



## Year 9 Options 2023-2025

*"We were so impressed with the Year 9 GCSE options selection process at Ballard; the wealth of resources and advice on hand enabled our daughter to select her options without stress and ensured that she chose the subjects that played to her strengths, her future aspirations and ones that she enjoyed."*

Senior Parent

## **Contents Page**

1. Introduction
2. GCSE Options - The process
3. Answers to some general questions
4. Key Stage 4 Curriculum 2022 - 2024
5. Grading the new GCSEs
6. Examination Access Arrangements
7. Use of laptops
8. Careers information
9. Curriculum Years 10 and 11
10. Internal assessment throughout Key Stage 4

## **1. Introduction**

As our pupils begin Years 10 and 11, their education takes on a different format, leading to national examinations at GCSE level. Ballard aims to provide each pupil with a course of study which offers both breadth and balance, and enables all pupils to gain the appropriate qualifications for their post-16 career paths.

The curriculum at Key Stage 4 has been designed broadly to follow national guidelines and to follow areas of knowledge that are considered important, whilst retaining as much opportunity for choice as possible. The selection of subjects presents pupils with decisions which can be difficult to make as they can be far reaching in their consequences. When choosing subjects, the valuable advice which can be gained through personal contact with members of staff must not be forgotten; this booklet is not intended to replace this. Pupils are strongly recommended to seek the advice and suggestions of their teachers during school time and, of course, to consult their parents, careers staff and any other sources of information.

This booklet is intended to give pupils and parents information on aims, course content and the methods of assessment for each of the subjects offered, in addition to some guidelines on how to make informed choices for the pathway through Key Stage 4.

Matthew Higgins

(Deputy Head Academic)

## 2. GCSE Options - The Process

The options process was explained to the pupils in PSHE, with advice on how to choose their GCSE subjects. Pupils need to select four options and one reserve using iSAMS and must login in with their Ballard email address, using the Microsoft 365 verification button.

Option blocks will then be set up to allow the largest number of pupils to have their preferred subject choices. For pupils where their option selection does not work, the reserve option choice will be suggested. At Ballard, we aim to accommodate as many first choices as possible and with approximately 28 subjects across 4 option blocks, there are 20,475 combinations.

Pupils will receive confirmation of their final option as early as possible to give them peace of mind. Please note, once the option blocks have been established, they cannot be changed. The deadline for option choice submission is **Thursday 9<sup>th</sup> February**. If pupils wish to change an option after this date, they will have to choose from the newly created option blocks.

If any subject does not attract a viable number of pupils, the School reserves the right to withdraw that course and candidates will be asked to choose an alternative option.

### **3. Answers to some General Questions**

#### **1. Why Choose?**

There is insufficient time for pupils to take all the subjects currently studied to the standard required for public examinations at the end of Year 11. Remember, the aim is quality not quantity.

Government statistics will cap pupils' performances at their best eight results. Even though some may take up to ten subjects, only their best eight will count.

#### **2. Why is the choice difficult?**

- You may have to give up a subject you really like.
- You may not like some of the subjects offered.
- You may have to select a subject that you have not studied before and you may be uncertain whether you will like it or not.
- You have not decided your career, therefore you are not sure which subjects to choose.

#### **3. Why is the choice so important?**

- Your work will involve intense study for two years and there is very little room for change once a course has started.
- By ceasing to study certain subjects, you may automatically exclude certain jobs or careers in the future. One reason for insisting that all pupils study English and Mathematics is that they will be prescribed by all post-16 education establishments as a requirement for entry.

#### **4. How should I go about choosing?**

- Think about what you would like to study and why.
- Think about what type of person you are and how you learn best.
- Think about how your choice will affect your future career by reading literature in the Library.
- Talk to people including:
  - Subject teachers
  - Heads of Department
  - Year 9 Form Tutors
  - Head of Senior School – Mrs Guillen
  - Careers Lead – Miss Hewison
  - Head of Learning Support – Mrs Brook
  - Leadership Team – Mr McCleave, Mr Higgins, Mr Marshall, Mrs Gray and Mrs Munro.
  - Pupils currently studying the subject in Year 10 and Year 11

#### 4. Key Stage 4 Curriculum 2022 - 2024

All pupils must follow a course in the three core subjects:

- English
- Mathematics
- Science - (Biology, Chemistry, Physics)

At the end of the two-year course, pupils may be entered at different levels for final examinations; access to examination grades is based on level of entry.

Science courses are of two different formats. Some pupils will go ahead and study all three Sciences as separate subjects, achieving three GCSE grades; a grade for each discipline (Biology, Chemistry and Physics). Others will follow the Combined Science 'Trilogy' course, where their combined achievement across all three sciences will result in the award of two GCSE grades.

In addition to the three core subjects above, all pupils will have timetabled lessons in Physical Education, Games and PSHE, all of which are statutory.

Parents and pupils should be aware of the need to maintain breadth and balance across the range of subjects studied at Key stage 4. The study of at least one Modern Foreign Language is not compulsory, although it is highly recommended. Some pupils may find a full programme of study too demanding, and they may wish to make use of the programme run by the Department for Enhanced Learning (DEL) to replace an option in exceptional circumstances.

Pupils will take part in one Games afternoon, where they may be involved in fixtures, and a single PE lesson each week. In addition to this, pupils may study GCSE PE.

The proportion of the curriculum outlined above will account for 18 of the 30 lessons during the school week. The remaining 12 periods will be made up of studying one subject from each of the following four option blocks – example below:

<b>BLOCK A</b>	<b>BLOCK B</b>	<b>BLOCK C</b>	<b>BLOCK D</b>
Spanish	Bio/Chem/Phys	French	Art
Geography	Bus. Studies	Business Studies	DT – Product Design
Computer Science	Dance	Spanish	Food Tech
French	Geography	German	GCSE PE
DT – Product Design	DT – Product Design	Computer Science	Music
Drama	Statistics *	Rel. Studies	History
Art		History	

\*Please note that it has not been fully confirmed that Statistics will be available in September 2023 due to timetabling constraints.

## 5. Grading the New GCSEs

GCSEs in England have been reformed recently and are graded with a new scale from 9 to 1, with 9 being the highest grade. Fewer grade 9s will be awarded than A\*s.

The new grades were brought in to signal that GCSEs have been reformed and to better differentiate between pupils.

Current GCSE Grading Structure	Previous GCSE Grading Structure	Further Explanation
9	(A*)	Top 20% of pupils gaining a grade 8
8	A*	Classified as a good pass
7	A	
6	B+	
5	B-/C+	
4	C-	Classified as a pass (Minimum requirement for Higher & Further Education)
3	D	
2	E	
1	F	
U	U	

## 6. Examination Access Arrangements

Access arrangements are a contentious issue, debated every year, but they are vital to ensure a level playing field for all our pupils. If a pupil has to spend most of their exam time overcoming their learning difficulty or disability, rather than being able to demonstrate their knowledge, they are being disadvantaged.

### Substantial disadvantage

Exam Access Arrangements (EAs) are not for pupils who are slightly inconvenienced or have minor difficulties. EAs are for the substantially disadvantaged or disabled, within the meaning of the Equality Act 2010. This means they have a physical or mental impairment which substantially affects their day-to-day activities that has lasted, or is likely to last, for a minimum of 12 months.

**The examination boards stipulate that the following evidence must be provided:**

- **Exam access arrangement assessment** carried out no earlier than Year 9 from an appropriately qualified professional (Specialist Teacher Assessor with an Approved Practising Certificate or Educational Psychologist approved by the Head of Learning Support, Mrs Jan Brook)
- **Normal way of working.** If a pupil does not make use of the arrangement granted, then it is not their usual way of working, and the school will be required by the JCQ to withdraw the access arrangement. If the school were to continue with the EAA in these circumstances they would be in breach of regulations, which is considered malpractice.
- **History of need** and provision. We must have evidence on file to show the JCQ exam inspector that an individual has used their access arrangement over many years; we must be able to demonstrate a history of need.

Having 1:1 Specialist Teacher support lessons and/or a specific learning difficulty, such as dyslexia, does not automatically or necessarily mean that exam access arrangements will apply. Strict criteria concerning the candidate's current levels have to be met and given in evidence as above. Awarding bodies will not agree arrangements recommended by Specialist Teachers or Educational Psychologist if these are not consistent with Joint Council Regulations and approved by the SENCO (Head of Learning Support).

Exam concessions granted include arrangements such as rest breaks; additional time; having a human reader or using equivalent screen reader technology; having a human scribe or using equivalent voice activated software; a prompt and/or laptop; small room; concentration tool.

**Screening tests and assessments for access arrangements can be carried out in school, or by a school approved and registered assessor. Full diagnostic assessments can also be requested. For more details and/or to book an assessment please email the Head of Learning Support, Mrs Jan Brook: [jan.brook@ballardschool.co.uk](mailto:jan.brook@ballardschool.co.uk).**



## **7. Use of Laptops – Word Processor Policy**

### **Introduction**

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications “Access Arrangements and Reasonable Adjustments” and “Instructions for Conducting Examinations”.

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments and ICE to JCQ Instructions for Conducting Examinations.

### **Purpose of the Policy**

This policy details how the Ballard administers the use of word processors (including laptops and tablets) in examinations and assessments.

### **Principles for Using a Word Processor**

Ballard School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

- The Head of DEL will ensure that the proposed access arrangement does not disadvantage or advantage a candidate. AA4.2.1
- The candidate will have appropriate opportunities to practise using the access arrangement(s) before their first examination. AA4.2.7
- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- The use of a word processor is considered and agreed where appropriate at the start of the course.
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework).
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom; or
  - working in small groups for reading and/or writing; or
  - literacy support lessons; or
  - literacy intervention strategies; and/or
  - in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

### **The Use of a Word processor**

Ballard School complies with AA chapter 5 “Access arrangements available” as follows:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

The above also extends to the use of electronic braille and tablets.

- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification.
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.
- Ensures that a word processor cover sheet is completed and included with each candidate's typed script if required by the examining board.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.

A word processor cannot be granted because a pupil wants to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home.

### **Word Processors and their Programmes**

Ballard complies with ICE 14.25 *Word processors* instructions by ensuring:

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.
- Word processors have been cleared of any previously stored data, as must any portable storage medium used.
- An unauthorised memory stick is not permitted for use by a candidate.
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- Word processors are in good working order at the time of the examination.
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- Documents are printed after the examination is over.

- Candidates are present to verify that the work printed is their own.
- Word processed scripts are inserted in any answer booklet which contains some of the answers.
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor.
- Graphic packages or computer aided design software are not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

## **Laptops and Tablets**

Ballard further complies with ICE 14.21 instructions by ensuring:

- Tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'.
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- Candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points.
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- Candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- Candidates are instructed to appropriately number each page.
- Candidates are instructed to use a minimum 12pt font and double spacing.
- Invigilators remind candidates to save their work at regular intervals.
- Where it is possible 'autosave' is set up on each laptop/tablet.
- Candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

## **8. Careers Information**

### **GCSE Careers Advice**

For our pupils in Year 9 there is a wealth of information regarding careers, further education routes and pathways. This information will assist them to navigate their way through the options process that takes place in Year 9.

A variety of Ballard staff can help students with careers advice and support:

- Subject teachers
- Heads of Department
- Year 9 Form Tutors
- Head of Senior School – Mrs Guillen
- Careers Lead – Ms Hewison
- Teaching and Learning Lead – Mr Rose
- Leadership Team – Mr McCleave, Mr Higgins, Mr Marshall, Mrs Gray and Mrs Munro

Unifrog is our in-house online careers service. It is regarded as a complete destinations platform for delivering careers provision in schools and colleges.

Unifrog has gained an enviable reputation for its extensive resources, quizzes and real-life, up-to-the-minute advice. This service also offers a wide range of post-16 advice including information about Apprenticeships, BTEC and A level qualifications, as well as guidance on making applications to universities and details about the plethora of courses available.

Students should also seek out the knowledge and expertise of their subject teachers at Ballard, especially when it comes to which subjects to opt for at GCSE. It is important to note that there are many post-16 routes available for students, such as Apprenticeships, BTECs and T-levels, along with the more traditional A-level choices.

### **Careers Appointments**

Year 9 will benefit from one-to-one specialist careers appointments in the summer term. A qualified team of careers advisors visit Ballard to conduct face-to-face sessions and students receive a digital Action Plan, which they can access in their Unifrog personalised lockers online.

### **The Internet**

The internet remains an invaluable resource for accessing the most up-to-date information with regards to GCSE options and future careers pathways.

Career pilot, Spring pod and The Student Room (TSR), along with government-backed sites such as <https://nationalcareers.service.gov.uk> are all practical and accessible online sources of help.

### **Ballard School Sixth Form Exhibition**

Every autumn, Ballard hosts its Sixth Form Exhibition. This event is always busy and well attended by a diverse range of local sixth form providers and colleges.

The evening is an invaluable and informative opportunity to meet subject specialists and course representatives from our surrounding areas, to better understand the vast array of study options available and course entry requirements. It also offers a taste of what to expect of study and training, beyond the GCSE years - we often welcome back several of our former pupils to this event! \*\*\* In September 2023\*\* this event will be even bigger! We will be re-launching our event as Ballard School Careers & Sixth Form exhibition, with representatives from engineering, the NHS and Armed Services, to name a few!

## 9. Curriculum Years 10 and 11

# IGCSE English Literature

Exam Board: Edexcel

### Aims of the Syllabus

English Literature iGCSE aims to encourage pupils to read a wide range of classic literature fluently with good understanding and make connections across their reading. They read in depth, critically and evaluatively, so that they can discuss and explain their understanding and ideas. It is hoped that pupils learn to appreciate the depth and power of the English Literary Heritage and develop their cultural capital.

### Further study and Career opportunity:

It offers excellent preparation for AS and A-level English Literature, as well as giving pupils a grounding in a wide variety of literature that will stay with them for life.

### Synopsis:

Pupils will study one Shakespeare play, an anthology of poetry, one modern prose text and one modern drama text.

### Assessment Format:

The assessment is 40% coursework and 60% examination.

Paper 1 covers Poetry and Modern Prose and is worth 60% of students' overall grade.

Coursework is comprised of two extended writing assignments: one modern drama text and one literary heritage text. both internally assessed and externally moderated.

### Trips:

Where possible, theatre trips or visiting theatre companies are arranged to complement their studies.

Pupils buy their own course books as they will need to annotate the texts with their own personal notes to aid revision; these costs in total are in the region of £25.

### Head of English

Carly Maughan

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# IGCSE English Language

## Exam Board: Cambridge

### Aims of the Syllabus

Cambridge IGCSE (9–1) First Language English is designed for learners whose first language is English. The course enables learners to:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing
- Use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- Develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9–1) First Language English also develops more general analysis and communication skills such as inference and the ability to order facts and present opinions effectively.

### Further study and Career opportunity:

English Language is a core subject and as such a pass grade is a national requirement. The subject is a platform for all subjects and informs understanding. It is not only a university requirement but expected for careers across all disciplines.

### Synopsis and Key dates

It is a two-year course assessed by a combination of course work and terminal exam.

### Assessment Format:

The **externally examined unit** for English Language IGCSE is a Reading Paper (2 hours) comprising:

- Reading three texts
- Writing in response to one of the texts
- Language analysis
- Summary writing
- Reading and understanding- short and extended response questions.

Weighting (50%) externally assessed

**Coursework Portfolio:** three assignments, weighting 50% and internally assessed.

### Head of English

Carly Maughan

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# IGCSE Mathematics

## Exam Board: Edexcel

### Aims of the Syllabus

Our aim is to develop Mathematical knowledge in oral, written and practical situations and to encourage confidence, understanding and enjoyment in the subject. The syllabus focuses on mathematical skills, techniques and concepts and how to use them to solve problems; it is designed for teaching in international schools, colleges and UK independent schools. The specification is split across the four traditional areas of Mathematics:

1. Number
2. Algebra
3. Shape, space and measure
4. Handling data

### Further study and Career opportunity

There are many career opportunities available to people with a good grasp of Mathematics. Some career areas directly relate to mathematics and statistics, these include: banking, bioinformatics, medicine, insurance, tax, investments, stock broking/trading, engineering, actuarial work, accounting, economics, operational research, market research, pensions, retail, quantitative analysis/risk analysis, financial engineering, management consultancy, project management, teaching and outreach work.

### Synopsis and Key dates

The course content is spread through Years 9-11. Please see the Mathematics curriculum overview for more detail of the timings for delivery. The following areas will be covered throughout the course: Numbers and the number system, equations, formulae and identities, geometry and trigonometry, sequences, functions and graphs, vectors and transformation geometry, statistics and probability. The course will be examined in the May/June examination window of Year 11.

### Assessment Format

Pupils will be entered for linear IGCSE Mathematics at a level appropriate to their ability and ambitions. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across two papers where 9 is the highest grade. Foundation tier: grades 5 to 1. Higher tier: grades 9 to 4.

The course comprises two equally weighted two-hour exam papers which are assessed at the end of the course. Each paper will cover all the assessment objectives within the course and there is no coursework element to the qualification. Both papers must be the same tier of entry and must be completed in the same assessment series.

NB: Edexcel Further Maths GCSE and OCR FSMQ Maths will be offered to selected pupils through the activities programme in Year 10 and Year 11 depending on ability.

### Head of Mathematics

Mrs Charlie Gladman

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# **Level 2 Certificate in Further Maths**

**Exam Board: AQA**

## **Aims of the Syllabus**

This qualification provides additional learning opportunities for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3.

It offers the opportunity for them to be stretched and challenged and builds on the Key Stage 4 curriculum. It is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs. Learners should be encouraged to reason logically and recognise incorrect reasoning, and to appreciate the power of generalisation and mathematical proof. They should be encouraged to see algebra as a natural tool for communicating mathematically and for solving a range of problems.

## **Further study and Career opportunity**

There are many career opportunities available to people with a good grasp of Mathematics. Some career areas directly related to mathematics and statistics include: banking, bioinformatics, medicine, insurance, tax, investments, stock broking/trading, engineering, actuarial work, accounting, economics, operational research, market research, pensions, retail, quantitative analysis/risk analysis, financial engineering, management consultancy, project management, teaching and outreach work.

## **Synopsis and Key dates**

The course content is spread through Year 11 as part of the activity programme, and to top set pupils only. The following areas will be covered throughout the course: Numbers and the number system, algebra, geometry and trigonometry, calculus and matrix transformations. The course will be examined in the May/June examination window of Year 11.

## **Assessment Format**

The course comprises two equally weighted exam papers (1 hour 45 minutes each) which are assessed at the end of the course. Each paper will cover all the assessment objectives within the course and there is no coursework element to the qualification. Paper 1 is non calculator, paper two requires a calculator.

## **Head of Mathematics**

Mrs Charlie Gladman

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# Statistics (Higher Tier Only)

## AQA

### Aims of the Syllabus

The principal aim of this course is to increase awareness of the role of accurate statistical representations, calculations, reasoning and interpretation can play in their lives. Statistics has enormous value from a cross-curricular point of view; it has applications in Geography, Science, Business Studies, Economics and Psychology.

A fair proportion of media reports have some form of statistical basis and there are an increasing number of occupations which require the use or interpretation of statistical data. We hope to provide pupils with the skills and insights that will enable them to make more informed judgements of the statistics presented to them.

### Further study and Career opportunity

There are many career opportunities available to people with a good grasp of Statistics. Some career areas directly related to mathematics and statistics include: banking, bioinformatics, medicine, insurance, tax, investments, stock broking/trading, engineering, actuarial work, accounting, economics, operational research, market research, pensions, retail, quantitative analysis/risk analysis, financial engineering, management consultancy, project management, teaching and outreach work.

### Synopsis and Key dates

Our pupils will follow the AQA Statistics syllabus through years 10 and 11 and at the end of this time will be entered into the higher tier examination in the May/June exam series during the summer term of year 11.

The following areas will be covered throughout the course: Statistic Enquiry Cycle and Hypothesis, Data: Type and source, Sampling: Methods and use, Tabulation: Grouping data, Pie Charts: Drawing (Higher 2D and 3D compare), Back to back stem and leaf diagrams, Venn Diagrams, Choropleth maps and population pyramids, Dual bar graphs and line graphs, Scatter graphs with plotted double mean, Spearman's Correlation Coefficient, Common Index Numbers, Probability (overlap with IGCSE), Normal distribution (standard deviation), Quality assurance, Population (capture recapture).

### Assessment Format

Assessment consists of two 1 hour 45 minutes examinations, each worth 50% of the total mark. Both papers must be the same tier of entry and must be completed in the same assessment series.

The course is assessed across five objectives: Initial planning, Data collection, Data processing and presentation, Interpretation of results, Evaluation and review. There is no coursework element to the qualification. Candidates will be graded and certificated on a nine-grade scale from 9 to 3 using the total mark across two papers where 9 is the highest grade.

### Trips (Maths)

We aim to have a Mathematics trip during year 10 (See IGCSE Mathematics).

\*Please note that it has not been fully confirmed that Statistics will be available in September 2023 due to timetabling constraints.

### Head of Maths

Mrs Charlie Gladman

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# Combined Science 'Trilogy'

## Exam Board: AQA

### Aims of the Syllabus

At Ballard pupils are taught by specialist teachers in the three recognised disciplines, Biology, Chemistry and Physics. Science forms part of the compulsory 'core' curriculum. There is significant factual content in all the courses but in addition to teaching the basics of the syllabus we endeavor to make our pupils think like scientists. The Sciences at GCSE encourage pupils to question, debate and evaluate decision making. Pupils will be expected to design experiments, to observe, record and present data. They will also be expected to understand the importance of using data to draw valid conclusions and to understand societal aspects of scientific data and the limitations of scientific data.

### Further study and Career opportunity:

This is considered as being adequate preparation for the study of Science at AS/A2, BTEC level at college but our current interpretation is that colleges will expect pupils to have achieved grades 6 - 9 for entry to AS/A2 courses.

### Synopsis and Key dates

**Biology:** cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology

**Chemistry:** atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources

**Physics:** forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure

Entries at GCSE are at two levels Higher Tier or Foundation Tier and are assessed externally at the end of Year 11.

Pupils will also complete a range of required practicals during the course. An understanding of the principles of these required practicals will be assessed in the written papers B1, B2, C1, C2, P1 & P2.

### Assessment Format:

External assessment (Written papers) is at the end of year 11:

- Biology: 2 papers: B1 (AQA units 1 – 7), B2 (AQA units 5 – 7), duration: 75 mins, weighting 16.7% each
- Chemistry: 2 papers: C1 (AQA units 8 – 12), C2 (AQA units 13 – 17), duration: 75 mins, weighting 16.7% each
- Physics: 2 papers: P1 (AQA units 18, 21, 23, 24), P2 (AQA units 19, 20, 22), duration: 75 mins, weighting 16.7% each

### Head of Science

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# Separate Sciences – Biology, Chemistry and Physics

## Exam Board: AQA

### Aims of the Syllabus

Pupils may consider studying towards three separate GCSEs in Biology, Chemistry and Physics. This option is not for the faint hearted and represents a significant academic challenge. Pupils will study the same syllabus as pupils studying the Combined Science 'Trilogy' but in greater depth and at a faster pace. They will study extension material within each unit.

It is not possible for pupils to swap from the two GCSE options to the three GCSE options (or back). Pupils who opt for the three GCSEs will be expected to sit all three GCSEs in May / June of Year 11 i.e., pupils will not drop a GCSE.

Due to the extensive curriculum in the three Sciences, pupils opting for the three GCSEs will be taught for 5 periods, at the same time as pupils following the Combined Science 'Trilogy' route but they will also complete an extra 3 periods in an Option Block. This will give them 8 periods of science teaching a week, to complete the extensive demands of the three GCSE courses.

### Further study and Career opportunity:

**Biology** is desirable but not essential for anyone hoping to study Biology at AS/A2 with the aim of pursuing Further Education and careers in Medicine, Dentistry, Nursing, Physiotherapy, Psychology, Ecology, Conservation, Sports Science, Biochemistry etc.

**Chemistry** is a desirable qualification for individuals studying Chemistry at AS/A2 with the intention of studying Medicine, Material Science, Microbiology, Chemical Engineering etc. at university.

**Physics** is the preferred route for those who wish to study Physics at AS/A2 and Engineering (Civil, Aeronautical, Marine etc.), Electronics, Aviation, Architecture etc. at university.

### Synopsis and Key dates

**Biology:** Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, inheritance, variation and evolution, Ecology

**Chemistry:** Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources

**Physics:** Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure

Pupils will complete a range of required practicals during their GCSE studies which will be assessed in the terminal examination at the end of Year 11.

### Assessment Format

External assessment (Written papers) is at the end of year 11:

**Biology:** 2 papers: B1 (AQA units 1 – 4), B2 (AQA units 5 – 7), duration: 1 hour 45 mins, weighting 50% each

**Chemistry:** 2 papers: C1 (AQA units 8 – 12), C2 (AQA units 13 – 17), duration: 105 mins, weighting 50% each

**Physics:** 2 papers: P1 (AQA units 18, 21, 23, 24), P2 (AQA units 19, 20, 22), duration: 105 mins, weighting 50% each.

### Head of Science

Mr Aaron Markar

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# Fine Art

## Exam Board: OCR

### Aims of the Syllabus

This broad-based course offers the opportunity to develop the pupil's skills, knowledge and understanding using practical skills, whilst developing an understanding of the wide-ranging areas of art, craft and design. They will have the opportunity to study from a range of options to suit their interest in Fine Art for example: drawing, painting, installation, mixed media and digital media.

### Further study and Career opportunity:

Possible career paths: Architect, Illustrator, Animator, Photographer, Graphic designer/Web designer, Arts Administration, Prop and Set Designer, Fashion/Textiles/Costume Designer, Arts Heritage – conservation and restoration, Spatial, Interior or Landscape Designer, Ceramicists, Furniture designer, Jewellery designer, Make-up artist, metal work/silversmith.

### Synopsis and Key dates

This is made up of two components. Both components are essentially made up of practical responses and practical study. The course will be set out and guided by the art teachers.

Component 1 is the Portfolio Unit worth 60% of their final mark where pupils will develop, explore and record their ideas. They will learn skills, whilst developing their knowledge and understanding. They will have the opportunity to create a personal response to starting points which can be visual and/or written and they will work in a range of chosen traditional and/or digital media. There is a 10hr sustained focussed study in which to realise a final response. Completion by end of the Autumn term in Year 11.

Component 2 Externally Set Task worth 40% of their final mark. has a release paper on January 2nd from which they will be able to choose a starting point from 5 titles which are visual or written to develop a response using the skills, knowledge and understanding they have gained through their chosen course of study. They will be given a period of preparation, then a 10-hour period of sustained focussed study in which to realise their final response. Completion by 30<sup>th</sup> April of Year 11.

### Assessment Format:

Both components will be marked internally by the teacher and moderated externally by OCR.

- **AO1 Develop** (Research of artist, movements: looking at and studying an artist/movement/culture). Develop their ideas through investigations demonstrating critical understanding of sources. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO2 Refine** (Development) Refine work by exploring ideas, selecting and experimenting with appropriate Medias, materials, techniques and processes. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO3 Record** (Research into title chosen) Record ideas, observations and insights relevant to their intentions as work progresses. Must incorporate observation drawings and sketches. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO4 Present** (Final response, painting) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Portfolio: 30 marks plus externally set tasks: 20 marks)

### Head of Visual Arts

Mrs Jan Dunn

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# Textiles

## Exam Board: OCR

### Aims of the Syllabus

Textiles is defined as the creation of designs and products for dyed, constructed, stitched and printed fabrics and involves an understanding of fibres, yarns and cloth. Learners will explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes. Learners will explore practical and relevant critical and contextual sources such as the work of historical and contemporary textiles and fashion designers, fashion illustrators, textile artists, and the different purposes, intentions and functions of textile design as appropriate to their own work.

### Further study and Career opportunity:

Possible career paths include – Advertising, Artist/Maker, Art Director, Art Editor, Textiles Conservation, Art Historian, Costume Designer, Design and Development Engineer, Fashion Designer, Fashion Photographer, Fashion Model, Image Consultant, Furniture Designer-Maker, Interior Designer, Jewellery Designer-Maker, Magazine journalist, Materials Engineer, Retail buyer, Art/Creative Teacher, Illustrator.

### Synopsis and Key dates

This is made up of two components. Both components are essentially made up of practical responses and practical study. The course will be set out and guided by the textiles teacher.

Component 1 is the Portfolio Unit worth 60% of their final mark where pupils will develop, explore and record their ideas. They will learn skills, whilst developing their knowledge and understanding. They will have the opportunity to create a personal response to starting points which can be visual and/or written and they will work in a range of chosen traditional and/or digital media. There is a 10hr sustained focussed study in which to realise a final response. Completion is by the end of the Autumn Term in Year 11.

Component 2 Externally Set Task worth 40% of their final mark. has a release paper on January 2nd from which they will be able to choose a starting point from 5 titles which are visual or written to develop a response using the skills, knowledge and understanding they have gained through their chosen course of study. They will be given a period of preparation, then a 10-hour period of sustained focussed study in which to realise their final response. Completion by 30<sup>th</sup> April of Year 11.

### Assessment Format:

Both components will be marked internally by the teacher and moderated externally by OCR.

- **AO1 Develop** (Research of artists and fashion designers: looking at and studying an artist/designer/movement/culture). Develop their ideas through investigations demonstrating critical understanding of sources. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO2 Refine** (Development) Refine work by exploring ideas, selecting and experimenting with appropriate medias, materials, techniques and processes. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO3 Record** (Research into title chosen) Record ideas, observations and insights relevant to their intentions as work progresses. Must incorporate observation drawings and sketches and photos. (Portfolio: 30 marks plus externally set tasks: 20 marks)
- **AO4 Present** (Final response: fashion garment, textile wall art, soft furnishing) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Portfolio: 30 marks plus externally set tasks: 20 marks)

### Textiles Teacher

Mrs Rae Reynolds

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# **Business Studies**

## **Exam Board: Cambridge IGCSE**

### **Aims of the Syllabus**

The main aims of the course include: helping pupils understand the different forms of business organisations, the environments in which they operate, and business functions such as marketing, operations and finance. They will also learn to appreciate the role of people in the business world. They will calculate and interpret business data. They will also learn to analyse business situations and reach reasoned judgements.

### **Further study and Career opportunity:**

This course is an excellent foundation for Business Studies Post 16 and a first step towards a career in the world of business or further study at university level.

### **Synopsis and Key dates**

The course is assessed at the end of Year 11.

During the course we study six themes: Understanding business activity, People in business, Marketing, Operations management, Financial information and decisions, External influences on business activity.

### **Assessment Format:**

All candidates take two 90 minutes papers at the end of Year 11.

- Paper 1 is a combination of short answer and data response questions. The weighting for this paper focuses primarily upon the manipulation of data (often numerical) and the effective application of business concepts within four business scenarios.
- Paper 2 is based on a detailed case study which is provided as an insert with the paper. The weighting for this paper primarily assesses detailed analysis and justified recommendations which uses both quantitative and qualitative data from the case study insert.

### **Course expectations:**

Pupils are expected to independently keep abreast of current business news and economic issues. There are many additional resources which pupils will use during the course both within and outside of lessons to help support a broad and challenging syllabus.

### **Trips:**

It is likely that we will visit a business location for either a whole day or a half day.

### **Head of Business Studies**

Mr Matthew Higgins

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# **Computer Science**

## **Exam Board: OCR**

### **Aims of the Syllabus**

The aim of this course is to give learners a real, in-depth understanding of how computer technology works. Pupils will acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts to develop computer programs to solve problems. They will develop the skills to work collaboratively, evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society. It provides excellent preparation for higher study and employment in Computer Science as well as developing critical thinking, analysis and problem-solving skills.

### **Further study and Career opportunity:**

Pupils interested in pursuing a career in the computer industry or any online business will find this an excellent preparation. It would also be beneficial to anyone interested in knowing a little more about how this vital technology works and how it impacts our lives and society in general.

### **Synopsis**

The course develops understanding of current and emerging technologies as well as understanding of how they work. It also applies this knowledge and understanding in a range of contexts. The pupils acquire and apply technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming techniques. They use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

### **Assessment Format:**

The course comprises two exam papers completed in the summer of Year 11. Each exam is 1 hour 30 minutes long.

### **Trips:**

We aim to run one trip in the summer of Year 10, cost around £25.

### **Head of IT and Computing**

Mr James Blake

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# Dance

## Exam Board: AQA

### Aims of the Syllabus

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of non-verbal communication, and it is both physical and expressive. This subject encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

### Further study and Career opportunity:

GCSE Dance is an excellent preparation for 'A' level Dance, BTEC Performing Arts or any further study in a creative subject. GCSE Dance is also a great foundation for vocational dance training.

### Synopsis and Key dates

The practical component of the course enables pupils to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. It will also facilitate the development of pupils' skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences. Pupils will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. Pupils will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

The GCSE has a practical component as well as a written paper which is taken at the end of Year 11.

### Assessment Format:

**Component 1:** Internally marked and externally moderated

**Performance** (30%) (Set phrases through a solo performance, approximately one minute in duration, as well as a Duet/trio performance, three to five minutes)

**Choreography** (30%) Solo or group choreography

### Component 2:

Written paper 40% taken at the end of Year 11 (1 hour 30 minutes).

### Trips:

Optional trips are organised to see a variety of professional dance works throughout the year £20/25.

### Head of GCSE Dance

Mrs Sharon Ladbury

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# 3D Art and Design – Product Design

Exam Board: AQA

## Aims of the Syllabus

The course is designed to give students with a creative and practical flair a stimulating and enjoyable experience as designer-makers. By developing their design skills, problem solving abilities and working knowledge of materials, students create their own satisfying project outcomes to a range of teacher led and examination board themes. The qualification is not aimed solely at students following a design or technical career as abilities in research, design and problem solving are highly useful life skills.

## Further study and Career opportunity:

A level Product Design, BTEC - Engineering/Electrical/ Construction.

Product/Industrial Designer, Architect, Naval Architect.

Wide range of Engineering/Science/Technical Professions and trades.

## Synopsis and Key dates

The GCSE consists of two mandatory units: Both are essentially design responses and practical developments in Product Design. These will be set out and guided by the Design and Technology teachers.

- **Component 1** – Coursework – Year 10 Summer Term + Year 11 Autumn Term – April to December. Design portfolio - product construction. This is a design and make project based on a product designer/artist theme of choice. Students learn practical skills, whilst developing design knowledge and understanding. This lasts for two terms until December of Year 11.
- **Component 2** – Year 11 Spring Term - 10 hour practical – March. Product Design and Making has an early release paper in January from which students choose a starting point to develop a response using the skills, knowledge and understanding gained through the course of study.

## Assessment Format:

- Component 1 – 60% Design/Make Coursework: students develop, explore/record ideas leading to construction of various products. Product Design and construction is a response to a school set theme.
- Component 2 – 40% Exam Board Set Task: Design/Make Practical Examination. Product Design and construction is a response to range of AQA set themes. Students are given a period to prepare materials, moulds/formers etc then a 10 hour period of sustained focussed study in which to realise design intentions.

Both components will be marked internally by the teacher and moderated externally by AQA.

## Head of Technology

Mr Andrew Cornwell

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# **Drama**

## **Exam Board: AQA**

### **Aims of the Syllabus**

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience. The course engages and encourages students to become confident performers, to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

### **Further study and Career opportunity:**

This specification ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre. Students who go on to AS or A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. During Drama students develop key skills such as communication, co-operation and presentation, all essential in everyday life and any career. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

### **Synopsis and Key dates**

The course has the following elements:

Devising Drama (40%): a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work. It is marked by the teacher and moderated by AQA and takes place in the Autumn Term in Year 11

Text in Practice (20%): a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. It is marked by AQA and takes place in the Spring Term in Year 11

Understanding Drama (40%): written paper divided into three compulsory sections (Section A: Theatre roles and terminology, Section B: Study of set text, Section C: Live theatre production). Summer Term of Year 11. (1 hour 45 mins)

### **Trips:**

Regular theatre trips are a requirement of the course. Upcoming trips TBC.

### **Head of GCSE Drama**

Nicci O'Connor White

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# Food Preparation and Nutrition

Exam Board: AQA

## Aims of the Syllabus:

The GCSE specification in food preparation and nutrition is an exciting and creative course which focuses on practical cooking skills. It will prepare candidates to make more informed decisions about further learning opportunities and career choices. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition, food provenance and the working characteristics of food materials.

## Further study and Career opportunity:

Food Industry, Food Technologist, Nutritionist, Food Marketing, Chef, Confectioner, Dietician, Consumer Adviser, Home Care Organiser, Food Retailing, Health Promotion, Home Economist, Environmental Health, Food Journalism, Food Stylist, Catering, teaching/ lecturing, Food Marketing and Advertising.

## Synopsis and Key dates:

The GCSE is made up of two mandatory units:

- **Unit 1 Written paper Food Preparation and Nutrition** is externally assessed. Questions will cover all aspects of the specification content: Food Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance. This will be taken in the June of Year 11.
- **Unit 2 Non Exam Assessment Food Investigation task and Food Preparation** Candidates submit **two** tasks chosen from a list of themes provided by AQA. Candidates must be entered for **both** units. The Food Investigation task is set in Year 11, September 1<sup>st</sup> and the Food preparation task is set on November 1<sup>st</sup>.

## Assessment Format:

**Unit 1** Written exam paper (1 hour 45 minutes): Food Preparation and Nutrition is externally assessed (50% of the total GCSE marks)

**Unit 2** Non Exam Assessment: Food Investigation task and Food Preparation task both are internally assessed and externally moderated.

**Task 1** The Food Investigations x 3 (15%) (8 pages A4) 10 hours (30 marks) - The task will assess the following skills: research, selecting and justifying choices, how ingredients work and why, practical investigations and conclusions.

**Task 2** The Food Preparation Assessment (35%) 20 hours (70 marks). The task will assess the following skills: research, selecting and justifying choices, including different technical skills, menu planning and practical work, analysis and evaluation of the nutritional information, costs and sensory properties of the seven dishes made. They should demonstrate different practical skills and present three dishes within a single period of 3 hours.

## Head of GCSE Food and Nutrition

Mrs Julia Le Good

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# **Geography**

## **Exam Board: AQA**

### **Aims of the Syllabus**

This exciting and relevant course studies GCSE Geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### **Further study and Career opportunity:**

Identified as a very desirable subject for employers because of the wide variety of skills it offers, numerous A level and vocational courses are available at college. Careers in tourism, research, the media, the armed forces and education are a few of the choices opened up with Geography as one of your chosen subjects.

### **Synopsis and Key dates**

The Human and Physical aspects of the course will be taught throughout Years 10 and 11. The Physical syllabus includes Natural Hazards, The Living World, and UK Physical Landscapes. The Human syllabus includes Urban Challenges, The Changing Economic World and The Challenge of Resource Management.

### **Assessment Format:**

Three exams in May/June of Year 11.

1. Physical Geography (1 hr 30 mins) and is worth 35% of final mark.
2. Human Geography (1 hr 30 mins) and is worth 35% of final mark.
3. Geographical Applications (1 hr 15 mins) and is worth 30% of final mark.

### **Trips:**

The syllabus states two pieces of fieldwork have to be undertaken. This involves a trip to Southampton early in Year 10 to compare an area of suburb with an area of inner city. Our second piece of fieldwork is on coastal management at Milford on Sea. The pupils visit Milford on Sea in the summer term of Year 10.

### **Head of Geography**

Mr Jim Harrowven

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# History

## Exam Board: Edexcel

### Aims of the Syllabus

Why choose Edexcel GCSE History?

This exciting GCSE History course aims to develop pupils understanding of human activity in the past based on historical evidence. Pupils will learn about the nature of cause and consequence, continuity and change, and similarity and difference. Through studying this course, pupils will develop an understanding of the present and how it is influenced by past events.

### Further study and Career opportunity:

History GCSE has been identified as a very desirable subject for employers because of the wide variety of skills it develops. History GCSE can be the foundation for careers in law, research, the media, the armed forces, heritage and education to name just a few.

### Synopsis

#### Paper 1

Thematic study: Crime and punishment in Britain, c1000–present and

Historic environment: Whitechapel, c1870-c1900: crime, policing and the inner city.

**Paper 2** has two areas of study

British depth study - Early Elizabethan England, 1558–88 and

Period depth study - Superpower relations and the Cold War, 1941–91

#### Paper 3

Modern depth study - Weimar and Nazi Germany, 1918–39

### Assessment Format:

Three exams in May/June of Year 11.

**Paper 1** Thematic study and historic environment (1 hour and 15 minutes)

and is worth 30% of the final mark.

**Paper 2** Period study and British depth study (1 hour and 45 minutes)

and is worth 40% of the final mark.

**Paper 3** Modern depth study (1 hour and 20 minutes)

and is worth 30% of the final mark.

**Trips:** The syllabus incorporates a detailed study of Whitechapel and the Jack the Ripper murders. The History Department organise a trip that allows the pupils to explore Whitechapel with a blue badge guide. We are also looking to plan a new trip to key sites in Germany and Poland. Watch this space!

### Head of History

Mr Oliver Rose

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# **Modern Foreign Languages**

## **French, German and Spanish**

### **Exam Board: AQA**

#### **Aims of the Syllabus**

The GCSE French, German and Spanish courses enable pupils of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

#### **Further Study and Career Opportunity:**

We strongly believe in languages as a skill for life and something pupils should enjoy and find rewarding. The A-level specification builds on the knowledge, understanding and skills gained at GCSE and prepares pupils for undergraduate study. Many pupils are interested in using their languages as a central part of their career. Translation and interpretation as well as language teaching in schools are well known options. There are also many jobs where knowledge of foreign languages would be advantageous such as customer services, international marketing, transport industries and some areas of law and finance. Languages can also be vital in areas of the public sector such as security, armed services, Civil Service and European Union.

#### **Synopsis**

Pupils study the following themes on which the assessments are based:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

#### **Assessment Format:**

GCSE French, German and Spanish have a Foundation tier (grades 5-1) and a Higher Tier (grades 9-4). There are four terminal question papers; listening, speaking, reading and writing, weighted 25% each. Pupils must take all four question papers at the same tier.

#### **Trips:**

We feel it is important that pupils have the opportunity to experience the culture of the language they are studying and to practise their developing language skills. We have built up excellent relationships with partner schools in France, Germany and Spain and aim to offer either an exchange experience or a residential trip during the GCSE course. The approximate cost of these trips is £400.

#### **Head of Spanish and German**

Mrs Angela Guillen

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#### **Head of French**

Mrs Catherine Bellars

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# Music

## Exam Board: OCR

### Aims of the Syllabus

GCSE Music is about creating, performing and understanding music across a wide range of styles. Your work will be largely practical, and you will be encouraged to perform on an instrument of your choice (including voice) as a soloist and member of an ensemble or band. You will develop and extend your composition skills, working to your own strengths and musical tastes whether they be classical, contemporary or commercial. You will also listen to and appraise music from a wide range of cultural and historical genres.

### Further Study and Career Opportunity

GCSE Music is ideally suited to those wanting to go on and study both A-level and BTEC Music, Music Technology, Music Production and Performing Arts. It is an excellent complementary subject for those interested in careers in the Performing Arts and other creative subject areas and industries such as Film and Media. The skills gained in studying Music, such as the ability to work creatively and collaboratively, are valued by Further Education institutions and employers in many industries.

### Synopsis

There are four Areas of Study: The Concerto Through Time, Rhythms of the World, Conventions of Pop, Film and Game Music. The practical elements include composing and performing.

### Assessment Format and Key Dates:

**30% Performing:** Assessed through two performances, one solo and one ensemble. Internally marked and externally moderated by the end of the Year 11 Spring Term.

**30% Composing:** Assessed through two compositions, one free choice and one to a brief set by the exam board. Internally marked and externally moderated by the end of the Year 11 Spring Term. The **Integrated Portfolio**, comprising composition 1 and performance 1, to be completed by the end of the Year 10 Summer Term.

### 40% Listening and Appraising:

**Year 10** Ongoing preparations and assessments across all areas of study.

**Year 11** Ongoing preparations across all areas of study for the mock exam and then the 90-minute exam in the Summer of Year 11, comprising a mixture of short answer questions and one long answer question on the four Areas of Study: The Concerto Through Time, Rhythms of the World, Conventions of Pop, Film and Game Music.

### Trips:

There are no essential trips as part of the GCSE course. From time-to-time trips to useful concerts and performances are offered and range in price from around £3-£20.

### Head of Music and Creative Technology

Mr Barnaby Prangnell

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# GCSE PE

## Exam Board: AQA

### Aims of the Syllabus

The aim of this course is to develop knowledge, understanding, skills and values to develop and maintain pupil performance in physical activities whilst understanding the benefits to health, fitness and well-being. Pupils will have the opportunity to develop skills, techniques, tactics, strategies and/or compositional ideas to enhance their practical performances in team and individual sports. They will develop their ability, analyse and evaluate to improve performances in physical activity and sport using their subject knowledge of sport whilst applying their theory knowledge. They will develop theoretical knowledge and understand how the physiological and psychological state affects performance in physical activity and sport, as well as exploring socio-cultural influences which can affect people's involvement in physical activity and sport.

### Further study and Career opportunity:

GCSE PE will allow learners to access higher education opportunities when moving onto sixth form, colleges and employment opportunities such as A-level PE, BTEC Level 3 Diploma in Sport, Sports Leaders Level 3 Award, an occupation in the sports industry or teaching/coaching opportunities, Physiotherapy, Sports Nutrition, Sports Massage, Sports Science and Leisure Management.

### Synopsis and Key dates

- Theoretical knowledge of Sport covering the following topics: Applied Anatomy and Physiology, The structure and function of the cardio-respiratory system, Anaerobic and Aerobic exercise, Movement analysis, Physical training, Sports psychology, Socio-cultural influences, Commercialisation of physical activity and sport, Ethical issues, Health and Fitness and Use of data.
- Practical Performance: Pupils will be assessed in in three sports and submit evidence of their level of ability. The 3 Sports to be selected must consist of: 1 Game (Team), 1 Individual Sport and 1 other of either Game or Individual from the AQA specification.
- The Practical assessments and the dates will correspond to the time of the year of that sport in the PE and Games curriculum. Video evidence or grade (Live Performance) is submitted in March of Year 11.
- Analysis and Evaluation Coursework: submitted in February of Year 11.

### Assessment Format:

- Theory marks come from completing 2 written 75 minute exam papers (30% weighting each) which are marked externally by the exam board. The exam paper includes multiple choice questions, short answer questions and extended questions.
- Practical Performance (30% weighting): 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). All practical evidence is internally marked but moderated by an external visiting moderator.
- Analysis and Evaluation Coursework (10% weighting): Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.



- We recommend that you're playing for at least 1 club outside of school. The updated GCSE PE assessment activity list can be viewed here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/914514/GCSE\\_PE\\_activity\\_list\\_revised\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914514/GCSE_PE_activity_list_revised_2019.pdf)
- The specification at a glance is available here: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance>
- Video evidence must be supported for the sport performance. This needs to be completed at a club outside of school or at school in GCSE PE lessons or fixtures. Completion date is: March of Y11

### **Trips**

Gibraltar Sports Tour, Liddington Sports Tour.

### **Head of GCSE PE**

Mr David Steadman

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# Religious Studies

## Exam Board: AQA

### **Aims of the Syllabus**

The aim of the syllabus is to enable the pupils to develop a sound knowledge and understanding of various religions, including the Christian faith and its relevance in today's world.

Religious Studies isn't like other subjects where you're expected to know the answers; instead, you are expected to ask the questions. The pupils will be invited to wrestle with questions about the meaning, value and purpose of life, calling upon them not only to justify their opinions with wisdom and clarity, but to appreciate and value the differences and perspectives of others as they grow up in multi-cultural Britain.

### **Further study and Career opportunity:**

Career opportunities include youth work, community and social work, pastoral jobs, priesthood, counselling careers, sociology, psychology and divinity-related studies.

### **Synopsis and Key dates**

The course includes the study of 2 religions, 2 philosophical and ethical studies themes as well as 2 textual studies themes. The terminal examination is at the end of Year 11.

### **Assessment Format:**

Final exams based on Christianity and Buddhism and various social and ethical issues relating to these 2 religions. Both exams are 1 hour 45 minutes long.

### **Trips:**

Faithworks, Bournemouth-based Christian Charity and Moorlands College - Summer Term 2023.

### **Head of Religious Studies**

Mr Jeff Whalen

[jeff.whalen@ballardschool.co.uk](mailto:jeff.whalen@ballardschool.co.uk)

## 10. Key dates throughout Year 9

Throughout Year 9 there will be a programme of internal assessments designed to ensure that pupils are developing the learning skills, which are going to be required for ultimate success in their GCSE examinations. It is also intended that every pupil's attainment and progress are at least in line with their baseline indicator grades and, preferably, exceeding expectations. The programme in Year 9 will run as follows:

Date	Event	Further Explanation
October 2022	Report Card	Measuring attainment (age related expectations) and progress against a pupil's baseline.
	Tutor Evening	Discussion with the tutor on attitude to learning and progress so far this year.
November	Year 9 Assessments	In class examinations with a structured exam timetable in all curriculum areas.
January 13th	Assessment Report Card & Tutor Comment	Measuring attainment (age related expectations) and progress against a pupil's baseline.
January 19th	Parents' Evening	Pupils and parents can discuss the Report Card and current attainment and get advice from teachers.
January 30th	GCSE Options Evening	Exhibition style evening where subjects explain the GCSE courses available.
February 9 <sup>th</sup>	Options deadline	Four choices plus one reserve to be made via iSAMS.
February 10th	Option Blocks finalised	Last Friday of Spring 1 Half-term.
March	Full Report	Full written report to parents.
June	Report Card	A report card with current attainment, progress and attitude to learning.

If you have any questions, please do not hesitate to contact me  
[matthew.higgins@ballardschool.co.uk](mailto:matthew.higgins@ballardschool.co.uk) or Mrs Guillen [angela.guillen@ballardschool.co.uk](mailto:angela.guillen@ballardschool.co.uk).

**Matthew Higgins**  
**Deputy Head (Academic)**