs and in adult life. You will learn to:

- find out the causes of historical events
- develop your ability to handle a range of information and use that information to reach your own judgements
- examine other peoples' ideas and interpretations and use your own evidence to judge these interpretations
- develop the ability to judge how reliable or useful a piece of information is
- develop IT skills through research and the presentation of your work
- pull together all your knowledge, skills and understanding to produce accurate and detailed written work

You could use any of the skills that you have learnt at GCSE. History to show any college or employer that you can work independently. You will also show that you are able to use many different types of information.

Possible Careers

- Advertising
- Armed Services
- Banks and Building Societies
- Finance/Legal
- Journalism
- Libraries and Museums
- Local Government
- Police
- Selling and Marketing
- Social Work
- Teaching

Welcome to GCSE Geography.

Why Geography?
Geography is a dynamic and evolving subject which helps young people make sense of the ever changing world around them. At GCSE, it aims to build on the knowledge and skills acquired in KS3 to gain a deeper appreciation of the people, places and processes which shape our planet.
The subject is highly regarded by colleagues and universities and has one of the highest rates of employability of any university undergraduate course.

What skills and knowledge will you learn?
You will develop a suite of skills such as problem solving, independent learning, assessment for learning, critical thinking, map skills and ICT skills including the use of GIS (Geographical Information Systems) and will explore the geographical processes and pressures affecting a range of locations and places around the world.

How will it be assessed?
Written examinations will form 100% of the assessment. These will take place at the end of Y11. Students will be regularly assessed on the 4 key objectives throughout the course using a mixture of formative and summative assessment.

Fieldwork will remain a key element of the course but will be assessed within written examinations rather than as a separate piece of controlled assessment. Students will take part in two fieldtrips in contrasting environments.

In geography, students will follow the AQA syllabus. You will study a wide range of topics across three units:

Paper 1: Living with the physical environment –

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

How it's assessed

•Written exam: 1 hour 30 minutes

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

•35% of GCSE

Paper 2: Challenges in the human environment -

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Paper 3: Geographical applications

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam.

How do you find out more?
If you have any questions or queries regarding the suitability of the subject for you, please see Mr Harper or email on harperj@tanfieldschool.co.uk

GCSE Film Studies

GCSE Film Studies is a subject that challenges you to draw upon a wide range of skills to research, create, produce, analyse, critique, investigate and explore all aspects of modern cinema.

The subject allows us to study and explore Hollywood and international cinema by looking at some of the most important films from a range of genres. Shaun of the Dead, Saving Private Ryan, Skyfall and Attack the Block are just some of the films that are used to support this course.

Controlled assessment tasks are an opportunity to become creative as students use their own ideas and skills to produce unique concepts for films that they will design and produce.


Assessment:
There are two GCSE examinations and a controlled assessment folder.

Paper 1: Exploring Film (1 hour 30 minutes, **35**%)
Four questions that will challenge you to explore a range of modern and classic films from Hollywood.

Paper 2: Exploring Film outside Hollywood (1 hour 30 minutes, **35**%)
You will answer four questions that will allow you to demonstrate your knowledge of UK and global cinema.
Both exams require an understanding and critical awareness of the themes and messages used across a range of texts. The characterisation and approaches used by directors helps us to prepare for this assessment.

Controlled Assessment (30%)
You will produce and create your very own film product using digital cameras and editing software. The task is open ended so you can pick your very own style and storyline!

Beyond GCSE?
Students have continued their studies into film at college and 6th form and past students have studied the subject at university. The transferable skills from this subject lend themselves to further study in English and English

Literature, Business Studies, Economics, Art, Graphic Design and many more. Careers in journalism, advertising, design, marketing, publishing and any number of creative paths are well supported with this GCSE.

Any further enquiries please contact Mr Heffernan.

GCSE Physical Education

Course Aims:
The AQA Specification which we are following was a new course for 2016. The course aims are to develop knowledge and understanding of the following areas of sport:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

At a glance the specification is 60% theory and 40% practical assessment.

Component 1: The human body and movement in physical activity and sport **Written Paper**	30%	•1 hour 15 minutes written paper •78 marks •Combination of multiple choice, short answer and extended writing questions •Applied anatomy and physiology, movement analysis, physical training and use of data
Component 2: Socio-cultural influences and well-being in physical activity and sport **Written Paper**	30%	•1 hour 15 minutes written paper •78 marks •Combination of multiple choice, short answer and extended writing questions •Sports psychology, socio-cultural influences, health, fitness and well-being and use of data
Component 3: Practical performance in physical activity and sport **NEA**	40%	•100 marks •Internal assessment, external moderation

The theory content will be taught twice weekly in our theory classroom, there will be no practical during this time. The practical will be taught and assessed during Core PE time.

One assessment must be in a team sport or activity, one assessment must be in an individual sport or activity and a third can be from either a team or an individual sport or activity.

What do I need to do the course?
An interest in both the theoretical and practical elements of sport. Also desirable: representative honours at club, district, county or national level in at least one sport as either player/performer, official or leader.

What could I go on to do at the end of my course?

GCSE Physical Education is essential for progressing on to AS/A2 Level PE. It can lead to careers in - Sport Science, Teaching, Coaching, Sports and Leisure Management, Anatomy and Physiology, Physiotherapy and Medicine.

GCSE Art & Design

"Art can be as imaginative, creative and experimental as you make it"

Throughout this art and design course you will explore contemporary and traditional artists and gain influences from different cultures and the world around you. It is important that you have a genuine interest in art with a willingness to work hard. Throughout the course you will be developing your skills, knowledge and understanding in a range of areas.

What skills will I learn?

- Drawing
- Painting
- Printmaking
- Mixed Media
- Ceramics
- Sculpture

You will be expected to show initiative in developing ideas and ability to work independently both inside and outside of the classroom.
Homework is an integral part of the course and you will be set a series of tasks or assignments covering each project.

How will I be assessed?

Coursework is continuous throughout Years 10 and 11.
Examination - is a controlled test where you will be given starting points to develop ideas and research over several weeks before completing a final piece over 10 hours.

(i) Controlled assessment (40%)
(ii) Coursework – 2 projects (60%)

It is an examination requirement that both elements are presented for assessment.
At the end of the course you will achieve a GCSE qualification graded 1-9 with 9 being the highest attainment.

Where will it lead?

Many students go on to study A Level Art at Sixth Form or College. From there you can progress either to an Art Foundation Course or straight into University where there are many possibilities. It could lead into; architecture, animation, illustration, fashion, graphic design, set/costume/make-up design, the list is endless.

If you would like any further information, please speak to Mrs Tones

BTEC Level 1/Level 2 First Award in Music

If you are interested in learning all about the music industry and its associated courses and careers. If you would like to learn about arranging, marketing and performing at your own music events. If you would like to gain composing skills using industry standard sequencing software Sibelius then BTEC Music incorporates all these aspects and more.

EXAMINING BOARD: EDEXCEL

NAME OF SPECIFICATION: BTEC Level 1/Level 2 First Award in Music

COURSEWORK AND FINAL EXAMINATION

1 x 1 hour exam (50 marks) on Unit 1: The Music industry
3 internally assessed units of work

REQUIREMENTS FOR COURSEWORK

You are required to complete two core units and two specialist units. All units will need to be completed by the end of the Spring Term in the year of examination.

Core unit: The music industry
Core unit: Managing a music product
Options (*2 from*):
Introducing music composition
Introducing music performance
Introducing music sequencing

GRADES AVAILABLE

BTEC at Level 1, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction +

DESCRIPTION OF THE COURSE

This is a music vocational course based on 4 units of study. Each unit will last between 1 and 2 terms. It provides the opportunity to develop a range of skills and techniques which are suited to your personal musical strengths. This course can prepare you for a career in the performing arts or the music Industry. Playing an instrument is not a requirement for this course.

MOVING ON AFTER KS4

Passing this course will lead you on to a college course such as:
BTEC Level 2 Diploma in Music - Newcastle College www.ncl-coll.ac.uk
A level Music or Music Technology - Durham 6th Form www.dgsc.org.uk
A level Music - St Bedes 6th form www.stbedes.durham.sch.uk
BTEC Level 3 Diploma in Music - New College Durham www.newcollegedurham.ac.uk

* Check out the college web sites for more courses

For any further information please contact: Subject leader for Music Mr Stephenson