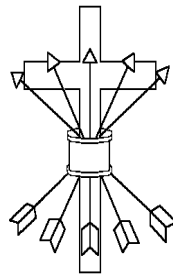


# WADDESDON CHURCH OF ENGLAND SCHOOL

## KS4 Curriculum

2021



'Success is a choice not just chance'

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## INTRODUCTION

### A word from the Headteacher

At Waddesdon Church of England School we are fully committed to the broad and balanced educational programme on offer for our students. We believe that all transitional stages are best bridged through careful consultation with parents and students. Over many years we have worked with families to enable our young people to make the right decisions for the future.

This booklet is designed to show the range of educational opportunities available during Years 9, 10 and 11. Key Stage 4 is an important time in any child's education as it lays foundations for Key Stage 5, university, lifelong learning and the world of work.

During Key Stage 3, all students follow a common course of general education, guided by the National Curriculum and assessed through the Mastery Bands. In Key Stage 4 students have an element of choice. Careful consideration is required at this time in Year 8. Students should consult with parents and teachers to evaluate their strengths. Subject choices should be based on:

- The need for a balanced education
- Pathways to post-16 learning and higher education
- Career aspirations
- Personal abilities and interests
- The changing/advancing world of the 21<sup>st</sup> Century

Individual options and student choices of subject are considered carefully. However, on occasion it proves impossible to blend every single selection into a coherent timetable. Usually this affects very few children, but all difficulties are discussed with students and parents.

At Waddesdon, we have an extra year for Key Stage 4. Pupils start their GCSE courses in Year 9 to enable greater depth and higher levels of achievement within the learning programmes. Students will take their examinations at the end of Year 11. Please ensure that you have read and thoroughly understood the information on the Core GCSEs, as well as the EBacc subjects, one of which your son/daughter must choose.

In 2017, the government introduced very significant changes to the content of GCSEs and the ways in which students' work is assessed. These changes include the removal of coursework, changes to course content and the replacement of the grading system from A\*-G to a numerical system, 9-1.

A further explanation of the range of courses and the option system is outlined in this booklet. We are very grateful for your continuing support at this important stage in your child's education and hope to see your son or daughter continue to flourish in his/her education with us at Waddesdon.

**Matthew Abbott**

## Perspectives

### A word from the Head of Year 8



#### **The sky's the limit....**

Since September, Year 8 have impressed me with their positivity, enthusiasm and resilience in the face of the challenge of school, but more recently home schooling. They are clearly a very ambitious group of students, determined to realise their full potential in all aspects of school life, which I believe they can do over the next four years and beyond.

Over the coming weeks, students will be required to make their KS4 subject choices. These decisions may well have an impact on their future careers; it is important that students spend time evaluating their options, to ensure they are beneficial to their future pathways.

There are a number of compulsory subjects and, in addition, students will choose four more optional subjects. Some may feel apprehensive about making these decisions, but they will be well supported in order to ensure that informed GCSE selections are made. This is an opportunity to continue the study of subjects that students have found inspiring, and also to explore new areas of interest.

The students have a very important, exciting year ahead of them. I hope they make the most of all the opportunities available at Waddesdon School, both during and after school. This may begin in the summer term, when Year 8 students will hopefully attend a residential camping trip to celebrate their achievements, make new friends and build their confidence, as well as learn lifelong skills that cannot always be taught in the classroom. This visit like everything else is subject to government restrictions at that time.

I wish all students well and I hope they are not only able to make informed choices about their KS4 options, but also will continue to develop into well rounded successful young adults.

**Janek Maciejewski**  
**Head of Year 8**

## A word from students in Year 9 and Year 11

This time last year I was in your shoes, wondering what options I should take, and why I should take them. To start off I discussed with my parents what I want to be when I am older. The subjects I chose were French, Geography, Food Preparation and Art. I took these subjects because I found them interesting and I thought that they would help me get a good career when I am older. It might be tempting to choose the same subjects as your friends, or to choose the teachers that you like, but this becomes a problem when thinking about your future.

I knew that I wanted to take a language for one of my options, and to begin with I chose Spanish, which I was not too great at, but – when I thought about it – I was actually better at, and enjoyed French more. Therefore this shows you that you do not have to worry about choosing another option as long as you are quick about doing so. The teachers are great at helping you get through your worries, helping you have a non-stressful option taking experience, and being there for you all the way.

### **Year 9 Student**

Picking option choices is a big step in your school career. You are making the transition from being a child, to becoming a mature young adult. The choices you make shouldn't be made without careful consideration. You need to be open minded, and listen to what all of the teachers have to say. Imagine you are interviewing them and make notes of the good points and the bad points of each subject. Ultimately, the choices you make need to be made by you. Discuss your options with your parents, but don't feel pressurised to do a particular subject. Have the courage to make the choices independently and don't worry what your friends might be doing; in the end you need to enjoy the subjects so you can excel in them.

None of the subjects are 'easy options': all of them require you to put in the maximum effort. Practical subjects especially have a large amount of coursework attached to them - keep this in mind. You have a chance to mould what lessons you will take for the next three years. As long as you believe, and have faith in the decisions you make, you will choose the right subjects. The teachers will support you every step of the way, whatever path you decide to take.

So make the most of it, and you will fly!

Good luck

### **Year 11 Student**

## GUIDANCE ON THE OPTIONS PROCESS

### Specific information about choices

We appreciate that all students have different strengths and interests. It is important for them to consider long-term aspirations and personal interests, as well as keeping their options open for later life and to make sure that there is balance and enjoyment across the subjects when making their choices. The following may be useful in helping you to decide what conversations to have with your son/daughter:

**English Baccalaureate:** The Government strongly recommends that **all** students take a foreign language AND either History or Geography at GCSE Level. In line with this, we **expect our students to study at least one of these subjects**. Your son/daughter has been asked to think about which are the right subjects for him/her. Most universities prefer these subjects to have been studied at GCSE and A Level. We offer students **four subject choices**, so that they can take at least one EBacc subject.

If there is an exceptional educational reason (e.g. EHCP) reason why a student is planning **not to take** a course in Languages or Humanities it is advisable to speak to Mr Maciejewski or myself before submitting the form; in this way we are confident that we can support students by offering sound educational advice and guidance.

**Enrichment:** The new GCSEs have increased in content and in difficulty which is why we have increased the amount of time devoted to English, Maths and Science. You may want to discuss with Mrs Champness (our SENDCo) or your son or daughter's English and Maths teachers whether s/he should opt for additional Enrichment lessons as one of the choices.

Further advice and guidance is offered through the **Year 8 Parents' Evening** when we will also release the March report. It is an ideal opportunity for parents to consult before final subject choices are made. This takes place on **Thursday, 18th March**.

**A note about Separate Science:** With the increase in subject content required for Separate Science (equivalent of three GCSEs), we now include this GCSE course in our option blocks. This will give students sufficient time to cover all aspects of the course in the appropriate depth. Separate Science is a challenging qualification, but one which we want all students to aspire to. Students are recommended to consider the guidance on these subjects carefully. Students not studying Separate Science, take Combined Science which also involves studying Biology, Chemistry and Physics.

**How the final choices are decided:** Since we do not restrict students' choices by asking them to pick from prescribed pathways or option blocks, it is only once all the choices have been submitted that we organise the choices into groups for timetabling purposes.

Usually there are about 20 students who need to choose another option. This is done in consultation with your son/daughter and is the reason why we ask for two reserve choices. Please be aware that we will not run a course if too few students

opt for it, and that we will ask teaching staff for their professional view as to suitability for a course.

We will spend time with every student to ensure that the options chosen are the right ones, so you will not hear until early May what the final subjects are. When a student is asked to use a reserve subject, we work hard with her or him to ensure that s/he is well supported and this is why this part of the process can take some time.

**Sam Jones**  
**Deputy Headteacher**

The deadline for your son/daughter to submit his/her option choices is:

**Wednesday 24<sup>th</sup> March**

Option choices should be submitted online. Please follow the guidance issued by Mrs Booker and Mr Carr

## KEY STAGE 4 EXAMINATION COURSES

Students at Waddesdon follow a core GCSE course which includes:

- English Language
- English Literature
- Mathematics
- Combined Science or Separate Science
- Religious Studies

There are two routes through Science at Key Stage 4:

1. Combined Science
2. Separate Science

All students follow core, non-examination courses in Citizenship and PSHE, and Physical Education (PE). This is statutory.

To complete their GCSE programme of study, students choose a further four option subjects. They select the four subjects from the following list, one of which must be Geography, History, French or Spanish.

- Art & Design: Art, Craft and Design
  - Art & Design: Graphic Communication
  - Art & Design: Photography
  - Business Studies
  - Computer Science
  - Food Preparation and Nutrition
  - Design & Technology
  - Drama
  - **Geography**
  - **History**
  - Information Technology: Creative iMedia
  - **Languages: French**
  - **Languages: Spanish**
  - Music
  - Music Technology
  - Physical Education
- 
- Enrichment (Additional English, Maths and homework support)



## CHANGES TO THE GCSE QUALIFICATION

The new GCSEs are now entirely terminally assessed. The 9 - 1 grading system will relate to A\* - G in the following way:

NEW GCSE GRADING STRUCTURE								
9	8	7	6	5	4	3	2	1
					4	=	C	
					and above		and above	
A*	A	B		C	D	E	F	G
OLD GCSE GRADING STRUCTURE								
<ul style="list-style-type: none"><li>• Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above</li><li>• Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above</li><li>• The bottom of grade 1 will be aligned with the bottom of grade G</li></ul>								

Spelling, punctuation and grammar are taken into account in all Key Stage 4 assessment and carry particular weight in English, English Literature, Geography, History and Religious Studies.

### COURSEWORK / NON-EXAMINED ASSESSMENT

Coursework is now not a feature of the new GCSE except in the case of subjects where there is a practical element (e.g. Drama, Art, Technology). Where coursework remains, this takes place within school hours and under teacher supervision. As such, it is much closer to being an extended exam, rather than traditional coursework which may have been carried out at home. This is a requirement placed on schools by the Examination Boards.

Without the completion of coursework, students cannot be seen to fulfil the criteria of an examination syllabus and cannot therefore be awarded a grade.

The setting of coursework is staggered over the two- or three-year courses, but it is essential that students manage their time effectively. Coursework helps Key Stage 4 students to:

- Learn important lessons about self-motivation and self-discipline
- Develop their talents and abilities
- Understand the importance of time management.

Should coursework not be completed by the given date - a date which should be seen as an "examination date" - contact will be made with parents and a course of action will be outlined. Ultimately if coursework is not produced, a fee will be charged in order to withdraw the student from the said examination.

It is important to emphasise that all coursework must be the student's own work. Plagiarism is viewed very seriously, and will lead to disqualification from the awarding body.

Student progress is reviewed through the reports; any students who are significantly behind will be expected to catch up with their work. After-school clubs or study lessons are offered in order to support students who require extra time.

Upon completion of non-examined assessments (NEA), students will be informed of their centre-assessed marks (in line with JCQ guidelines) so that they may request a review of the marking before marks are submitted to the relevant awarding body.

### **EXAM DISPENSATION**

Some students are eligible for extra consideration for controlled assessments. This may include extra time, the use of a laptop or an amanuensis. If you consider this may be the case for your son/daughter, please contact Mrs Champness (SENDCo) who will consider your request and liaise with Mrs McCann who organises an external assessment. In some cases, students are put forward for exam dispensation following the recommendation of subject teachers or the Head of Year.

# **CORE GCSE COURSES**

<b>SUBJECT</b>	<b>ENGLISH</b>
<b>EXAM BOARD</b>	<b>AQA</b>
<b>SPECIFICATION</b>	<b>8700 (Language) 8702 (Literature)</b>

### **GENERAL INFORMATION**

Students are taught English Language and English Literature together. Blending comprehension, analysis, exploration and creativity, the course allows students to develop as skilled readers, writers and speakers. Students begin their GCSE course during Year 9, undertaking Speaking and Listening tasks and studying some of their English Literature set texts.

Students are assessed in four examinations: two for their English Language GCSE and two for their English Literature GCSE. They also achieve a separate qualification for Spoken Language, a compulsory element of the curriculum.

The skills required for the GCSEs are outlined below.

#### **English Language**

Students will be encouraged to:

- read, understand, compare and respond to a wide range of texts
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- develop the ability to construct and convey meaning in written language using correct grammar and standard English, matching style to audience and purpose
- show an understanding of linguistic conventions for reading, writing and spoken language
- develop an understanding of the spoken word and the ability to express themselves effectively in speaking and listening activities, matching style and response to audience and purpose.

An increased emphasis is now placed on written accuracy, with 20% of marks now being awarded for spelling and grammar.

#### **English Literature**

Students will be given opportunities to explore their literary interests and are encouraged to:

- read a wide range of classic literature fluently and with good understanding
- develop an appreciation of the ways in which authors achieve their effects and develop the skills necessary for literary study
- appreciate the depth and power of the English literary heritage
- develop the habit of reading widely and often
- develop the ability to respond to 19<sup>th</sup> Century and Shakespearean texts.

English Literature exams are closed book; however, we strongly encourage students to buy copies of the set texts for annotation purposes.

**SUBJECT**                      **MATHEMATICS**

**EXAM BOARD**                **EDEXCEL**

**SPECIFICATION**            **1MA1**

**EXAMINATION**              **100%**

### **GENERAL INFORMATION**

The Mathematics syllabus chosen is designed to offer students the best opportunity to show what they know and can do.

The course encourages students to develop confidence in, and a positive attitude towards, Mathematics so that they recognise the importance of Mathematics in their own lives and to society.

The course prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices and to help them function as informed citizens.

### **ASSESSMENT SUMMARY**

The Pearson Edexcel Level 1/Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification. There are two tiers:

- Foundation tier – grades 1 to 5 available
- Higher tier – grades 4 to 9 available (grade 3 allowed).

The assessment for each tier of entry consists of three externally-examined papers; all three must be from the same tier of entry. Students must complete all three papers in the same assessment series.

#### **Overview of content:**

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

#### **Overview of assessment:**

Written examination papers with a range of question types

Paper 1 – non-calculator	33.33%	(1hr 30min)
Paper 2 – calculator	33.33%	(1hr 30min)
Paper 3 – calculator	33.33%	(1hr 30min)

**SUBJECT****SCIENCE****EXAMINATION BOARD****AQA****AWARD CODE**

8464 (Combined Science: Trilogy)  
8461 (Biology)  
8462 (Chemistry)  
8463 (Physics)

**FINANCIAL CONSIDERATIONS**

We recommend that students buy revision guides and workbooks, costing approximately £15. We also organise a visit to the Science Museum to broaden the students' experience and understanding. This visit normally occurs in Year 9 and the cost of the trip is approximately £20. Students taking the Separate Science route will be invited to a conference in Year 11 at a cost of approximately £25.

**GENERAL INFORMATION**

There are two routes through Science at GCSE, both of which will enable students to deepen their appreciation and enjoyment of the three disciplines of Biology, Chemistry and Physics, and both of which will allow study of Science A levels.

- **Combined Science.** Students will take separate lessons in Biology, Chemistry and Physics, which together create the overall Combined Science award, equivalent to two GCSEs.
- **Separate Science.** This route culminates in three separate GCSEs in Biology, Chemistry and Physics. Separate Science is an option which must be selected on the option form.

The Separate Science course involves more in-depth engagement with the Science curriculum, with students studying some of the more complex and thought provoking areas of science, including the application of more advanced maths skills to science.

In order to meet the demands of the Separate Science course, students should demonstrate strength in Science and Mathematics at Key Stage 3, in addition to having a strong passion for the subject. We recommend that students have achieved at least In Depth or Profound in the mastery bands in their end of topic tests, mastery activities and their science assessments. We also recommend that students are competent with their maths skills. There is a limit of 30 spaces in the Separate Science group; if more than 30 students opt for the course then students will be selected according to their attainment across their Science assessments.

**It is important to note that students taking either Science route at GCSE will be able to access the 3 Science subjects at A level.**

<b>SUBJECT</b>	<b>RELIGIOUS STUDIES</b>
<b>EXAMINATION BOARD</b>	<b>AQA</b>
<b>SPECIFICATION CODE</b>	A 8062
<b>COURSEWORK</b>	None

All students follow the full Religious Studies GCSE qualification.

Religious Studies GCSE builds on foundations laid in Years 7 and 8 and gives students the opportunity to explore issues in greater depth. It enables students to construct well-argued, well-informed, balanced and structured arguments as well as opening up space to reflect on their own values, beliefs, and understanding of the nature of purpose and truth.

The course investigates ways in which religious beliefs and values are relevant to moral issues and behaviour, through the examination of issues such as marriage, abortion, animal rights and global conflicts. Events in the news are related to religious teachings. It also explores ultimate questions such as the existence of God and the purpose of life, as well as the significance of religious values and practices.

Students learn how religion, philosophy and ethics form the basis of our culture and are challenged with questions about beliefs and values. They develop analytical and critical thinking skills, as well as leadership and research skills.

Students explore the beliefs, teachings and practices of Christianity and Buddhism. They then consider the moral, religious and spiritual implications of 4 issues. The four themes are:

- Religion, peace and conflict
- Religion and life, including abortion, euthanasia and environment
- Relationships and families
- Religion, crime and punishment

### **WRITTEN EXAMINATION**

2 papers, each 1 hour and 45 minutes

- **Paper 1:** The study of beliefs, teachings and practices of Christianity and Buddhism
- **Paper 2:** Philosophical and ethical themes:
  - Relationships and families
  - Religion and life
  - Religion, crime and punishment
  - Religion, peace and conflict

### **FINANCIAL CONSIDERATIONS**

None.

# **ENGLISH BACCALAUREATE SUBJECTS (EBacc)**

*Students are required to choose one of these subjects in their final options*



# **GEOGRAPHY**

## **AQA 8035**

### **Learning Outcomes**

The world is likely to change faster in the next 50 years than it ever has before, so Geography's role is now more important than ever. Geography analyses causes and effects of major global and local issues, and helps people to plan, prepare and manage these changes to ensure sustainable living for the world's inhabitants. It is a subject about now, and the future. It is also a subject that keeps your post-GCSE options wide open because of the range of skills that you will develop. These include:

- sequencing and explaining natural and human processes of change;
- analysing complex relationships between natural processes and people;
- evaluating the different strategies used to manage local, national and global geographical issues;
- analysing information on maps, graphs and statistics;
- planning and carrying out independent fieldwork investigations;
- developing skills in working collaboratively as well as independently.

### **Subject Content**

We follow the **AQA** specification for GCSE Geography. You will study:

#### **Unit 1 – Living With the Physical Environment**

- The Challenge of Natural Hazards – tectonic, tropical storms, extreme UK weather and climate change
- Physical Landscapes in the UK - coasts and rivers
- The Living World – ecosystems, tropical rainforests and hot environments

#### **Unit 2 – Challenges in the Human Environment**

- Urban Issues and Challenges – global population change and urbanisation issues
- The Changing Economic World – variations in levels of economic development across the world
- The Challenge of Resource Management – with particular focus on water

### **Geographical Applications**

Examining topical geographical issues and applying knowledge and skills to make a decision about how to respond to the issue.

### **Geographical Skills**

Maps, graphs, fieldwork, GIS, numeracy and statistics.

**Examination** - 3 exam papers, each 1hr 30mins:

- Paper 1 - 'Living with the Physical Environment'
- Paper 2 - 'Challenges in the Human Environment'
- Paper 3 – 2 parts: an Issue Evaluation including the analysis of a pre-released information booklet and Fieldwork (Applications and Skills)

### **Fieldwork investigations**

Fieldwork will remain an important element of GCSE Geography. Candidates will be required to undertake two fieldwork investigations. These are likely to be local fieldwork investigations based on natural and human processes of change.

# HISTORY

## AQA 8145

### What you can expect

There is a famous quote which says, “those who cannot remember the past are doomed to repeat it”. As well as being interesting, History is important because it helps you understand the world we live in today. Studying History at GCSE will enable you to take an active part in your learning and to develop vital skills to help you write, argue and speak well. As with your History lessons in Years 7 and 8, History will continue to provide interesting, challenging and fun subject matter in lessons. At each stage, you will have the support of teachers who love the subject and want to see you enjoy and achieve in it.

History is a subject well-respected by universities and employers due to the wide range of skills that you will develop. These skills include analysis, argument, critical reading, communication and the ability to form a judgement based on evidence.

### Learning Outcomes - We believe that studying History is fundamental for 3 reasons:

1. We study History so that we can question information and understand how people view the past.
2. History is important because knowledge of the past helps us to understand the present.
3. In learning History, we develop our human values and understand how to contribute meaningfully as citizens.

**Subject Content** - We follow the **AQA** specification for GCSE History.

### **PAPER 1: Section A: Germany, 1890–1945: Democracy and dictatorship**

This period study focuses on the development of Nazi Germany. It also focuses on the changing life of people who lived in Nazi Germany during this turbulent time.

### **Section B: Conflict and tension between East and West, 1945–1972**

This depth study focuses on the causes and events of the Cold War – a period of rivalry, tension, suspicion and nuclear threat between the USA and the USSR.

### **PAPER 2: Section A: Britain: Migration, empires and the people: c790 to the present day**

This topic will look at how Britain has been shaped through migration and empire. It covers a broad range of topics from the Vikings, to the American War of Independence, the Windrush Generation, and ends with the 2016 Brexit Referendum.

### **Section B: Elizabethan England, c1568–1603**

This depth study focuses on Elizabeth Tudor and judges how far her reign deserves to be known as a ‘golden age’. You will study the political, religious, cultural and social changes which occur during this transformative period.

**Examination:** The course is examined on two final papers which both last two hours.

# MODERN FOREIGN LANGUAGES

## FRENCH

### AQA 8658

#### Learning Outcomes

Taking French at GCSE level will enable you to:

- develop understanding of French in a variety of contexts
- gain a greater appreciation of cultural differences
- develop knowledge of French and language learning skills
- develop the ability to speak the language with confidence
- develop awareness and understanding of countries and communities where French is spoken

#### Subject Content

##### Listening

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, requiring answers in French and English. Students will be allowed to make notes during the test and will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

##### Reading

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

##### Speaking

Students will be given a photo card and role play card and they will have time to prepare. They will then comment on the photo card and take part in a role play. This will be followed by general conversation on a range of topics.

##### Writing

Students will be tested on their ability to respond to an advertisement, letter or newspaper and will be required to demonstrate their written ability, expressing opinions and using past, present and future tenses where applicable.

**Each of these 4 areas will constitute 25% of the course. The Speaking exam will be conducted by the teacher. All other elements will be taken as a final exam.**

### **What you can expect**

As with your study in Years 7 and 8, French will continue to provide interesting, challenging and fun subject matter in lessons. It will encourage you to take an active part in your learning and to develop vital skills to help you express your opinions, memorise vocabulary and use tenses effectively. There will be role play, group work, language games and exam question practice. Ultimately, the focus will be on comprehension of language and an appreciation for other cultures and customs.

In Years 9 and 10, students have the opportunity to visit Paris. This is a five-day visit which includes a 3-hour language course, visits to all the main sights of the city, a guided tour of the World War One memorial at Vimy Ridge and Disneyland Paris. The cost of the visit is approximately £550.

## **SPANISH**

### **AQA 8698**

### **Learning Outcomes**

Taking Spanish at GCSE level will enable you to:

- develop understanding of Spanish in a variety of contexts
- gain a greater appreciation of cultural differences
- develop knowledge of Spanish and language learning skills
- develop the ability to speak the language with confidence
- develop awareness and understanding of countries and communities where Spanish is spoken

### **Subject Content**

#### **Listening**

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, requiring answers in Spanish and English. Students will be allowed to make notes during the test and will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

#### **Reading**

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

### **Speaking**

Students will be given a photo card and a role play card and they will have time to prepare. They will then comment on the photo card and take part in a role play. This will be followed by general conversation on a range of topics.

### **Writing**

Students will be tested on their ability to respond to an advertisement, letter or newspaper and will be required to demonstrate their written ability, expressing opinions and using past, present and future tenses where applicable.

**Each of these 4 areas will constitute 25% of the course. The Speaking exam will be conducted by the teacher. All other elements will be taken as a final exam.**

### **What you can expect**

As with your study in Year 8, Spanish will continue to provide interesting, challenging and fun subject matter in lessons. It will encourage you to take an active part in your learning and to develop vital skills to help you express your opinions, memorise vocabulary and use tenses effectively. There will be role play, group work, language games and exam question practice. Ultimately, the focus will be on comprehension of language and an appreciation for other cultures and customs.

In Years 9 and 10, students have the opportunity to visit Seville. This is a four-day visit which includes a language course, visits to all the main sights of the city and a cookery workshop. The cost of the visit is approximately £650.

# **ADDITIONAL GCSE OPTIONS**

## **ART & DESIGN: ART, CRAFT & DESIGN**

### **OCR (Award Code J170)**

#### **Learning Outcomes/What you can expect**

GCSE Art covers a range of exciting approaches over the three-year course. We explore acrylic painting, water-colour painting, many types of drawing, sculptural three dimensional work, printmaking, computer graphics and art appreciation. We conduct research and planning in sketchbooks and make pieces of art linked with planning. The course is structured in Years 9 and 10 and students work more independently in Year 11. We encourage students to use the art facilities after school, where open-ended sessions take place.

#### **Component 1 - Portfolio (60%)**

A number of mini projects and one sustained project will be a requirement of the course. The sustained project will consist of a sketchbook containing a collection of work and ideas created by the students, supported with research into relevant artists and designers. The sketchbook then supports the development of a number of major outcome pieces, often in the form of a painting or sculpture. Most of the course is devoted to coursework.

#### **Component 2 – Non Examined Assessment (40%)**

This component has an early release paper from the exam board from which you will be able to choose a starting point and produce a sketchbook of supporting material for a 10-hour period of sustained focussed study, in which to realise your intentions, which is held over a number of days. The supporting studies and the 10-hour work are assessed as a whole.

#### **Financial Considerations**

Students are encouraged to have their own set of materials for home study. Useful items include an A2 portfolio case, A3 sketchbooks, pencils and pens, paints and brushes. The department does purchase these for resale on a non-profit making basis at hugely reduced prices. This happens in the summer term at the end of Year 8. Day visits take place once a year to major art galleries in London. Recent visits have included The Tate Modern, The National Gallery, The V & A and The Royal Academy.

# **ART AND DESIGN: GRAPHIC COMMUNICATION**

## **OCR (Award Code J172)**

### **Learning Outcomes/What you can expect**

Students will explore a range of approaches to graphic media including computer-aided design, advertising, photography, digital imaging and animation. Students will learn various software programmes including Adobe Creative Suite (Illustrator, Photoshop, InDesign amongst others). Students work in small sketchbooks, recording initial ideas, alongside digital sketchbooks; some work will need to be printed for assessment. The course is made up of a series of projects, each focusing on different approaches. These will include animation, graphic design and image manipulation. All projects must show exploration of relevant digital artists or designers.

### **Component 1 - Portfolio (60%)**

A number of project briefs are submitted as part of the portfolio. Each of these will focus on different approaches to graphic design, showing the development of an idea from conception to completion.

### **Component 2 – Non Examined Assessment (40%)**

This component has an early release paper from the exam board from which you will be able to choose a starting point and produce a digital sketchbook of supporting material for a 10-hour period of sustained focussed study, in which to realise your intentions, which is held over a number of days. The supporting studies and the 10-hour work are assessed as a whole.

### **Financial Considerations**

Students will need some equipment to enable effective home study, which will complement lesson work. An A3 plastic folder for storage of work and A4 plastic-sleeved portfolio will be required. It will also be useful to have access to fineliner pens and graphic marker pens. Access to a computer and the Internet will be essential at home. Design kits are offered for resale on a non-profit basis at reduced prices at the end of the Year 8 summer term. There will also be day visits to galleries at a small cost.



# **ART & DESIGN: PHOTOGRAPHY**

## **OCR (Award Code J173)**

### **Learning Outcomes/What you can expect**

In GCSE Photography students will have access to digital cameras and lenses as well as leading edge industry software and printing facilities. The course is suited to those with a good eye for composition, and is quite technical.

Students will engage with a variety of photographic techniques and themes, and study the work of leading photographers. Themes will include portraiture, studio photography, lighting techniques, landscape, environment, composition and close-up; students will work inside and outside of the classroom. The opportunity to visit suitable photographic locations will be helpful.

An ability to present and display work is an important attribute of a developing photographer and this will also be a focus. Students will be encouraged to use the facilities out of school hours.

### **Component 1 - Portfolio (60%)**

A number of projects are submitted as the portfolio. A project will consist of a usually digital sketchbook of researched ideas and photographic tests, and results in a series of printed still photographs or in some cases videography. In Year 9 students are taught foundational Photographic skills and in Year 10 and the autumn term in Year 11 a series of projects that comprise the portfolio take a more personal direction.

### **Component 2 – Non Examined Assessment (40%)**

This component has an early release paper from the exam board from which you will be able to choose a starting point and produce a digital sketchbook of supporting material for a 10-hour period of sustained focussed study in which to realise your intentions, which is held over a number of days. The supporting studies and the 10-hour work are assessed as a whole.

### **Financial Considerations**

Students are encouraged to have some materials for home study. Useful items include an A3 storage folder to store prints in, SD memory card, sketchbooks, and plastic-sleeved files. The department does purchase these for resale on a non-profit making basis at hugely reduced prices. This happens in the summer term at the end of Year 8. Access to a computer and a camera at home are highly recommended. There will also be day visits to photography galleries at a small cost. Students are expected to print their photographic outcomes which will incur a cost.

# **BUSINESS**

## **EDEXCEL 1BSO**

### **Learning Outcomes**

This course offers a general background into the world of work and provides skills which will be used by anyone considering setting up their own business or working within organisations.

The course is split into two themes.

- Theme 1: This concentrates on key business concepts, issues and skills involved in starting and running a business. Students will study areas such as enterprise, spotting a business opportunity, revenues and costs, cash flow and the impact of the economic climate on business.
- Theme 2: This examines how a business develops beyond the start-up phase and focuses on issues and decisions related to growth, with emphasis on marketing, finance, operations and people management.

The course is assessed through two exams at the end of Year 11. There is no coursework.

The course examines five main skills. These are:

- Knowledge and understanding – there are many key terms to learn and use in exam answers, a list for all 10 topic areas of the course. Understanding is shown through how you explain the advantages and disadvantages to a business of different decisions. For example, how the strengthening of the GBP may help some UK based businesses, but hinder others.
- Application – here you will need to show that you understand how choices differ depending on the business situation. Almost two thirds of the exam papers are based on unseen case studies. Some of these are known businesses, such as, Hotel Chocolat or Easyjet. Others are small businesses such as Good and Proper Tea or Frogbikes.
- Analysis – showing that you understand the consequences of actions. Most exam answers require a chain of 5 connectives. Students who do well at this show a particular interest in business and current affairs outside the classroom.
- Evaluation – being able to make an opinion and justify your decision, in the context of the case study.
- Numeracy – 10% of the course is calculation-based and students need to memorise formulas. There is also a requirement to understand the quantitative data in some of the longer answer questions. Feeling happy and confident with numbers, therefore, is really important.

This course provides a foundation for students considering further studies in the popular Business and Economics A Level courses and the Financial Studies Diploma.

# COMPUTER SCIENCE

## OCR J277

### Introduction

The OCR GCSE (9–1) Computer Science has been developed in relevance to the modern, changing world of computing. It is designed to boost computing skills essential for the 21st century. The qualification addresses the current digital skills shortage and places its emphasis on the following key areas:

- Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Applying the academic principles students learn in the classroom to real-world systems in an exciting and engaging way.
- Giving students a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.

### Assessment

The OCR GCSE Computer Science comprises the following two externally assessed written exams:

#### Component 01 – Computer Systems (50%)

The first component is an exam focused on computer systems covering the physical elements of Computer Science and the associated theory.

- Systems architecture
- Memory
- Storage
- Network topologies, protocols, layers and security
- System software
- Moral, social, legal, cultural, and environmental concerns

#### Component 02 – Computational Thinking (50%)

This component is focused on the core theory of Computer Science and the application of Computer Science principals.

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and IDE's

## **Entry requirements**

Students who choose to study at this level must be strong in mathematics (**ideally targeted at 6 or above**) due to maths being the foundation of the subject. Students must have the aptitude and drive to happily attempt computational problems on their own, in addition to their school lessons.

In the case of students not able to address the preliminary requirements, they are most welcome to explore the vocational IT route that is also offered by the IT Department.

## **Progression**

Students can pursue a wide selection of courses ranging from A/AS Level Computer Science; Cambridge Technical in Digital Media; Cambridge Technical in IT, to Level 2/ Level 3 Apprenticeship.

## **Find out more:**

<http://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020>

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN

## AQA 8552

**‘Design and Technology is a phenomenally important subject.** Logical, creative and practical, it’s the only opportunity students have to apply what they learn in Maths and Science’.

*Sir James Dyson, Founder and Patron of Dyson and Patron to the D&T Association*

In line with the ever changing world of design, this fantastic new GCSE encompasses all material areas. Students will learn about wood, metal, plastics, and electronics in order to be able to combine them, as is the norm in industry. For the NEA (previously known as controlled assessment), students will follow a Product Design route, meaning they can incorporate as many material areas as they wish in their work.

### **What will you learn?**

You will develop your knowledge and understanding of design and manufacturing industries and learn about the role of the designer in product and packaging development. Assuming the role of the designer, you will continue to extend your problem-solving skills and express your ideas creatively and artistically whilst expanding your portfolio of practical techniques. Through product analysis and design iteration you will be able to broaden your design appreciation of trends and materials; you will also have the opportunity to enhance transferable skills such as time management and analytical thinking. You will be given access to industry grade CAD software which allows you to access the school’s laser cutter and 3D printers remotely to generate highly accurate prototypes and technical drawings.

### **Who is the course aimed at?**

Are you passionate about designing and making? Do you enjoy problem solving and practical learning? Do you enjoy being creative whilst learning new techniques and skills? Do you want to try out your own ideas and perhaps follow a path that leads to Design or Engineering? Then this course is an ideal choice for GCSE. It is important to note that this is a rigorous, academic GCSE, with written communication, maths, research and problem-solving featuring in this course.

### **Where does this course lead?**

The diversity of this course means it can lead to a career in Architecture, Marketing, Engineering, Interior Design, Materials Science, Graphic Design and Product Design to name but a few. Universities value D&T as a subject for those wishing to pursue all types of careers, including Science and Medicine. Employers also value a GCSE D&T qualification as it develops creative, technical and transferable skills.

### **How is the course structured?**

During Year 9 and most of Year 10 you will develop your practical skills in lessons in all material areas, whilst covering the theory content through homework and dedicated theory lessons. In June of Year 10 you will start the final NEA (Non-Examined Assessment), selected from a set of exam board-approved tasks. For the NEA you can choose to specialise in one material area or a combination of material areas.

**Final GCSE:** Non-Examined Assessment 50%; Examination 50%

# DRAMA

## WJEC EDUQAS C690QS

*"Great theatre is about challenging how we think and encouraging us to fantasize about a world we aspire to."*

### Learning Outcomes

The GCSE Drama course provides the students with an understanding of a wide range of performance styles and an appreciation of the way in which drama communicates to an audience. The course also encourages an awareness of both history and culture in relation to drama and has much to say about society, past and present.

The students will aim to develop increased self and group awareness throughout the course and to improve their ability to appreciate and evaluate the work of others. They will also develop skills of devising, critical review, analysis and making connections between a range of styles and genres.

### Subject Content

Drama is studied from a practical perspective at all times and lessons take a workshop-style format. The students undertake a variety of activities and projects over the duration of the three-year course. Students usually choose to be assessed on acting skills for their practical options but there is also the opportunity to be assessed on design and technical elements too. The students are encouraged to develop a critical approach to performance and to watch as many different types of theatre as possible. They are encouraged to learn about all aspects of performance, including technical and design elements.

### Scheme of Assessment & Coursework

#### Unit 1 – Devising Theatre (40%)

**Final performance time will be between 5 and 16 minutes depending on group size.**

**Portfolio/supporting evidence: Written: 900 words OR Audio/visual evidence: 6-9 minutes**

**Requirements:** Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus.

- A realisation of their piece of devised theatre.
- A portfolio of supporting evidence.
- An evaluation of the final performance or design.

## **Unit 2 – Performing from a Text (20%)**

**Final performance time will be between 5 and 14 minutes depending on group size.**

### **Requirements:**

- Learners study two extracts from the same performance text.
- Learners participate in one performance using sections of text from both extracts.

## **Unit 3 – Interpreting Theatre (40%)**

**Written examination: 1 hour 30 minutes.**

### **Requirements:**

- **Section A:** A series of questions on a chosen set text.
- **Section B:** Live theatre review – evaluating a live production seen.

## **Why choose Drama GCSE?**

Even if the students do not intend to take their studies further, this course has many transferable skills. They will have developed their confidence, learned to negotiate as part of a group, used initiative and imagination to solve problems and will have accepted instruction and direction. They will have greater knowledge and understanding of how social, cultural and historic issues from a range of sources have an impact upon global society.

## **What can you expect?**

Drama at Key Stage 4 is diverse, challenging and fun. We explore topics from the past, as well as taking inspiration from current affairs; studying a range of styles ranging from comedy to more abstract practitioners. Throughout your studies you can expect to be kept on your toes and to really develop your confidence, your ability to empathise and to see the world from different perspectives. This subject will suit candidates who are enthusiastic, creative and willing to challenge themselves and take risks. You must be prepared to perform in front of others.

# FOOD PREPARATION & NUTRITION

## AQA 8585

### General Information

GCSE Food Preparation and Nutrition is an enjoyable and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition and Food Science.

### Subject Content – What is covered?

Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health** – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. **Food science** – Cooking of Food, Heat Transfer and the Functional and Chemical Properties of Food.
3. **Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

### Assessments

#### EXAM

##### Paper 1: Food Preparation and Nutrition (50%)

##### Written exam: 1 hour 45 minutes

The paper will be made up of 20 multiple choice questions worth 20 marks and 5 questions each with a number of sub-questions worth 80 marks.

#### NON-EXAM ASSESSMENT (NEA)

##### Task 1: Food Investigation (15%)

##### Written report

This is a 10 hour controlled assessment which tests students' understanding of the *working characteristics, functional and chemical properties of ingredients*. Students will submit a written report (1,500-2,000 words) including photographic evidence of the practical investigation.

#### NON-EXAM ASSESSMENT (NEA)

##### Task 2: Food Preparation assessment (35%)

##### Written portfolio

This is a 20 hour controlled assessment which tests students' knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to the chosen task. *Students will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio (20 A4 pages) including photographic evidence.



### **Why choose Food GCSE?**

Even if students do not intend to take their food studies further, this course has many transferable skills. They will develop their kitchen confidence, learn to cook, use initiative and imagination to create dishes, whilst ensuring food is safe to eat. Students will also learn the importance of a healthy diet and exercise which they can take into the future. They will have greater knowledge and understanding of how social, cultural and sustainable issues impact on food production, bringing an awareness of global food security.

### **What can you expect?**

Food at Key Stage 4 is challenging and fun. We cook each week, developing our skills and becoming more independent and creative as those skills develop. This subject will suit candidates who are enthusiastic, creative and willing to challenge themselves.

### **Financial considerations**

Most students will be required to provide ingredients on a weekly basis and also provide ingredients for exam purposes. Support can be given where needed.

# INFORMATION TECHNOLOGY: CREATIVE iMEDIA

Cambridge Nationals Level 2 Creative iMedia

## OCR J817

### Course outline

This qualification is for students who wish to develop applied knowledge of IT software and practical skills in creating digital media products.

### Mandatory units

**Unit R081: Pre-production skills** This first unit underpins the other learning in this qualification. Students will learn about how to plan pre-production effectively, including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products. This unit also provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts.

**Unit R082: Creating digital graphics** Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081.

**Optional units:** Students will pursue both the optional units below, which have been selected by the Subject Leader to complement the mandatory units.

### Unit R085: Creating a multipage website

This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive, and aesthetically pleasing website against a client brief.

### Unit R084: Storytelling with a comic strip

The aim of this unit is for students to develop an awareness of the current use of comic strip creation software and the implications of this technology in the Creative Media sector. Students will also learn how to exploit these technologies to reach new audiences and generate revenue.

### Assessment

Unit	Marks	Duration	Guided learning hours	Assessment Criteria
R081: Pre-production skills OCR Externally assessed	60	1 hour 15 minutes	30 hours	Distinction*/Distinction/ Merit/Pass
R082: Creating digital graphics (OCR moderated)	60	10 hours	30 hours	Distinction*/Distinction/ Merit/Pass
Optional unit 1 + Optional unit 2 (OCR moderated)	60	10 hours each unit	30 hours	Distinction*/Distinction/ Merit/Pass

**Why study this course?**

Digital media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

**For more information visit:**

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817>

# MUSIC

## OCR J536

*“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato*

### Learning Outcomes

- To explore the three main elements of music – Performing, Composing and Listening/Appraising
- To develop your enjoyment of and passion for music
- To develop your own musical interests and skills, including how to make music individually and as part of a group
- To develop your understanding and appreciation of a range of different kinds of music

### Subject Information

#### Practical Coursework (60%)

Students are assessed both on performing and composing. Candidates are expected to perform as a soloist and as part of an ensemble. Within the composition assessment, students are required to compose to a brief set by the exam board and produce a ‘free’ piece for their own instrument.

This is an internally assessed, externally moderated component. You will be encouraged to rehearse your instrument regularly, be creative and to broaden your musical horizons and understanding of music. The course is practical and academic.

#### Listening Examination (40%)

Listening, appraisal and notation skills will be assessed in an externally assessed examination at the end of the course. The exam will test students’ knowledge and understanding of the following four areas of study:

1. The Concerto through Time
2. Rhythms of the World
3. Film Music
4. Pop Music from the 1950s to the Present Day

### What You Can Expect

Students will receive a combination of practical and theoretical lessons, depending on the focus for each term. Students opting for Music GCSE must understand the practical nature of the subject and be prepared to play an instrument or sing throughout the duration of the course. Having lessons on an instrument is highly recommended. We would also expect them to play an active role in the department’s extra-curricular music activities and performances.

# **MUSIC TECHNOLOGY**

## **NCFE (601/6774/9)**

### **General**

In our modern, technologically focused world, an understanding of music technology is a prerequisite for anyone wishing to turn their musical talent into a career, be that as a performing musician, DJ, producer, engineer, composer or teacher. This qualification covers many of the essential skills required to progress towards one of these career goals, as well as providing opportunities for engaged, creative learning.

The course launches this year and coincides with the building of a new recording studio facility in the Music Department.

### **Learning Outcomes**

Taking Music Technology at GCSE level will enable you to:

- know how to set up and use a Digital Audio Workstation (DAW)
- know how to use a recording studio correctly, including all the equipment within
- produce and critically evaluate a range of popular music styles in our Mac suite using industry standard sequencing software, Logic Pro X
- become a proficient and confident DAW user, as an engineer and producer
- create music and soundscapes for film and computer games using synthesis and Foley sound design

### **Subject Information**

#### **External Assessment (50%)**

Written (15%) – Knowledge & theory assessment

Practical (35%) – Skills assessment

#### **Internal Assessment (50%)**

Unit 1: Using A Digital Audio Workstation (12.5%)

Unit 2: Creating Music (12.5%)

Unit 3: Multi-Track Audio Recording & Mixing (12.5%)

Unit 4: Sound Creation (12.5%)

### **Entry Requirements**

Students do not need to be able to play an instrument to be accepted on the course, though a knowledge of the piano would be beneficial. Due to the nature of the course, we must limit numbers to a maximum of 17 students and look closely at the student's suitability. We will consider attitude to learning, as well as musical ability, an ability to work independently and how a student works as part of a team. These transferable skills are essential for success in the Music Technology industry.

# PHYSICAL EDUCATION

## AQA 8582

### General Information

Pupils will receive one lesson of practical PE and one lesson of theoretical PE per week. It is important that all students choosing the subject are regularly taking part in more than one sport either inside or outside of school. We would expect them to attend extra-curricular clubs, team practices and matches when selected and hopefully to be a member of one or more clubs outside of school hours.

### Learning Outcomes

Taking PE at GCSE level will enable you to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop your ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

### Subject Information

#### Written Examination (Theory): 60%

The theoretical component of the subject is worth 60% of the final grade and is related to factors that affect performance and participation in physical activity. Students will be assessed at the end of Year 11 through 2 exams (papers)

Paper 1: The human body and movement in physical activity and sport (1hr 15mins)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in sport and physical activity (1hr 15mins)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

### **Practical: 40%**

The practical component of the subject is worth 40% of the final grade. Students will be assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/ activity, with the third assessment being from either a team or individual sport/activity. If choosing an event that has a singles and doubles option, it can only be chosen once.

There is also a written piece of coursework for which students are asked to analyse a sporting performance based on one of their three sporting choices.

#### **Team activity list**

Acrobatic Gymnastics  
Association football  
Badminton (doubles)  
Basketball  
Camogie  
Cricket  
Dance  
Gaelic football  
Handball  
In line roller Hockey  
Ice Hockey  
Field hockey  
Figure Skating  
Hurling  
Lacrosse  
Netball  
Rowing  
Rugby League  
Rugby Union  
Sailing  
Sculling  
Squash  
Table tennis (doubles)  
Tennis (doubles)  
Volleyball  
Water Polo

#### **Specialist team activity list**

Blind cricket  
Goal ball  
Powerchair football  
Table cricket  
Wheelchair basketball  
Wheelchair rugby

#### **Individual activity list**

Amateur boxing  
Athletics  
Badminton (singles)  
Canoeing/kayaking (slalom)  
Canoeing/kayaking (sprint)  
Cycling Track or road cycling  
Dance  
Platform diving  
Golf  
Gymnastics (artistic)  
Equestrian  
Rock climbing  
Sailing  
Sculling  
Skiing outdoor/indoor on snow  
Snowboarding  
outdoor/indoor on snow  
Squash  
Swimming  
Table tennis (singles)  
Tennis (singles)  
Trampolining  
Windsurfing

#### **Specialist individual activity list**

Boccia  
Polybat

## ENRICHMENT

The Enrichment option provides students with the opportunity to further improve their basic skills in Literacy and Numeracy.

Individual organisation and responsibility are emphasised. Students are expected to come to lessons well prepared, correctly equipped and ready to learn.

Literacy and Numeracy lessons are taught in the Enrichment Suite pods by specialist teachers and Higher Level Teaching Assistants. These lessons involve students utilising smart boards and interactive software with a small class size (typically 5-6). The lessons run alongside their core English and Maths syllabuses and help to support student understanding of common concepts.

Students opt for this course after discussion with their parents, subject teachers, Head of Year and the SENDCo.

## CITIZENSHIP AND PSHE

In Years 9, 10 and 11 each student has one Citizenship/PSHE session per week. Activities are designed to build on topics visited in the lower school, enabling students to develop their understanding of Citizenship and PSHE (Personal, Social, Health, Economic education) within the course of study.

The following topics are covered in Key Stage 4 Citizenship and PSHE lessons:

**Year 9:** 'Under the Skin' Project; Healthy Relationships; Positive Futures; Staying Safe; Study Skills; Successful Learning.

**Year 10:** Research Skills; Model United Nations General Assembly (MUNGA); Community Safety (First Aid – How to Save a Life!); DO Programme: Relationship Education; Drugs and Alcohol; Money Management; World of Work; Successful Learning.

**Year 11:** Strategies for Success; Employability Passport (CVs, cover letters, application forms); Presentations on apprenticeships, colleges, volunteering, Sixth Form, employment, exam preparation; Revision/Independent Study; Life Skills Programme (drugs, alcohol, dangers of driving, relationships, responsibilities); Successful Learning.

Outside speakers from professional agencies are invited to give pupils specialist knowledge on various issues. Our visitors inform students on alcohol abuse, consequences of drug taking, sex and relationship education, homelessness, teenage cancer, human rights, money management and careers education.



## **CAREERS**

The Careers programme has four main objectives:

- To allow students to assess their strengths and weaknesses, their likes and dislikes and how these may affect career choices.
- To learn about the different opportunities available, both in the neighbourhood and wider afield.
- To experience an area of employment at first hand by accessing work experience and/or voluntary positions.
- Prepare and practise such related activities as applications, CVs, interviews and associated topics.

Some of this is achieved in timetabled careers lessons, some in cross-curricular activities, and other parts in extra-curricular time. We will be building on what students have already experienced in the Careers and Guidance element of Lower School lessons.

All students in Years 11 and 13, and at other transitional stages, are offered careers interviews so that an action plan can be produced. Printed and visual information is available via the careers service and the school careers library, where computerised and interactive programs are available.

Our Careers Advisor, Bonita Bridges, is also present at parental consultation evenings for Years 8-13.

## **PHYSICAL EDUCATION**

It is a statutory requirement for all students to continue with Games throughout their study at Key Stage 4.

## **DUKE OF EDINBURGH'S AWARD**

This is a well-known scheme, offering a challenge of endeavour and achievement through a balanced programme including a wide range of leisure activities. It is open to anyone from the school year in which they turn 14 years of age. Year 9 students are able to complete the Bronze Award section and may go on to Silver in Year 10 and Gold in the Sixth Form.

The holding of such an award is a useful attribute when applying for employment, as it is a token of admirable personal qualities of determination, perseverance and self-confidence.

This scheme is divided into four sections:

### **1. Volunteering**

- to encourage service to others and making a positive contribution to the community or the environment. For example, this could involve helping a charity or coaching younger members of the community in a sport or at the local Brownie pack.

### **2. Physical**

- to encourage participation in physical recreation and improvement of performance. This involves participation in organised physical recreation and achievement of individual progress.

### **3. Skills**

- to encourage the discovery and development of personal interest and social and practical skills. This involves sustaining an interest in a chosen subject over a period of time and showing the attainment of a reasonable degree of skill. Such skills can vary from classical music to steel bands, from photography to embroidery.

### **4. Expedition**

- to encourage a spirit of adventure and discovery. Working as a team, you will plan, train and complete an adventurous journey either on foot, cycle, canoe or horseback and learn how to pitch a tent, read a map and cook on a camp stove along the way.

## KEY STAGE 4 OPTIONS

**Name:** ..... **Form:** .....

Please use this form at home when discussing and making your decisions. You can treat this as a draft copy. Once you have finalised your options, please submit them using our online system, as instructed by Mrs Booker and Mr Carr.

Options in order of preference and two reserve choices:

1. .... (EBacc Subject)
2. ....
3. ....
4. ....
- 
5. ....
6. ....

Please remember:

- You can opt for Enrichment / Learning Support as one option
- To read the required standards for Separate Science and Computer Science

Please be aware: -

- Some courses will not run if there are insufficient numbers
- It is not always possible to accommodate all choices, although we will do our best to fit your first four options.

**Please submit your options online. If you are not able to complete the form online, please submit this form to your Form Tutor by Wednesday 24th March.**

## GCSE EXAMINATION SYLLABUSES

<b>AQA</b>	Assessment and Qualifications Alliance
<b>EDEXCEL</b>	London Examinations
<b>OCR</b>	Oxford, Cambridge and RSA
<b>WJEC EDUQAS</b>	Welsh Joint Education Committee
<b>NCFE</b>	Northern Council for Further Education

Subject	Board	Specification Code
Art & Design: Art, Craft and Design	OCR	J170
Art & Design: Graphic Communication	OCR	J172
Art & Design: Photography	OCR	J173
Business	EDEXCEL	1BSO
Computer Science	OCR	J277
Design & Technology (Product Design)	AQA	8552
Drama	WJEC EDUQAS	C690QS
English Language	AQA	8700
English Literature	AQA	8702
Food Preparation and Nutrition	AQA	8585
Geography	AQA	8035
History	AQA	8145
Information Technology: Creative iMedia	OCR	J817
Mathematics	EDEXCEL	1MA1
MFL: French	AQA	8658
MFL: Spanish	AQA	8698
Music	OCR	J536
Music Technology	NCFE	601/6774/9
Physical Education	AQA	8582
Religious Studies	AQA	A8062
Science: Combined Science (Trilogy)	AQA	8464
Science: Separate Award (Biology)	AQA	8461
Science: Separate Award (Chemistry)	AQA	8462
Science: Separate Award (Physics)	AQA	8463