



# Rednocks School

**Quality, Partnership, Success**

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# Key Stage 4 OPTIONS

# 2021 – 2023

**Deadline for Return of Option Choices**

**Friday 26<sup>th</sup> March 2021**

## **KS4 Options 2021 – 2023**

Dear Year 9 Students and Parents/Carers,

The Key Stage 4 options process is hugely important in the school calendar, setting the path for students for the coming years and allowing them for the first time to focus on the subjects which they most enjoy.

Due to the influence of the pandemic, this year will need to be different to those that have gone before. Unfortunately, we don't have the pleasure of welcoming students and their parents to an options evening. Furthermore, repeated lockdowns mean that many students have been working from home for extended periods so that face to face contact and advice from their teachers has been missing.

However, we will not be daunted. We have put together a series of events and information sources to ensure that students are well prepared to make sound choices. Below you can find the key dates in this process:

<b>Date</b>	<b>Event</b>
<b>Friday 26<sup>th</sup> February</b>	Year 9 Virtual Assembly.
<b>Monday 1<sup>st</sup> March</b>	Year 9 Options Booklet and mini website to go live.
<b>Thursday 4<sup>th</sup> March</b>	Year 9 report issued.
<b>Thursday 4<sup>th</sup> March</b>	Year 9 Online Parents Consultation Meeting (Left Population).
<b>Tuesday 9<sup>th</sup> March</b>	Year 9 Online Parents Consultation Meeting (Right Population).
<b>Friday 12<sup>th</sup> March</b>	Options form to go live.
<b>Thursday 18<sup>th</sup> March</b>	Year 9 Online Parents Presentation via Google Meet.
<b>Friday 26<sup>th</sup> March</b>	Options forms deadline.

Over the next few weeks you will be making important decisions in your education, and beginning to plan for your future career. The choices you make now are very important as they will form the basis of your future career options, so take the time to ask questions and seek advice and guidance from your Subject Teachers, Tutor and Community Leader.

This booklet provides details of the subjects offered in the school's Key Stage 4 curriculum from September 2021. It also contains some advice and guidance regarding your option choices.

At Key Stage 4 there are two sections to your timetable, there is a group of subjects which are compulsory, known as the Core Curriculum, including English, Maths, Science, ICT, Life Skills and Ethics and Physical Education. Your option subjects make up the other section of your timetable.

We recognise that making these decisions can sometimes be difficult. Some students have a clear idea about the career pathway they wish to follow but most are unsure. It is important that you keep an open mind and choose a curriculum which is broad and balanced.

Further resources that you can use to investigate your career plans are:

- A. The 'Careers' section of the Learning Resource Centre (LRC) in school
- B. [www.careersbox.co.uk](http://www.careersbox.co.uk) - an online careers film and video library
- C. [www.icould.com](http://www.icould.com) - an investigation resource of careers linked to school subjects
- D. <https://sacu-student.com> - register on this web site and take the SPARTAN test for a psychometric test that gives you career ideas
- E. UCAS - <https://www.ucas.com/> - Provides information on which courses are offered by universities and what the entry requirements are.

Please ensure that you spend time thinking carefully about your option choices and if you have any questions then speak to your Tutor or Subject Teachers.

**Mr S White**  
**Assistant Head Teacher**

### **Rednock School Curriculum Pathways 2021 - 2023**

All Key Stage 4 students will study a Core Curriculum as follows:

<b>Core Curriculum</b>	<b>Qualification(s) Awarded</b>
English Language	<b>One</b> GCSE
English Literature	<b>One</b> GCSE
Maths	<b>One</b> GCSE
Combined Science	<b>Two</b> GCSEs
ICT	Non – examined subjects
Life Skills and Ethics	
Physical Education	

Students then have the opportunity to select four option subjects, one from each of the following blocks:

<b>Block A</b>	<b>Block B</b>	<b>Block C</b>	<b>Block D</b>
French	Art and Design	Art and Design	Art and Design
Geography	Business	Business	Business
History	Design and Technology	Creative Media	Creative Media
Spanish	Computer Science	Design and Technology	Design and Technology
Triple Science	Creative Media	Geography	Health and Social Care
Step Up	Digital Information Technology	Hospitality and Catering	History
	Geography	Music Practice	Physical Education
	Health and Social Care	Triple Science	Performing Arts
	Hospitality and Catering		Philosophy and Ethics
	Performing Arts		Sport Studies
	Spanish		Triple Science

## **Guidance on Making Choices**

When making your option choices you need to consider the breadth of subject choices and their impact on the next stages of your education and future careers. You need to ensure that the range of subjects you choose will enable you to access courses both at Post 16 and at University and/or Apprenticeship routes.

Do	Don't
✓ Select subjects which you enjoy studying and are happy to participate in	X Select a subject because your friend is doing it, this is your choice
✓ Consider the mode of study which supports your learning style best e.g. practical or theory	X Select a subject because you like the teacher
✓ Select subjects at which you are successful	X Select subjects that are too similar – you should have a range of GCSEs for your future and to vary your learning
✓ Ask your parents and teachers for advice	
✓ Find out everything about a subject as you will be studying it for 2 years	

## **Types of Qualification and Methods of Assessment at Key Stage 4**

The Key Stage 4 option subjects offered at Rednock School can lead to the award of a variety of qualifications at the end of Year 11 e.g. GCSE, BTEC and Vocational Awards.

The majority of GCSE subjects studied are now examined completely by exams at the end of Year 11. Some practical based subjects will be assessed through exams and controlled assessment tasks or non-examined assessments e.g. Physical Education, Design and Technology, Computer Science and Art and Design.

Some students prefer an assessment system with fewer written examinations and a more practical approach. To support students who prefer this learning approach we offer a number of BTEC and Vocational courses which can be completed alongside any of the GCSE subjects offered. Through a BTEC or Vocational Award students develop knowledge and understanding by applying their learning and skills in work related contexts. Students develop responsibility for their own learning through completing portfolios of work to set deadlines and criteria. These programmes also enable students to enhance their key skills and provide a clear progression route through to Post 16 education. There is an externally examined component for BTEC and Vocational qualifications which can range from 25 to 40% of the overall qualification.

BTEC and Vocational Award courses available at Rednock School are:

- Level 1 / Level 2 BTEC Tech Award in Creative Digital Media
- Level 1/ Level 2 BTEC Tech Award in Digital Information Technology
- Level 1 / Level 2 BTEC Tech Award in Music Practice
- Level 1 / Level 2 BTEC Tech Award in Health and Social Care
- Level 1 / Level 2 BTEC Tech Award in Performing Arts
- Level 1 / Level 2 Vocational Award in Hospitality and Catering
- Level 1 / Level 2 Cambridge Nationals Award in Sports Studies

## Qualification Grading

GCSE qualifications will be graded using the numbers 1 – 9, with 9 being the highest and 1 the lowest. Where performance is below the minimum required to pass a GCSE, students will receive a U grade. The new grading scale has been used for a number of years (since 2017). The chart opposite compares the new GCSE grading structure to the one used for the 'legacy' GCSEs, for those of you that may be more familiar with the previous grading system. For example, a C sits between a 4 and 5 in the new grading structure:

Source: New GCSE grading structure, GOV.UK - Ofqual

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Level	BTEC Grade	GCSE Equivalent
2	Distinction *	8.5
	Distinction	7
	Merit	5.5
	Pass	4
1	Distinction	3
	Merit	2
	Pass	1.25

## BTEC Grading

BTEC awards can be achieved at level 1 or level 2 depending upon the quality and challenge of the work completed and the grade achieved in the examined element. BTEC and GCSE grades are not directly equivalent, but the relative achievement can be compared in the table to the left.

## Rednock Sixth Form

Rednock Sixth Form is the natural progression route from your Key Stage 4 studies. The Sixth Form provides a range of Advanced Level courses, Level 3 BTEC courses and an Employability course for students with different abilities and aptitudes which support higher education and careers beyond Post-18.

Entry to the Sixth Form (and to any other Further Education Establishment) will depend upon the grades you achieve at the end of Key Stage 4.

# **Key Stage 4 2021 – 2023**

## **Core Curriculum**

<b>SUBJECT:</b> GCSE Combined Science	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Dr H Craig	
<b>GROUPING POLICY:</b> Set by ability	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<b>Link to Specification:</b> Students follow the AQA GCSE Science Trilogy course. This is examined at the end of Year 11. <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b>  In Year 10 students will study the first half of the GCSE course, covering all three areas of Science. They will have two teachers, a main teacher who will teach two of the science subjects, and a second teacher who will teach the third science subject throughout the year. The topics studied will be as follows:  <u><b>Biology</b></u>  1. <b>Cell biology:</b> what are cells, what are they made of and how do they divide? 2. <b>Organisation:</b> how are cells organised into structures such as the heart? 3. <b>Infection and response:</b> how do bacteria and viruses cause disease? 4. <b>Bioenergetics:</b> students will study how plants and animals generate energy.  <u><b>Chemistry</b></u>  1. <b>Atomic structure and the periodic table:</b> what is the structure of an atom and how was this discovered? 2. <b>Bonding, structure and the properties of matter:</b> how are atoms arranged into the molecules that make up the world around us? 3. <b>Quantitative chemistry:</b> how can chemists predict how much of a substance they will make? 4. <b>Chemical changes:</b> students will learn about different types of chemical reactions. 5. <b>Energy changes:</b> students will learn about how and why chemical reactions happen; why does burning a fuel create heat, for example?  <u><b>Physics</b></u>  1. <b>Energy:</b> what is energy? How and why is it transferred? 2. <b>Electricity:</b> how do electrical circuits behave? How is electricity generated? 3. <b>The particle model of matter:</b> how do atoms and molecules behave in solids, liquids and gases? What happens when their temperature changes? 4. <b>Atomic structure:</b> everything in the universe is made of atoms; students will learn about their structure and how they were discovered.  In Year 11, students study the following topic areas:  <b>Biology</b> - Homeostasis and response, Inheritance, Variation and evolution and Ecology.  <b>Chemistry</b> - The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.	

<b>Physics – Forces, Waves, Magnetism and electromagnetism.</b>
<p><b>What will homework look like?</b></p> <p>Students will have one homework per week from their main teacher and one homework per fortnight from their second teacher.</p>
<p><b>What enrichment opportunities are available?</b></p> <p>Appropriate enrichment opportunities will be arranged and communicated to students as the course progresses.</p>
<b>ASSESSMENT</b>
<p><b>How will my child's work be assessed?</b></p> <p>Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort. Students will be given 1-9 grades for these tests. We will also use mathematical techniques to track students' progress against prior attainment. All of those who we judge not to be progressing as we expect will be invited to attend a retest in the first instance, and then considered for additional support. In addition, students' progress will be assessed continuously through their classwork, homework and smaller in-class tests.</p> <p>Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in the written examinations at the end of Year 11, however, students will need to have experienced the class practicals in order to answer the questions. Students who miss the practicals will be asked to catch up, and invited for additional support after school if they do not or cannot do this themselves.</p> <p>Examinations will be at the end of Year 11. There are six papers: two biology, two chemistry and two physics, each worth 16.7% of the final qualification. Each of the papers will assess knowledge and understanding from distinct topic areas.</p>
<b>ADDITIONAL INFORMATION</b>
<p><b>How can I support my child in this subject?</b></p> <ul style="list-style-type: none"> <li>● Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.</li> <li>● Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.</li> <li>● Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete the homework. If they are stuck, encourage them to contact their teacher, who will be happy to help.</li> <li>● Look through your child's Science book with them. Discuss the feedback they have received and how they can improve. Ask them to show you work that they are interested in or proud of.</li> <li>● Encourage and help them to learn key words and formulae.</li> <li>● Encourage them to use the resources accessible from the school website.</li> </ul>
<p><b>How can I support my child with exams?</b></p> <ul style="list-style-type: none"> <li>● Upcoming tests will be publicised on Show My Homework. Help them to identify the material they need to revise, using the revision lists they are given.</li> </ul>



- Revision sessions will take place before each test and publicised on Show My Homework. Please encourage your child to attend.
- Help your child to plan their revision – a little, often is much better than cramming.
- Try to encourage your child to revise actively by condensing their notes, making mind maps, making revision cards. Ask them to identify specifically what they are learning then test them on it.

<b>SUBJECT:</b> GCSE English Language and Literature	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mrs S Melville-Brown	
<b>GROUPING POLICY:</b> All students will follow two courses: English Language and English Literature (both with A.Q.A. exam board). Groups are set according to ability. The flexibility to move students between sets is maintained throughout the course. Set changes will be made based on review point data (including attitude to learning) and teacher recommendation.	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<b>Link to Specification:</b> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Studying non-fiction texts (including 19<sup>th</sup> Century and modern texts)</li> <li>• Writing transactional texts</li> <li>• A Shakespeare play</li> <li>• A 19<sup>th</sup> Century novel</li> <li>• Contemporary and literary heritage poetry</li> <li>• Either a modern drama or prose text</li> <li>• Spoken Language</li> </ul> <p>It is not possible to state exactly which texts students will be studying as this will vary from class to class. Please contact your child's English Teacher if you would like further information.</p> <p>The content will be assessed entirely through external examinations. There is no longer any coursework or controlled assessment element.</p> <p><b>What will my child learn?</b></p> <ul style="list-style-type: none"> <li>• to demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately</li> <li>• to express himself/herself creatively and imaginatively</li> <li>• to become a critical reader of a range of texts, including multimodal texts, fiction and non-fiction prose, poetry and drama</li> <li>• to use reading to develop his/her own skills as a writer</li> <li>• to understand the patterns, structures and conventions of written and spoken English</li> <li>• to understand that texts from the British Literary Heritage have been influential and significant over time, and to explore their meaning and relevance today</li> </ul>	

<p><b>What enrichment opportunities are available?</b></p> <ul style="list-style-type: none"> <li>• Where available, students will be given the option of seeing theatre productions of drama texts studied.</li> <li>• Revision classes, where needed, will be put in place to support students leading up to important assessments throughout the course.</li> </ul>
<p><b>ASSESSMENT</b></p>
<p><b>How will my child's work be assessed?</b></p> <p>New GCSEs, such as English Language and English Literature, will be graded 1 to 9, with 9 being the top grade. As there are no internally marked components, students can expect regular exam-style tasks that will be assessed through peer and self-assessment, as well as marked by their teacher. This will encourage students to understand the assessment requirements of each assessment objective.</p> <p><b><u>AQA GCSE English Language:</u></b> 100% Examination (two exams)</p> <p><b>Paper 1:</b> Explorations in Creative Reading and Writing. (50%; 1hr 45mins)</p> <ul style="list-style-type: none"> <li>• Reading unseen literature text</li> <li>• Descriptive or narrative writing</li> </ul> <p><b>Paper 2:</b> Writers' Viewpoints and Perspectives. (50%; 1hr 45mins)</p> <ul style="list-style-type: none"> <li>• Reading one unseen non-fiction text and one unseen literary non-fiction text (one of which will be from the 19<sup>th</sup> Century)</li> <li>• Writing to present a viewpoint</li> </ul> <p><b><u>AQA GCSE English Literature:</u></b> 100% Examination (two exams)</p> <p><b>Paper 1:</b> Shakespeare and the 19<sup>th</sup> Century novel. (40%; 1hr 45mins)</p> <p><b>Paper 2:</b> Modern texts and poetry. (60%; 1hr 45mins)</p> <ul style="list-style-type: none"> <li>• Modern prose or drama text</li> <li>• The poetry anthology</li> <li>• Unseen poetry</li> </ul> <p><b><u>Spoken Language</u></b></p> <p>Speaking and Listening will no longer count towards the final grade in GCSE English Language. Instead, it will be recorded separately on each student's qualification certificate as an endorsement to the qualification.</p>
<p><b>ADDITIONAL INFORMATION</b></p>
<p><b>How can I support my child in this subject?</b></p> <p>All parents are issued with a guide at the beginning of the course which outlines the GCSE in more detail and includes specific information regarding support.</p> <p>The best way to support your child is to discuss regularly what they are learning in class. Discuss the texts they are studying, asking them to describe characters, themes and the historical or social context.</p>
<p><b>How can I support my child with exams?</b></p>

The Literature exams are closed book, which means students cannot take copies of the texts into the exam with them. Therefore, they need to know the texts very well. The best way to ensure this is for students to purchase their own copies of the set texts in order to highlight, annotate and turn them into a revision tool. Copies of set texts are available through the school.

There are a number of revision guides to purchase. York Notes and CGP are particularly good for supporting the study of set texts. Other revision guides can be purchased through the school.

<b>SUBJECT:</b> GCSE Mathematics	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr H Pugh	
<b>GROUPING POLICY:</b> Set by Ability	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<b>Link to Specification:</b> <a href="http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300">http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b> <p>The scheme of work follows the GCSE Curriculum 2015 and students will cover work on Number, Algebra, Ratio and Proportion, Geometry, Measures, Statistics and Probability.</p>	
<b>What will homework look like?</b> <p>Students will have one piece of homework a week. This will either be a written task or online.</p>	
<b>What enrichment opportunities are available?</b> <p>Gifted and Talented students take part in the UKMT Intermediate Maths Challenge.</p>	
<b>ASSESSMENT</b>	
<b>How will my child's work be assessed?</b> <p>Students self-assess their understanding of the work at the end of each unit. This is then marked by the teacher who gives feedback and sets further practice questions or extension questions as necessary.</p> <p>Common assessment tasks are given termly which will allow teachers to monitor students' progress throughout the course and find areas that extra study is needed on.</p> <p>Formal mock examinations will give students valuable exam practice as well as allow us to track their progress in the subject.</p> <p>The course is examined at the end of Year 11 in two tiers – Foundation and Higher.</p> <p>There are 3 examination papers and content from any part of the specification may be assessed:</p> <ul style="list-style-type: none"> <li>• Paper 1 = Non-Calculator (33.3%) – 90 mins</li> <li>• Paper 2 = Calculator (33.3%) – 90 mins</li> <li>• Paper 3 = Calculator (33.3%) – 90 mins</li> </ul> <p>Each examination paper will contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>	
<b>ADDITIONAL INFORMATION</b>	
<b>How can I support my child in this subject?</b>	

- Be positive about learning Mathematics when speaking to your child, whatever your personal experience of Maths was.
- Discuss what your child is learning in Mathematics with them, and get them to focus on the process of “why” the Mathematics happens rather than concentrating on the answers.
- Help your child practice their numeracy. It is essential that they master their times tables, and formal methods of addition, subtraction, multiplication and division.
- Try to encourage your child to use Mathematics in everyday activities. For example, when you go to the supermarket you could play a game to see who could estimate the final bill the best.

**How can I support my child with exams?**

- Students need to make sure that they complete past papers, and then use that to analyse what topics they cannot solve.
- Test your child with the formulas that are needed for their exam.

# **Key Stage 4 2021 – 2023**

## **Option Choices**

<b>SUBJECT:</b> GCSE Art and Design – Fine Art	<b>YEAR</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr A Wallis	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 60% Portfolio; 40% Externally Set Assignment	
<b>Link to Specification:</b> <a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b>  <p>GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. This course enables students to develop their ability to actively engage in the processes of Art and Design, building creative skills and thinking through learning and doing, develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies within historical and contemporary contexts, societies and cultures. The AQA Art &amp; Design course encourages students to develop a personal response to set project themes. All students undertake a minimum of three coursework units and an externally set exam unit in Year 11. The themes are designed as a common starting point and students are encouraged to develop work in personal and diverse ways. They will have the opportunity to work in a variety of media throughout the year including traditional and developing new technologies. A strong commitment to independent preparatory work and research is essential. In Year 10, students will develop two coursework units which they can extend in Year 11.</p>	
<b>What will homework look like?</b>  <p>Homework or independent study in preparation for Year 11 and 6<sup>th</sup> Form approaches to learning. It may take the form of research tasks that support the work students complete in school, or practical drawing and painting, photography and digital media work in their sketchbooks. It may also require a visit to a location, gallery or exhibition.</p> <p>Examples of this would be to research artists and their work for theme pages, drawing and painting from own sources and recording through using a broad range of skills from sketching to taking photos. Experimental work in a range of media is encouraged outside of the class environment.</p>	
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>● Gallery visits.</li> <li>● Weekly Art extension classes after school.</li> <li>● Independent classes at local arts centres.</li> <li>● Independent visits to art galleries.</li> <li>● Working with artists in residence</li> </ul>	
<b>ASSESSMENT</b>	
<b>How will my child's work be assessed?</b>	



There are two components to be assessed:

- Portfolio of work 60%
- Externally set task 40%

Assessment is on-going with written and oral feedback and course work tutorials.

Literacy is an essential part of the new specification and school curriculum and is also taught and assessed within the art.

Students receive formal assessment grades on a 9 - 1 scale through the school reporting cycle and in their books in line with this new specification.

#### **ADDITIONAL INFORMATION**

##### **How can I support my child in this subject?**

A great deal of motivation is required. It is important that students undertake independent work and are prepared to spend enough time completing studies at home. Students who undertake this course will require some art materials for work at home.

##### **How can I support my child with exams?**

There is no examination in Year 10 as coursework is on-going. All students will undertake the externally set task in January of Year 11.

<b>SUBJECT:</b> GCSE Biology	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Dr H Craig	
<b>GROUPING POLICY:</b> Mixed Ability	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<b>Link to Specification:</b> <p>Students follow the AQA GCSE Biology course. This is examined at the end of Year 11.</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a></p>	
<b>COURSE CONTENT</b> <b>What will my child learn?</b> <p>Over the two years of the GCSE course, students will study the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Cell Biology:</b> what are cells, what are they made of and how do they divide?</li> <li>2. <b>Organisation:</b> how are cells organised into structures such as the heart?</li> <li>3. <b>Infection and Response:</b> how do bacteria and viruses cause disease?</li> <li>4. <b>Bioenergetics:</b> students will study how plants and animals generate energy.</li> <li>5. <b>Homeostasis:</b> how do we regulate our blood sugar levels and body temperature?</li> <li>6. <b>Inheritance, Variation and Evolution:</b> how did living things arise and how do we classify them?</li> <li>7. <b>Ecology:</b> students will study how living things interact in a habitat, and the impact that humans are having on the environment.</li> </ol>	
<b>What will homework look like?</b> <p>Students will be set one homework per week. This may be a written task to consolidate material learnt in class, revision for a test or the learning of key terminology.</p>	
<b>What enrichment opportunities are available?</b> <p>Enrichment opportunities will be arranged and communicated to students as the course progresses. These will include speakers and activities in school.</p>	
<b>ASSESSMENT</b>	
<b>How will my child's work be assessed?</b> <p>Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort. Students will be given 1-9 grades for these tests. We will also use mathematical techniques to track students' progress against prior attainment. All of those who we judge not to be progressing as we expect, will be invited to attend a retest in the first instance, and then considered for additional support. In addition, students' progress will be assessed continuously through their classwork, homework and smaller in-class tests.</p> <p>Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in written examinations at the end of Year 11. However, students will need to have experienced</p>	

the class practicals in order to answer the questions. Students who miss the practicals will be asked to catch up, and invited for additional support after school if they do not or cannot do this themselves.

There are two written examination papers which students will sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions.

**Paper 1:** Assesses the topics on Cell Biology; Organisation; Infection and Response; and Bioenergetics (50% of GCSE), 1 hour 45 minutes.

**Paper 2:** Assesses the topics on Homeostasis and Response; Inheritance, Variation and Evolution; and Ecology (50% of GCSE), 1 hour 45 minutes.

#### **ADDITIONAL INFORMATION**

##### **How can I support my child in this subject?**

- Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.
- Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.
- Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete their homework. If they get stuck, encourage them to contact their teacher, who will be happy to help.
- Look through your child's Science book with them. Ask them to show you work that they are interested in or proud of.
- Encourage them to access the resources available to them on the school website.

##### **How can I support my child with exams?**

- Upcoming tests will be publicised on Show My Homework. Help them to identify the material they need to revise using the revision lists they are given.
- Revision sessions will be offered prior to tests and publicised on Show My Homework. Please encourage your child to attend.
- Help your child to plan their revision – a little, often is much better than cramming.
- Try to encourage your child to revise actively by condensing their notes, making mind maps, making revision cards. Ask them to identify specifically what they are learning then test them on it.

<b>SUBJECT:</b> GCSE Business	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr I Cole	
<b>COURSE LEADER:</b> Mrs G Evans	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<b>Link to Specification:</b> <a href="https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification-at-a-glance">https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification-at-a-glance</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b> <ul style="list-style-type: none"> <li>• Business in the real world - The purpose of business activity, the role of business enterprise and entrepreneurship and the dynamic nature of business.</li> <li>• Influences on business - The importance of external influences on business and how businesses change in responses to these influences.</li> <li>• Business Operations - Students should understand the interdependent nature of business operations, human resources, marketing and finance.</li> <li>• Human Resources - The purpose of human resources, its role within business and how it influences business activity. Content will include everything from effective recruitment to motivating employees.</li> <li>• Marketing - The purpose of marketing, its role within business and how it influences business activity. Content will include identifying customers and methods used to promote products and services.</li> <li>• Finance - The purpose of the finance function, its role within business and how it influences business activity. Content will include everything from identifying sources of finances to analysing financial performance.</li> </ul>	
<b>What will homework look like?</b>  Various tasks set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class and the review of marked work. Homework will also be set online using various websites and resources.	
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>• Speakers;</li> <li>• Articles;</li> <li>• Activities;</li> <li>• Independent research;</li> <li>• Trips to visit businesses and learn from them.</li> </ul>	
<b>ASSESSMENT</b>	

**How will my child's work be assessed?**

Students' classwork and homework will be systematically assessed throughout the course. This will include regular tests over the two years (internally assessed). These will be used to monitor and support progress and identify areas for students to develop.

There are two examination papers which students will sit at the end of Year 11. The type of questions within each of these papers includes: multiple-choice, short answer, levels of response and extended prose.

**Paper 1** will assess the units Business in the Real Work, Influences on Business, Business Operations and Human Resources (50%), 1 hour 45 minutes.

**Paper 2** will assess the units Business in the Real Work, Influences on Business, Marketing and Finance (50%), 1 hour 45 minutes.

**ADDITIONAL INFORMATION****How can I support my child in this subject?**

- Discussion of topics being covered (often very useful to discuss parents' jobs);
- Trips to relevant localities with links made to learning;
- Access to ICT for independent research;
- Check that homework is being completed and support/facilitate opportunities to complete.

**How can I support my child with exams?**

- Revision techniques and timetabling;
- Encourage attendance at revision sessions after school;
- Encourage use of the electronic resources offered such as GCSE Pod, Seneca, Two Teachers, etc.

<b>SUBJECT:</b> GCSE Chemistry	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Dr H Craig	
<b>GROUPING POLICY:</b> Mixed Ability	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<p><b>Link to Specification:</b></p> <p>Students follow the AQA GCSE Chemistry course. This is examined at the end of Year 11.</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></p>	
<p><b>COURSE CONTENT</b></p> <p><b>What will my child learn?</b></p> <p>Over the two years of the GCSE course, students will study the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Atomic Structure and the Periodic Table:</b> what is the structure of an atom and how was this discovered?</li> <li>2. <b>Bonding, Structure and the Properties of Matter:</b> how are atoms arranged into the molecules that make up the world around?</li> <li>3. <b>Quantitative Chemistry:</b> how can chemists predict how much of a substance they will make?</li> <li>4. <b>Chemical Changes:</b> students will learn about different types of chemical reactions.</li> <li>5. <b>Energy Changes:</b> students will learn about how and why chemical reactions happen; why does burning a fuel create heat, for example?</li> <li>6. <b>The Rate and Extent of Chemical Change:</b> what determines how fast a chemical reaction happens? How can chemists speed up reactions?</li> <li>7. <b>Organic Chemistry:</b> all living things are based on long chains of the element carbon. This branch of chemistry looks at the different kinds of molecules that carbon can form and their properties.</li> <li>8. <b>Chemical Analysis:</b> once a chemical reaction has occurred, how can you be sure of what the products are?</li> <li>9. <b>Chemistry of the Atmosphere:</b> how was the atmosphere that surrounds the Earth formed and how are humans affecting its composition?</li> <li>10. <b>Using Resources:</b> students will learn the chemistry behind creating and using key materials such as metal alloys and fertilisers.</li> </ol>	
<p><b>What will homework look like?</b></p> <p>Students will be set one homework per week. This may be a written task to consolidate material learnt in class, revision for a test or the learning of key terminology.</p>	
<p><b>What enrichment opportunities are available?</b></p> <p>Enrichment opportunities will be arranged and communicated to students as the course progresses. These will include speakers and activities in school.</p>	
<b>ASSESSMENT</b>	

### **How will my child's work be assessed?**

Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort. Students will be given 1-9 grades for these tests. We will also use mathematical techniques to track students' progress against prior attainment. All of those who we judge not to be progressing as we expect, will be invited to attend a retest in the first instance, and then considered for additional support. In addition, students' progress will be assessed continuously through their classwork, homework and smaller in-class tests.

Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in written examinations at the end of Year 11. However, students will need to have experienced the class practicals in order to answer the questions. Students who miss the practicals will be asked to catch up, and invited for additional support after school if they do not or cannot do this themselves.

There are two written examination papers which students will sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions.

**Paper 1:** Assesses the topics on Atomic Structure and the Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry; Chemical Changes; and Energy Changes (50% of GCSE), 1 hour 45 minutes.

**Paper 2:** Assesses the topics on The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; and Using Resources (50% of GCSE), 1 hour 45 minutes.

### **ADDITIONAL INFORMATION**

#### **How can I support my child in this subject?**

- Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.
- Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.
- Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete their homework. If they get stuck, encourage them to contact their teacher, who will be happy to help.
- Look through your child's Science book with them. Ask them to show you work that they are interested in or proud of.
- Encourage them to access the resources available to them on the school website.

<b>SUBJECT:</b> GCSE Computer Science	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr A S Birkett	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> AQA 8525	
<b>ASSESSMENT:</b> 100% External Examination	
<b>Link to Specification:</b> <a href="https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525">https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525</a>	
<b>COURSE CONTENT</b>	
<p><b>What will my child learn?</b></p> <p>Computing is an enormous importance to the economy and the role of Computer Science as a discipline itself and as an ‘underpinning’ subject across science and engineering is growing rapidly.</p> <p>Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.</p> <p>Students studying this course will learn how to create applications that:</p> <ul style="list-style-type: none"> <li>● Run on mobile devices</li> <li>● Operate in a web enabled environment.</li> </ul> <p>In addition they will:</p> <ul style="list-style-type: none"> <li>● Learn how to create simple computer games</li> <li>● Gain an understanding of the fundamental concepts around creating software applications</li> <li>● Have opportunities to work collaboratively.</li> </ul> <p>The qualification gives students an understanding of key computing concepts and the fundamentals of programming. The course would best suit a student looking to study a science and / or a competent mathematician.</p> <p>It focuses on students creating applications, such as mobile and web apps and computer gaming. The students will create applications to solve problems based on real life scenarios and will test how well their solution meets the needs of the user.</p>	
<b>ASSESSMENT</b>	
<p><b>How will my child’s work be assessed?</b></p> <p>80% of the qualification is assessed at the end of Year 11 through two external examinations.</p> <p><b><u>Paper 1: Computational Thinking and Problem Solving</u></b></p>	



- 50% of the marks
- Externally assessed (90 min examination)

**Paper 2: Computing Fundamentals**

- 50% of the marks
- Externally assessed (90 min examination)

In both examinations, all questions will be compulsory and will be taken from across the subject content. Each exam will include a range of types of questions from very short to extended answer styles.

**Non- Exam Assessment**

- This has been removed from the 8525 specification and has been replaced with a theoretical unit on Databases and Structured Query Language

**Progression Routes:**

The demand for skilled Computer Science students is continually growing and outstripping supply. Computer Science graduates are highly in demand by employers both in the UK and abroad.

<b>SUBJECT:</b> GCSE Design & Technology	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mrs Nelmes	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 50% Non-Exam Assessment; 50% External Examination	
<b>Link to Specification:</b> <a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>	
<b>COURSE CONTENT</b>	
<b><u>What will my child learn?</u></b>  <b>Core technical principles</b> <ul style="list-style-type: none"> <li>• new and emerging technologies</li> <li>• energy generation and storage</li> <li>• developments in new materials</li> <li>• systems approach to designing</li> <li>• mechanical devices</li> <li>• materials and their working properties</li> </ul> <b>Specialist technical principles</b>  In relation to plastics, wood and metals: <ul style="list-style-type: none"> <li>• selection of materials or components</li> <li>• forces and stresses</li> <li>• ecological and social footprint</li> <li>• sources and origins</li> <li>• using and working with materials</li> <li>• stock forms, types and sizes</li> <li>• scales of production</li> <li>• specialist techniques and processes</li> <li>• surface treatments and finishes</li> </ul>	
<b><u>What will homework look like?</u></b>  Various tasks set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class, the review of marked work.	
<b><u>What enrichment opportunities are available?</u></b> <ul style="list-style-type: none"> <li>• Renishaw Teardown trip</li> <li>• Deep Learning Day activities</li> <li>• Independent research</li> </ul>	
<b>ASSESSMENT</b>	
<b><u>How will my child's work be assessed?</u></b>	

Students' classwork and homework will be systematically assessed throughout the course. This will include termly tests over two years (internally assessed). These will be used to monitor and support progress and identify areas for students to develop.

At the end of Year 11, students will sit one external examination which is worth 50% of the qualification.

**External Examination:**

- 2 hour exam totalling 100 marks.
- A mixture of multiple choice, short answer questions and extended response questions are used to assess a breadth of technical knowledge and understanding across the 3 key areas:
  - Core technical principles
  - Specialist technical principles
  - Designing and making principles

**Non-Exam Assessment:**

This is a substantial 'making' task which requires the application of the principles in the examination. It is worth 50% of this qualification. This unit is completed over approximately 35 hours. Students will be required to submit a practical piece and a portfolio of evidence.

**ADDITIONAL INFORMATION**

**How can I support my child in this subject?**

- Discussion of topics being covered
- Trips to relevant museums
- Access to ICT for independent research
- Check that homework is being completed – Homework that has been set can be seen on Show My Homework from the school website

<b>SUBJECT:</b> GCSE French/Spanish	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mrs V Wytchard	
<b>GROUPING POLICY:</b> Mixed ability	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 75% External Examination; 25% Externally Set Task (Speaking component)	
<b>Link to Specification:</b> <a href="http://www.aqa.org.uk/subjects/languages/gcse">http://www.aqa.org.uk/subjects/languages/gcse</a>	
<b>COURSE CONTENT:</b>  <p><b>French</b> - is one of the world's major international languages. Knowing French increases your chances of communicating in a non-English speaking country and the prestige of French art, music, literature, fashion, cuisine and cinema makes French a culturally important foreign language.</p> <p><b>Spanish</b> - One of the most widely spoken languages in the world, a knowledge of Spanish will not only help you in Europe but also across most of South America. Knowing Spanish will allow you to fully understand the rich Hispanic culture and get more out of your travels.</p> <p><b>What will be covered?</b></p> <p>We follow the AQA GCSE course for the French and Spanish and over the course of the 2 years we cover the following themes:</p> <ul style="list-style-type: none"> <li>• Identity and culture (family, technology, free time, festivals and customs)</li> <li>• Local, national and international areas of interest (home town, social issues, the environment, travel)</li> <li>• Current and future study and employment (school life, jobs, future careers, post-16)</li> </ul> <p>During the course, we aim to further develop the 4 skill areas of: speaking, listening, reading and writing.</p>	
<b>What will homework look like?</b>  <p>Homework will take a variety of forms. It will be set weekly and students should aim to spend 45 minutes to an hour on it. It may take the form of a piece of writing, a piece of self or peer assessment, a reading activity with comprehension questions, preparation for a presentation, a listening activity, revision or some research on a cultural or grammatical theme. Alongside the set homework, students should be in the habit of learning vocabulary each week. The earlier they start this the more benefit it will have. Staff will often have vocabulary tests to encourage this</p>	
<b>What enrichment opportunities are available?</b>  <p>There are a variety of enrichment opportunities that could be / are made available to students at KS4, and as a department, we are open to suggestions from students as to what they would like to be involved in.</p> <p>These opportunities range from:</p> <ul style="list-style-type: none"> <li>• Catch-up sessions and workshops</li> <li>• Residential trips to France/Spain/Germany</li> <li>• Foreign film club</li> <li>• Termly competitions within school</li> <li>• Planning and running 'Language Days' and 'Cultural Evenings'</li> <li>• Option to subscribe to Mary Glasgow foreign language magazines</li> </ul>	

ASSESSMENT
<p><b>How will my child's work be assessed?</b></p> <p>All external assessment of this course takes place at the end of the course. However, there will be regular formal and informal internal assessments to monitor student progress towards the final exam and to ensure they are clear about the expectations upon them. Students can choose to enter all exam papers at either higher or foundation level.</p> <p>The final exams will include:</p> <ul style="list-style-type: none"> <li>● <b>Paper 1 – Listening.</b> This will be a 35 minutes exam and will account for 25% of the final grade.</li> <li>● <b>Paper 2 – Speaking.</b> This will last approximately 7-12 minutes and will account for 25% of the final grade.</li> <li>● <b>Paper 3 – Reading.</b> This will last approximately 45 minutes to 1 hour and will account for 25% of the final grade.</li> <li>● <b>Paper 4 – Writing.</b> This will last approximately 1 hour to 1.25 hours and will account for 25% of the final grade.</li> </ul>
<p><b>ADDITIONAL INFORMATION</b></p> <p><b>How can I support my child in this subject?</b></p> <p>Whether you speak the language that your child is learning or not, you can support them in many ways. For example:</p> <ul style="list-style-type: none"> <li>• Having a bilingual dictionary at home for them to use will help them to develop their dictionary skills.</li> <li>• Students have access to their own course book online, therefore you can share/practise what your child has done in lesson and they can do extra activities from the pages to reinforce their learning.</li> <li>• Encourage them to listen to the foreign language radio/ watch programmes on the Internet. This will allow them to practise their listening skills, develop confidence in pronunciation as well as develop an understanding of the culture.</li> <li>• When watching films try to watch them in the foreign language with English subtitles or vice-versa.</li> <li>• Test them often on the words they are currently learning.</li> <li>• Get them to try to teach you a new grammar point they are learning.</li> <li>• If you do speak the language, try to set aside some time each day/week that you communicate with them only in the language.</li> <li>• Give them responsibility for dealing with day to day transactions when you are on holiday.</li> <li>• Encourage your child to draft and check any written work they do, so that they focus on accuracy.</li> </ul> <p><b>How can I support my child with exams?</b></p> <p>Alongside all of the things mentioned above, which are great ways to support your child in the run up to exams, you could also help in the following ways:</p> <p>In preparation for the Listening and Reading exams, you can encourage your child to do practice papers either from the exam board website or on BBC Bitesize.</p>

If needed, your child will be offered Catch-up sessions or work-shops in the lead up to exams and you will be notified about these. Invited students should attend these wherever possible in order to feel as confident as possible as they go into their exams.

<b>SUBJECT:</b> GCSE Geography	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr M McCarthy	
<b>GROUPING POLICY:</b> Mixed ability in option blocks although some setting may be used if numbers/timetabling allow.	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External examination	
<b>Link to Specification:</b> <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-8035">http://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>	
<b>COURSE CONTENT</b>	
<p><b>What will my child learn?</b></p> <p><b><u>Challenges in The Human Environment:</u></b></p> <ul style="list-style-type: none"> <li>• Urban Issues and Challenges (Rio de Janeiro &amp; Bristol case studies)</li> <li>• Changing Economic World (Nigeria and UK case studies)</li> <li>• Resource Management (<b>Food</b> or Water or Energy)</li> </ul> <p><b><u>Living with the Physical Environment:</u></b></p> <ul style="list-style-type: none"> <li>• Challenge of Natural Hazards;</li> <li>• Tectonic Hazards (earthquakes, tsunamis, volcanoes) and Weather and Climate;</li> <li>• Physical Landscapes; Two from <b>Coasts/Rivers/Glaciers</b></li> <li>• Living World; Ecosystems and Tropical Rainforests with either Hot Deserts/<b>Cold environments</b></li> </ul> <p><b><u>Geographical Applications:</u></b></p> <ul style="list-style-type: none"> <li>• Fieldwork and Research – two distinct fieldwork opportunities will be examined based on the students’ personal experiences as well as their ability to manipulate and analyse secondary data - currently trips go to Minehead and Bristol.</li> <li>• Issue Evaluation – a significant and contemporary issue from one of the taught topic areas will be investigated with the aid of a collection of resources which will be issued prior to the examination</li> </ul> <p><b><u>Geographical Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Photographic interpretation, Graphical Numeracy, Mapping including use of Ordnance survey and Geographical Information Systems (GIS)</li> </ul>	
<p><b>What will homework look like?</b></p> <p>Various tasks set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class, the review of marked work.</p>	
<p><b>What enrichment opportunities are available?</b></p> <ul style="list-style-type: none"> <li>• Two Fieldwork Data Collection Days</li> <li>• Guest speakers</li> <li>• Twitter articles</li> </ul>	

<ul style="list-style-type: none"> <li>• Independent research</li> </ul>
<b>ASSESSMENT</b>
<p><b>How will my child's work be assessed?</b></p> <p>Students' classwork and homework will be systematically assessed throughout the course. This will include regular tests over two years (internally assessed). These will be used to monitor and support progress and identify areas for students to develop.</p> <ul style="list-style-type: none"> <li>• There are 3 examination papers which students will sit at the end of Year 11. The type of questions within each of these papers includes: multiple-choice, short answer, levels of response and extended prose.</li> </ul> <p><b>Paper 1</b> will assess the units on the challenge of natural hazards, The living world, Physical landscapes in the UK and Geographical skills (35%), 1hr 30mins</p> <p><b>Paper 2</b> will assess the units on Urban issues and challenges, The changing economic world, The challenge of resource management and Geographical skills (35%), 1hr 30mins.</p> <p><b>Paper 3</b> will assess the units on Issue evaluation, Fieldwork and Geographical skills (30%), 1hr 15mins.</p>
<b>ADDITIONAL INFORMATION</b>
<p><b>How can I support my child in this subject?</b></p> <ul style="list-style-type: none"> <li>• Discussion of topics being covered</li> <li>• Trips to relevant localities with links made to learning</li> <li>• Access to ICT for independent research</li> <li>• Check that homework is being completed</li> <li>• Encourage them to watch the news and relevant documentaries e.g. David Attenborough/Simon Reeve</li> </ul>
<p><b>How can I support my child with exams?</b></p> <ul style="list-style-type: none"> <li>• Revision techniques and timetabling</li> <li>• Encourage attendance at revision sessions after school</li> <li>• Encourage use of the electronic resources offered such as those on the google classroom</li> </ul>



<b>SUBJECT:</b> GCSE History	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr M McCarthy	
<b>COURSE LEADER:</b> Mrs R Redman	
<b>GROUPING POLICY:</b> Mixed ability in option blocks although some setting may be used if numbers/timetabling allow	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External examination	
<b>Link to Specification:</b> <a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145">https://www.aqa.org.uk/subjects/history/gcse/history-8145</a>	
<b>COURSE CONTENT</b> The GCSE History content comprises the following elements: <ul style="list-style-type: none"> <li>• one period study</li> <li>• one thematic study</li> <li>• one wider world depth study</li> <li>• one British depth study including the historic environment</li> </ul>	
<b>What will my child learn?</b>  Understanding the modern world: <ul style="list-style-type: none"> <li>• Germany 1890 – 1945: Democracy and dictatorship</li> <li>• Conflict and tension in Asia, 1950-1975</li> </ul> <b><u>Shaping the Nation:</u></b> <ul style="list-style-type: none"> <li>• Migration, empires and people c.790 to the present day</li> <li>• Restoration England, 1660-1685</li> </ul>	
<b>What will homework look like?</b>  Variety of tasks set to cover approximately two hours per fortnight. This will include independent research, exam style responses, reading of set texts and the consolidation of work from class or the review of marked work with the aim of making improvements.	
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>• Potential opportunity for a trip</li> </ul>	
<b>ASSESSMENT</b>  <b>How will my child's work be assessed?</b>  Student classwork and homework will be systematically assessed throughout the course to monitor and support progress and identify areas for students to focus development.  The GCSE consists of two exams at the end of Year 11:  <b>Paper 1:</b> Understanding the Modern World (50% of GCSE), 1hr 45mins <ul style="list-style-type: none"> <li>• Questions which focus on two key developments in a country's history over at least a 50 year period.</li> <li>• Questions which focus on international conflict and tension</li> </ul>	

**Paper 2: Shaping the Nation (50% of GCSE), 1hr 45mins**

- Questions which look at key developments in Britain over a long period.
- Questions on British depth studies incorporating the study of a specific historic environment

**ADDITIONAL INFORMATION**

**How can I support my child in this subject?**

- Encourage reading around topics and watching relevant television programmes
- Discussion of classroom learning
- Check through homework tasks

**How can I support my child with exams?**

- Revision techniques and timetabling
- Encourage discussion of the exam style questions
- Ensure a range of active revision strategies are being used
- Encourage attendance at revision classes after school or use of materials on google classroom

<b>SUBJECT:</b> GCSE Philosophy and Applied Ethics	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr M McCarthy	
<b>COURSE LEADER</b> Miss L Harris	
<b>GROUPING POLICY:</b> Mixed Ability	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<b>Link to Specification:</b> <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a>	
<b>COURSE CONTENT</b>  <b>What will my child learn?</b>  To understand different religious and non-religious stances on social issues and to develop their ability to argue and analyse.  <b>The Study of Religions: Beliefs, teachings and practices of Christianity and Islam</b>  <b>Christianity:</b> <ul style="list-style-type: none"> <li>• Beliefs about the nature of God, creation, the afterlife and Jesus Christ and salvation.</li> <li>• Worship and festivals, the role of the Church in the local and worldwide community.</li> </ul> <b>Islam:</b> <ul style="list-style-type: none"> <li>• Beliefs of Sunni and Shi'a Islam, nature of God, predestination and judgement, life after death and the authority of the Prophet Muhammad and sacred texts.</li> <li>• Worship, duties and festivals.</li> </ul> <b>Thematic Studies from the perspective of Christianity and Islam</b>  <b>Relationships and Families:</b> <ul style="list-style-type: none"> <li>• Sex, marriage and divorce – sexuality, sexual relationships, contraception, marriage, divorce and remarriage.</li> <li>• Families and gender equality – role of parents and children, purpose of families, contemporary family issues (e.g. same-sex parents), gender roles and equality.</li> </ul> <b>Religion and life:</b> <ul style="list-style-type: none"> <li>• The origins and value of the universe – religious and scientific views of creation, value of the world and stewardship, environmental issues, use and abuse of animals.</li> <li>• The origins and value of human life – sanctity of life, abortion, euthanasia, death and the afterlife.</li> </ul> <b>Religion, peace and conflict:</b> <ul style="list-style-type: none"> <li>• Religion, violence and terrorism – peace, justice, forgiveness, reconciliation, violence, terrorism, reasons for war, pacifism, holy war.</li> <li>• Religion and belief in 21st century conflict – religion as a cause of war, nuclear weapons, weapons of mass destruction, religion and peace-making, religious responses to war.</li> </ul> <b>Religion, crime and punishment:</b> <ul style="list-style-type: none"> <li>• Religion, crime and the causes of crime - Good and evil, reasons for crime, views about people who break the law, views about different types of crime.</li> </ul>	

- Religion and punishment – the aims of punishment, the treatment of criminals, forgiveness, the death penalty.

#### **What will homework look like?**

A variety of tasks may be set to take approximately 2 hours per fortnight. These tasks may include the reading of articles, researching information, small projects, practising exam technique, consolidating classwork or review of marked work.

#### **What enrichment opportunities are available?**

- Deep learning day activities
- Guest speakers
- Independent research

#### **ASSESSMENT**

##### **How will my child's work be assessed?**

Classwork and homework will be marked regularly in line with the school marking policy.

The GCSE is assessed through 100% external examination.

There are 2 exam papers:

##### **Paper 1 - The Study of Religion (beliefs, teachings and practices)**

- 1 hour 45 minutes
- 50% of GCSE

##### **Paper 2 - Thematic Studies**

- 1 hours 45 minutes
- 50% of the GCSE

These exams will be taken in the summer of Year 11.

#### **ADDITIONAL INFORMATION**

##### **How can I support my child in this subject?**

- Discussion of topics covered
- Discussion and encouragement to read around moral / ethical issues
- Access to ICT for research

##### **How can I support my child with exams?**

- Revision techniques and timetable
- Discussion and questioning using past papers
- Encourage a range of revision techniques

<b>SUBJECT:</b> GCSE Physical Education	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr A Sykes	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 60% External examination; 40% Practical Performance  <i>(We strongly advise that only students who have a genuine interest in PE take this course AND are playing sport at a competitive level inside and outside of school as competitive practice and matches will need to be on video as part of the practical assessment)</i>	
<b>Link to Specification:</b>  <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b>  Over the two years of the GCSE Physical Education (PE) course, students will study the following topics: <ol style="list-style-type: none"> <li>1. Applied anatomy and physiology</li> <li>2. Movement analysis</li> <li>3. Physical training</li> <li>4. Use of data</li> <li>5. Sports psychology</li> <li>6. Socio-cultural influences</li> <li>7. Health, fitness and well-being</li> </ol>	
<b>What will homework look like?</b>  Homework will range through a variety of different questions and challenges related to the specific topic studied within class time. Homework will be on a weekly basis.	
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>• There is a range of extra-curricular clubs and practices</li> <li>• Fixtures against other teams on a local and national level</li> </ul>	
<b>ASSESSMENT</b>	
<b>How will my child's work be assessed?</b>  Candidates will be formally assessed throughout the 2 years during practical lessons where they will cover a variety of different activities, along with an assessment in their selected practical areas. The 60% theory grade is exam based, two written papers covering the whole GCSE grades (1-9).  Each paper will assess a set of topic areas and consist of a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.  <b>Paper 1: The human body and movement in physical activity and sport (30%), 1hr 15mins</b> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> </ul>	

- Use of data (also in paper 2)

**Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%), 1hr 15mins**

- Sports psychology
- Socio-cultural influences
- Health fitness and well being
- Use of data (also in paper 1)

**ADDITIONAL INFORMATION**

**How can I support my child in this subject?**

- Ensure that your child has the correct kit and equipment for each lesson to enable them to participate fully in the course.
- Revision guides will be given to pupils in year 11 to aid revision at home

**How can I support my child with exams?**

- Use of revision guide
- Question and answering

<b>SUBJECT:</b> GCSE Physics	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Dr H Craig	
<b>GROUPING POLICY:</b> Ability sets	
<b>EXAM BOARD:</b> AQA	
<b>ASSESSMENT:</b> 100% External Examination	
<p><b>Link to Specification:</b></p> <p>Students follow the AQA GCSE Physics course. This is examined at the end of Year 11.</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p>	
<p><b>COURSE CONTENT</b></p> <p><b>What will my child learn?</b></p> <p>Over the two years of the GCSE course, students will study the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Energy:</b> what is energy? How and why is it transferred?</li> <li>2. <b>Electricity:</b> how do electrical circuits behave? How is electricity generated?</li> <li>3. <b>The Particle Model of Matter:</b> how do atoms and molecules behave in solids, liquids and gases? What happens when their temperature changes?</li> <li>4. <b>Atomic Structure:</b> everything in the universe is made of atoms; students will learn about their structure and how they were discovered.</li> <li>5. <b>Forces:</b> students will learn about the different types of forces that act in the world around them, and how they affect the motion of objects.</li> <li>6. <b>Waves:</b> we will look at different types of waves: light, sound and seismic waves.</li> <li>7. <b>Magnetism and Electromagnetism:</b> what are magnets and how are they used?</li> <li>8. <b>Space Physics:</b> students will learn about how the universe began, how stars like our sun formed, and explore theories of how the universe will end.</li> </ol>	
<p><b>What will homework look like?</b></p> <p>Students will be set one homework per week. This may be a written task to consolidate material learnt in class, revision for a test or the learning of key terminology</p>	
<p><b>What enrichment opportunities are available?</b></p> <p>Enrichment opportunities will be arranged and communicated to students as the course progresses. These will include speakers and activities in school.</p>	
<b>ASSESSMENT</b>	
<p><b>How will my child's work be assessed?</b></p> <p>Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort. Students will be given 1-9 grades for these tests. We will also use mathematical techniques to track students' progress against prior attainment. All of those who we judge not to be progressing as we expect, will be invited to attend a retest in the first instance, and then considered for additional support. In addition, students' progress will be assessed continuously through their classwork, homework and smaller in-class tests.</p>	

Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in written examinations at the end of Year 11. However, students will need to have experienced the class practicals in order to answer the questions. Students who miss the practicals will be asked to catch up, and invited for additional support after school if they do not or cannot do this themselves.

There are two written examination papers which students will sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions.

**Paper 1:** Assesses the topics on Energy; Electricity; Particle Model of Matter; and Atomic Structure (50% of GCSE), 1 hour 45 minutes.

**Paper 2:** Assesses the topics on Forces; Waves; Magnetism and Electromagnetism; and Space Physics (50% of GCSE), 1 hour 45 minutes.

#### **ADDITIONAL INFORMATION**

##### **How can I support my child in this subject?**

- Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.
- Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.
- Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete their homework. If they get stuck, encourage them to contact their teacher, who will be happy to help.
- Look through your child's Science book with them. Ask them to show you work that they are interested in or proud of.
- Encourage them to access the resources available to them on the school website.

##### **How can I support my child with exams?**

- Upcoming tests will be publicised on Show My Homework. Help them to identify the material they need to revise using the revision lists they are given.
- Revision sessions will be offered prior to tests and publicised on Show My Homework. Please encourage your child to attend.
- Help your child to plan their revision – a little, often is much better than cramming.
- Try to encourage your child to revise actively by condensing their notes, making mind maps, making revision cards. Ask them to identify specifically what they are learning then test them on it.



<b>SUBJECT:</b> BTEC Level 1/2 Tech Award in Creative Digital Media Production	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr A Wallis	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> Pearson	
<b>ASSESSMENT:</b> 60% Internally Assessed, 40% Externally Assessed.	
<b>Link to Specification:</b> <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html</a>	
<b>COURSE CONTENT:</b>	
<b>What will my child learn?</b>  <p>The qualification allows students the opportunity to gain a broad understanding and knowledge, and develop skills, across the creative digital media sectors, e.g. moving image, audio production, games design, website design and publishing.</p> <p>In Year 10, students focus on an internally assessed unit that will explore the different digital media sectors and the products they produce. They will understand the range of technological platforms used to distribute media, and how each sector has a common production process.</p> <p>Sectors explored:</p> <ul style="list-style-type: none"> <li>• audio/moving image (TV programmes, video shorts, animations, radio broadcasting)</li> <li>• publishing (newspapers, magazines, books, e-magazines, comics)</li> <li>• interactive (websites, mobile applications, mobile games, video games, online games).</li> </ul> <p>Student understanding of digital media sectors and audiences will therefore form the basis of all other units and will provide a solid foundation on which to proceed with their own ideas for a digital media production. Later in the course students will have the opportunity to practically produce a range of work from at least 2 of the sectors above.</p>	
<b>What will homework look like?</b>  <p>Homework will frequently take the form of undertaking research into media products to support the development of ideas within class. Additionally, students may be asked to undertake practical work by taking photos or video clips in preparation for post-production work in class.</p>	
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>• Students will be encouraged to participate in the running of Rednock TV</li> <li>• After school film making activities</li> <li>• Development of photographic skill</li> <li>• Competitions can be entered</li> </ul>	
<b>ASSESSMENT</b>  <b>How will my child's work be assessed?</b>	

Students have to complete 2 internally assessed units

### **Component 1: Exploring Media Products (30%)**

In this Component students will learn about the sector and investigate media products across the following sub-sectors:

- audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- publishing (newspapers, magazines, books, e-magazines, comics)
- interactive (websites, mobile applications, mobile games, video games, online games).

### **Component 2: Developing Media Products (30%)**

In this component students will develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

Students will also need to complete an externally assessed unit. The brief for this unit will be set by Pearson and is normally release in February of Year 11

### **Component 3: Create a Media product in response to a brief (40%)**

Students will apply digital skills and techniques by responding to a digital media brief.

All units will combine both written and practical evidence.

Coursework will take the form of real life media related industry briefs that students will have to address. Evidence for these assignments will take the form of written and practical work.

Students' work is assessed through a summative assessment that is the final mark for the student. They will not have the opportunity to make improvements to their work unless there are exceptional circumstances which are agreed with the BTEC QN and a new deadline will be set.

## **ADDITIONAL INFORMATION**

### **How can I support my child in this subject?**

A student opting for this course should have a good level of ability, aptitude, motivation and attendance, as well as an interest in the media related industries.

- Access to ICT for independent research
- Check that homework is being completed
- Support students in the collection of creative photography and video production at home to enable post production work to take place in lessons

### **How can I support my child with exams?**

- Revision techniques and timetabling
- Encourage attendance at revision sessions after school
- Encourage use of the electronic resources that will be made available via the Google Classroom

<b>SUBJECT:</b> BTEC Level 2 Tech Award in Digital Information Technology				<b>YEAR:</b> 10 & 11																									
<b>HEAD OF DEPARTMENT:</b> Mr A S Birkett																													
<b>LEAD TEACHER:</b> Mr T Setchfield																													
<b>GROUPING POLICY:</b> Mixed ability in option blocks																													
<b>EXAM BOARD:</b> PEARSON																													
<b>ASSESSMENT:</b> There are three assessment criteria: <ul style="list-style-type: none"> <li>Components 1 and 2 will take the form of class based assignments marked by the teaching staff.</li> <li>Component 3 is assessed by the exam board towards the end of the course.</li> </ul>																													
<table border="1"> <thead> <tr> <th colspan="5">Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology</th></tr> <tr> <th>Component number</th><th>Component title</th><th>GLH</th><th>Level</th><th>How assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Exploring User Interface Design Principles and Project Planning Techniques</td><td>36</td><td>1/2</td><td>Internal</td></tr> <tr> <td>2</td><td>Collecting, Presenting and Interpreting Data</td><td>36</td><td>1/2</td><td>Internal</td></tr> <tr> <td>3</td><td>Effective Digital Working Practices</td><td>48</td><td>1/2</td><td>External Synoptic</td></tr> </tbody> </table>					Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology					Component number	Component title	GLH	Level	How assessed	1	Exploring User Interface Design Principles and Project Planning Techniques	36	1/2	Internal	2	Collecting, Presenting and Interpreting Data	36	1/2	Internal	3	Effective Digital Working Practices	48	1/2	External Synoptic
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<b>COURSE CONTENT</b>																													
<b>What will my child learn?</b>  This is an excellent option choice for students who prefer practical rather than theoretical learning.  The Award gives learners the opportunity to develop ICT skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the: <ul style="list-style-type: none"> <li>development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data.</li> <li>process that underpins effective ways of working in digital information technology, such as project planning and cyber security.</li> <li>attitudes that are considered most important in digital information technology, including personal management and communication.</li> <li>knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, cyber security and legal and ethical issues.</li> </ul>																													
<b>ASSESSMENT</b>																													
<b>How will my child's work be assessed?</b>  Internal assessment is through assignments that are set and marked by the teaching staff.  <b><u>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</u></b>  Learning aims:																													

- Investigate user interface design for individuals and organisations.
- Use project planning techniques to plan and design a user interface.
- Develop and review a user interface.
- A set of tasks will be given to be completed in class to demonstrate they can meet the learning aims.

### **Component 2: Collecting, Presenting and Interpreting Data**

Learning aims:

- Investigate the role and impact of using data on individuals and organisations.
- Create a dashboard using data manipulation tools.
- Draw conclusions and review data presentation methods.
- A set of tasks will be given to be completed in class to demonstrate they can meet the learning aims.

### **Component 3 External Assessment: 1hr 30mins practical exam.**

The external assessment is based on key tasks that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task/external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.

### **Progression Routes:**

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.
- Apprenticeships or work in the digital information technology industry.
- Useful for any work that involves the daily use of information technology systems.

<b>SUBJECT:</b> BTEC Level 1/2 Tech Award in Health and Social Care	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr J Mitchell	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> Pearson	
<b>ASSESSMENT:</b> 40% External Examination; 60% Coursework	
<b>Link to Specification:</b> <a href="http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf">http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b> <p>Students will complete 2 out of 3 components of study in Year 10:</p> <ul style="list-style-type: none"> <li>• Component 1: Human Lifespan Development.</li> <li>• Component 2: Health and Social Care Services and Values.</li> </ul> <p>In Year 11, students will study:</p> <ul style="list-style-type: none"> <li>• Component 3: Health and Wellbeing.</li> </ul> <p><b>Component 1: Human Lifespan Development</b> - In this component, students will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and students will learn about how people adapt to these changes as well as the types and sources of support that can help them.</p> <p><b>Component 2: Health and Social Care Services and Values</b> - This component will give students an understanding of health and social care services and will help them develop skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.</p> <p><b>Component 3: Health and Wellbeing</b> - In this component, students will look at the factors that can have a positive or negative influence on a person's health and wellbeing. They will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. Students will also learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, they will explore the difficulties an individual may face when trying to make these changes.</p>	
<b>What will homework look like?</b> <ul style="list-style-type: none"> <li>• Homework tasks will be used to support the understanding of classwork using Google Classroom, as well as to complete work towards assignments.</li> </ul>	

<p><b>What enrichment opportunities are available?</b></p> <ul style="list-style-type: none"> <li>• Students are encouraged to learn and make use of the 'Sign Language Word of the Week'.</li> <li>• Students will be encouraged to Join in with other Social Science subjects to contextualise the interdisciplinary links of Health and social care to psychology, Sociology, criminology, Child Play Learning and development which are delivered at A-Level.</li> </ul>
<p><b>ASSESSMENT</b></p>
<p><b>How will my child's work be assessed?</b></p> <p>There is one externally set exam which is sat in Year 11, which assesses the content of component 3 - Health and Wellbeing (3 hours). Components 1 and 2 are internally assessed through coursework. The units within this qualification are graded using the system Pass, Merit, Distinction and Distinction*. It is possible for the student to be awarded a Level 1 qualification (Pass, Merit and Distinction) if they do not meet the requirements of the Level 2 criteria.</p> <p>Students need to complete a range of coursework tasks successfully in order to pass each unit. Tasks vary in complexity with merit and distinction tasks providing greater scope and challenge than tasks aimed at the pass grade. Strict deadlines are set for the completion of each piece of coursework. Should a deadline not be met, then students lose their opportunity for a resubmission of the coursework.</p> <p>Students are provided with assignment briefs which outline the assessment criteria being targeted. There will be information on the tasks that need to be completed in order to achieve the criteria along with the deadline. The assignment briefs can be found on Google Classroom, where students are also encouraged to complete the coursework. There is a scenario for each assignment brief which is based on a vocational context.</p> <p>As well as being assessed by the class teacher, each assignment is internally verified by another subject teacher, and at the end of Year 11 will be externally moderated. Each unit is awarded an overall grade, Level 1/2 Pass, Merit and Distinction, which equates to a points value. At the end of the course, the points are totalled, and this determines the final grade for the subject, which includes a Distinction*.</p>
<p><b>ADDITIONAL INFORMATION</b></p>
<p><b>How can I support my child in this subject?</b></p> <ul style="list-style-type: none"> <li>• Support students in accessing assignment briefs, which can be found in Google Classroom. Students will be provided with a hard copy if required.</li> <li>• Ensure that you are aware of your child's assignment deadlines.</li> <li>• Encourage your child to watch programmes to do with care environments, such as One Born Every Minute, 24 hours in A and E or Panorama.</li> <li>• Talk with your child when using care services to see if they can identify what they have learnt in a real life environment.</li> <li>• Discuss the life stages of loved ones within the family unit from Birth to Older Age discussing the different ways individuals developed and the ages they learnt to do things such as walk, talk, ride a bike etc.</li> <li>• Reminding and helping your child access the online textbook will be vital in the course as this will support them in homework's and coursework's.</li> <li>• Encourage your child to seek help if they are struggling at the earliest opportunity.</li> </ul>

**How can I support my child with external assessment?**

- Encourage the use of a revision guide and other relevant study resources that can be found on the google classroom.
- Encourage them to attend after school revision sessions.

<b>SUBJECT:</b> BTEC Level 2 Tech Award in Music Practice	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr J Andrews	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> Pearson	
<b>ASSESSMENT:</b> 40% External Examination; 60% Coursework	
<b>Link to Specification:</b> <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b> <p>The areas covered as part of the BTEC qualification include:</p> <ul style="list-style-type: none"> <li>• <b>Component 1 - Exploring the music industry</b> Exploring musical styles and techniques and gain an understanding of roles within the industry</li> <li>• <b>Component 2 - Developing musical skills</b> Develop musical knowledge, skills, and techniques and apply them to a music product</li> <li>• <b>Component 3 - Responding to a musical brief</b> Put skills into practice by responding to a brief in the role of a composer, performer or producer</li> </ul>	
<b>What will homework look like?</b> <ul style="list-style-type: none"> <li>• Practising an instrument or voice</li> <li>• Research or written based activities</li> <li>• Using music production and sequencing software programs</li> </ul>	
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>• Playing in a band</li> <li>• Recording in a studio</li> <li>• Swing Band</li> <li>• Orchestra</li> <li>• Ensembles</li> <li>• Concerts at school and within the local community</li> <li>• Work experience in the music industry</li> <li>• Guest speakers/practitioners from within the music industry</li> </ul>	
<b>ASSESSMENT</b>	
<b>How will my child's work be assessed?</b> <p>Level 1 Pass or Level 2 Pass/Merit/Distinction grading awarded after work has been submitted.</p> <p>There is one external examination in Year 11 which assesses the content of Component 3 – responding to a musical brief.</p>	



#### **ADDITIONAL INFORMATION**

Students are strongly encouraged to work towards external performance/theory exams.

##### **How can I support my child in this subject?**

- Encourage them with their practice schedule.
- Attend the concerts
- Read through rehearsal logs and other written assignments
- Visit a recording studio
- Download free music software to use at home e.g. musescore3

##### **How can I support my child with exams?**

There is no external formal written exam.

<b>SUBJECT:</b> BTEC Level 2 First Award in Performing Arts			<b>YEAR:</b> 10 & 11																				
<b>HEAD OF DEPARTMENT:</b> Miss M Johnson																							
<b>GROUPING POLICY:</b> Mixed ability in option blocks																							
<b>EXAM BOARD:</b> Pearson/EDEXCEL																							
<b>ASSESSMENT:</b>																							
<table border="1"> <thead> <tr> <th colspan="4">Pearson BTEC Level 1/Level 2 Award in Performing Arts</th></tr> <tr> <th>Component Number</th><th>Component Title</th><th>Level</th><th>Assessment</th></tr> </thead> <tbody> <tr> <td>1</td><td>Exploring the Performing Arts</td><td>1/2</td><td>Internal</td></tr> <tr> <td>2</td><td>Developing Skills and Techniques</td><td>1/2</td><td>Internal</td></tr> <tr> <td>3</td><td>Performing to a Brief</td><td>1/2</td><td>Synoptic External</td></tr> </tbody> </table>				Pearson BTEC Level 1/Level 2 Award in Performing Arts				Component Number	Component Title	Level	Assessment	1	Exploring the Performing Arts	1/2	Internal	2	Developing Skills and Techniques	1/2	Internal	3	Performing to a Brief	1/2	Synoptic External
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<b>Link to Specification:</b> <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a>																							
<b>COURSE CONTENT</b>																							
<b>What will my child learn?</b> <p>The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> <li>• development of key skills that prove learners' aptitude in performing arts, such as reproducing repertoire or responding to stimulus</li> <li>• process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance</li> <li>• attitudes that are considered most important in the performing arts, including personal management and communication</li> <li>• knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles</li> </ul>																							
<b>What will homework look like?</b> <p>Homework will frequently take the form of learning lines for a practical assessment and research/written tasks that help support the work that students do in school e.g. researching the background to their performance pieces, write ups of practical workshops undertaken in class and "Presentation" preparation.</p> <p>All written work will be submitted as an online logbook that is shared with the subject teachers.</p>																							
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>• Students will be encouraged to perform to the public as they will form their own theatre company.</li> <li>• Students will also have the opportunity to work with "The Everyman Theatre" practitioners and others from independent companies.</li> <li>• Competitions can be entered.</li> <li>• Audition work can be supported by the Department.</li> <li>• School Production.</li> </ul>																							
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<b>How will my child's work be assessed?</b>																							

<p><b>Year 10:</b></p> <p><b>Component 1: Exploring the Performing Arts</b></p> <p>Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. In this unit students will:</p> <ul style="list-style-type: none"> <li>A. Examine professional practitioners' performance work.</li> <li>B. Explore the interrelationships between constituent features of existing performance material.</li> </ul> <p><b>Year 10 &amp; 11:</b></p> <p><b>Component 2: Developing Skills and Techniques in the Performing Arts</b></p> <p>Students will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire. In this unit students will:</p> <ul style="list-style-type: none"> <li>A. Develop skills and techniques for performance.</li> <li>B. Apply skills and techniques in rehearsal and performance.</li> <li>C. Review own development and performance.</li> </ul> <p><b>Year 11:</b></p> <p><b>Component 3: Performing to a Brief</b></p> <p>Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. In this unit students will:</p> <ul style="list-style-type: none"> <li>A. Understand how to respond to a brief.</li> <li>B. Select and develop skills and techniques in response to a brief.</li> <li>C. Apply skills and techniques in a workshop performance in response to a brief.</li> <li>D. Evaluate the development process and outcome in response to a brief.</li> </ul> <p>All of the components will be completed as written and practical coursework and assessed by the subject teacher. Coursework will take the form of real-life Performing Arts industry briefs that students will have to address. Evidence for these assignments will take the form of written and practical work.</p> <p>Students' work is assessed through a summative assessment that is the final mark for the student. They will not have the opportunity to make improvements to their work unless there are exceptional circumstances which are agreed with the BTEC QN and a new deadline will be set.</p> <p>The external Component 3 assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson. The external assessment contributes 40 per cent of the total qualification (guided learning hours) GLH.</p>
<p><b>ADDITIONAL INFORMATION</b></p>
<p><b>How can I support my child in this subject?</b></p> <p>A student opting for this course should have a good level of ability, aptitude, motivation and attendance, as well as a passion for performing to an audience. Encourage your son / daughter to learn their lines and prepare their props and costumes for their performances. Get them to consider their characters and their use of voice and movement. Encourage them to perform to you. Taking your son / daughter to the theatre would also develop their performance skills.</p>
<p><b>How can I support my child with exams?</b></p>

- Help with practice papers and learning lines
- Visits to the theatre help students to appreciate theatre.

<b>SUBJECT:</b> Hospitality and Catering (Level 2 Vocational Award)	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mrs K Nelmes	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> Eduqas	
<b>ASSESSMENT:</b> 40% External written examination; 60% Coursework	
<b>Link to Specification:</b> <a href="https://www.eduqas.co.uk/qualifications/hospitality-and-catering/">https://www.eduqas.co.uk/qualifications/hospitality-and-catering/</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b>  <p>Through the two units, students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about their career progression.</p> <p>Throughout the two year course you will learn about and be assessed on the learning objectives below. You will be taught these through a range of practical and theory activities.</p> <p>LO1 Understand the environment in which hospitality and catering providers operate.  LO2 Understand how hospitality and catering provisions operate.  LO3 Understand how hospitality and catering provision meets health and safety requirements.  LO4 Know how food can cause ill health.  LO5 Be able to propose a hospitality and catering provision to meet specific requirements.</p>	
<b>What will homework look like?</b>  <ul style="list-style-type: none"> <li>• Various forms of research</li> <li>• Preparation to produce dishes</li> <li>• Practical skills training</li> <li>• Health &amp; Safety and how to use various tools or equipment.</li> </ul>	
<b>What enrichment opportunities are available?</b>  <ul style="list-style-type: none"> <li>• After school clubs &amp; catch –up sessions.</li> <li>• Involvement in local businesses.</li> <li>• Local and regional competitions.</li> </ul>	
<b>ASSESSMENT</b>	
<b>How will my child's work be assessed?</b>  <p>Student will complete two units.</p> <p><b>Unit 1</b> - In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers.</p> <p>You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section.</p>	

**Unit 2** - In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes. This unit will consist of practical based tasks.

#### **ADDITIONAL INFORMATION**

##### **How can I support my child in this subject?**

- Encourage reading around the subject and completing homework.
- Encourage attendance of after school clubs.
- Encourage and support them to cook at home.
- Ensure students have the ingredients needed for practical sessions.

##### **How can I support my child with exams?**

- Reading around the subject and completion of any homework set
- Ensuring they participate in practical lessons
- Support them with revision e.g. testing them on key terms or helping them to create a revision timetable.

<b>SUBJECT:</b> Sports Studies (Cambridge Nationals Level 1/2)	<b>YEAR:</b> 10 & 11
<b>HEAD OF DEPARTMENT:</b> Mr A Sykes	
<b>GROUPING POLICY:</b> Mixed ability in option blocks	
<b>EXAM BOARD:</b> OCR	
<b>ASSESSMENT:</b> 25% Externally assessed exam 75% internally assessed coursework	
<b>Link to Specification:</b> <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/</a>	
<b>COURSE CONTENT</b>	
<b>What will my child learn?</b>  Over the two years of the Sports Studies course, students will study the following topics: <p><b>Contemporary issues in Sport</b> (Externally assessed exam)</p> <ul style="list-style-type: none"> <li>• Issues that affect participation</li> <li>• Role of Sport in promoting values</li> <li>• Hosting major Sporting events</li> <li>• Roles of National governing bodies</li> </ul> <p><b>Developing Sports Skills</b> (Internally assessed coursework)</p> <ul style="list-style-type: none"> <li>• Performing individual sports</li> <li>• Performing within a team sport</li> <li>• Officiating in a sporting activity</li> <li>• Ability to implement methods to improve in sporting activities</li> </ul> <p><b>Sports Leadership</b> (Internally assessed coursework)</p> <ul style="list-style-type: none"> <li>• To be an effective Sports Leader</li> <li>• Plan Sporting activities</li> <li>• Deliver Sporting activities</li> <li>• Evaluate Coaching</li> </ul> <p><b>Sport and Media</b> (Internally assessed coursework)</p> <ul style="list-style-type: none"> <li>• How Sport is covered by the media</li> <li>• Positive effects of the media</li> <li>• Negative effects of the media</li> <li>• Understand relationship between sport and media</li> <li>• Evaluate media coverage</li> </ul>	
<b>What will homework look like?</b>  Homework will range through a variety of different questions and challenges related to the specific topic studied within class time. Homework will be set on a weekly basis.	
<b>What enrichment opportunities are available?</b> <ul style="list-style-type: none"> <li>• There is a range of extra-curricular clubs and practices.</li> <li>• Possibilities of leading small tournaments and competitions as part of the course</li> </ul>	
<b>ASSESSMENT</b>	

**How will my child's work be assessed?**

- 25% external assessed examination
- 75% internally assessed coursework

**ADDITIONAL INFORMATION****How can I support my child in this subject?**

- Ensure that your child has the correct kit and equipment for each lesson to enable them to participate fully in the course.
- Revision guides will be given to pupils in Year 11 to aid revision at home.

**How can I support my child with exams?**

- Use of revision guide
- Question and answering



## Notes

[illegible]