Key Stage 4

Options 2023-2025

Year 9 Options Evening - Thursday 16th February 2023

Deadline for Return of Option Choices - Friday 10th March 2023

KS4 Options 2023 – 2025

Introduction

Dear Parents / Carers and Year 9 Students,

The Key Stage 4 options process is hugely important in the school calendar, setting the path for students for the coming years and allowing students for the first time to focus on the subjects which they most enjoy. Over the next few weeks Year 9 students will be making important decisions in their education, and beginning to plan for their future career. The choices they make now are very important as they will form the basis of their future career options, so take the time to ask questions and seek advice and guidance from Subject Teachers, Tutors and Community Leaders.

This Booklet provides details of the subjects offered in the school's Key Stage 4 curriculum from September 2023. It also contains some advice and guidance regarding your child's option choices. There will be an opportunity to speak to subject teachers at the Key Stage 4 Options Evening on Thursday 16th February 2023 and I encourage you to attend this evening to ensure that you have as much information as possible to help make those all important choices.

At Key Stage 4 there are two sections to the timetable, there is a group of subjects which are compulsory, known as the Core Curriculum, including English, Maths, Science, Computing, Life Skills and Ethics and Physical Education. The option subjects make up the other section of the 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 they keep an open mind and choose a curriculum which is broad and balanced. By the time you receive this booklet your child will have had the following:

- Key Stage 4 Options assembly to explain the options process;
- A series of lessons in Life Skills which allows students to explore their skills and attributes, understand the jobs that will be available to them in future and find out more about the options process;
- Time on an enrichment day to further explore careers and options.

Please ensure that your son / daughter spends the time thinking carefully about their option choices and if they have any questions then they should speak to their Tutor, Community Leader or Subject Teachers.
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:

Date	Event
Thursday 16th February	Key Stage 4 Options Information Evening Options Form to go live
Thursday 2nd March	Year 9 Online Parents Consultation Meeting (Left Population)
Tuesday 7th March	Year 9 Online Parents Consultation Meeting (Right Population)
Friday 10th March	Deadline for the Return of Option Choices

In addition to the events above, there has been a dedicated Options Assembly and you can refer back to your child's most recent school reports from December to help guide and inform their choices.

Rednock School Curriculum Pathways

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

Core Curriculum	Qualification(s) Awarded
English Language	**One** GCSE
English Literature	**One** GCSE
Maths	**One** GCSE
Combined Science	**Two** GCSEs
Computing	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:

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

Guidance to students 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	✗ 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	✗ Select a subject because you like the teacher
✓ Select subjects at which you are successful	✗ Select subjects that are too similar – you should have a range of GCSEs for your future and to vary your learning
✓ Ask your parents / carers & teachers for advice	
✓ Find out everything about a subject as you will be studying it for 2 years	

English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is a group of subjects which are specified by the Department of Education and researchers alike as giving students a broad and balanced set of GCSE qualifications to use in the next step of their education and/or future employment.

The EBacc subject pool consists of:

- English Literature (compulsory)
- English Language (compulsory)
- Combined Science or Triple Science (compulsory)
- A Humanities Subject (Geography or History)
- A Modern Foreign Language (French, German or Spanish)

Please note that if you choose to undertake the EBacc, you will still have 1 or 2 other option blocks available to take other subjects, depending on whether you opt for Triple Science.

EBacc subjects, particularly languages, are recognised by Russell Group Universities (a group of top UK Universities with a shared emphasis on research and reputation for excellent academic achievement) as qualifications which open doors into more degrees for students and as such are looked upon favourably by these Universities. This makes the EBacc route something that should be strongly considered by students wishing to progress to University, as well as those that want to have a broad and balanced set of GCSEs to take forward.

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.

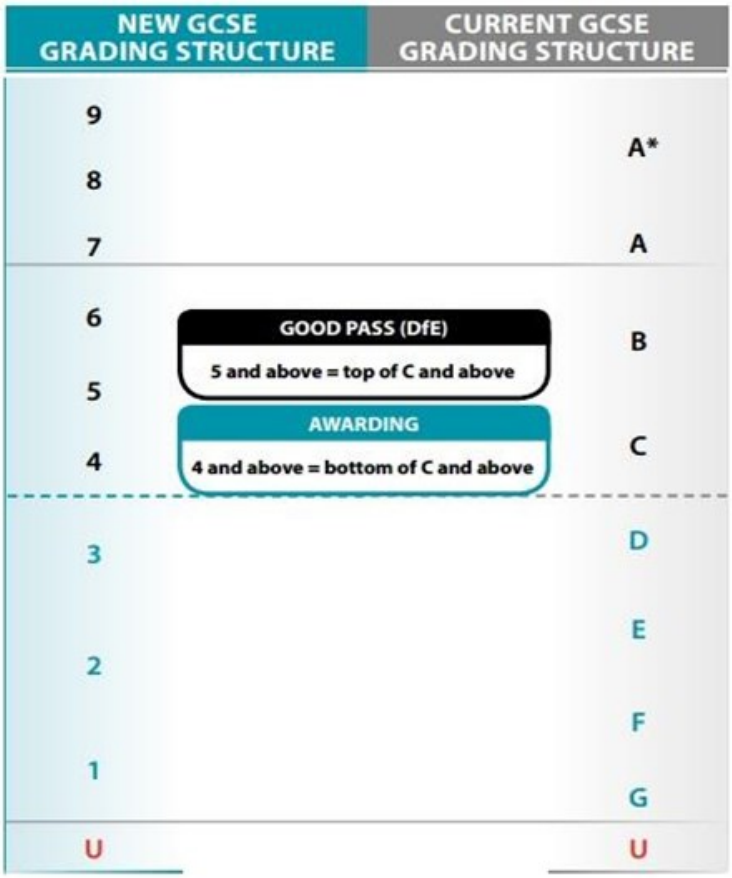
BTEC and Vocational Award courses available at Rednock School are:

- Level 1 / Level 2 Cambridge National Award in Creative iMedia
- 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 / Leve 2 Cambridge National 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



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.

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

Rednock 6th Form

Rednock 6th Form is the natural progression route from your Key Stage 4 studies. The 6th 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 6th Form (and to any other Further Education Establishment) will depend upon the grades you achieve at the end of Key Stage 4.

GCSE Core Curriculum

Key Stage 4

2023-2025

SUBJECT: Combined Science **YEAR:** 10 & 11
HEAD OF DEPARTMENT: Mr Griffiths
GROUPING POLICY: Set by ability
EXAM BOARD: AQA
ASSESSMENT: 100% External Examination

COMBINED SCIENCE
COURSE CONTENT

Link to Specification:
Students follow the AQA GCSE Science Trilogy course. This is examined at the end of Year 11.
http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464

Curriculum Intent

Students follow the AQA Combined Science Trilogy course. This course has been chosen for a number of reasons:

- The course leads on well from our Key Stage Three course, which although 'in house' is based on the AQA Key Stage Three scheme of work.
- AQA makes considerable efforts to make examination papers accessible to students by considering reading age and layout, and this is important for our cohort.
- There is good support from AQA in terms of online resources and regular 'Hub' meetings.
- The majority of schools in Gloucestershire follow the AQA syllabus, which means that there is good support locally through Heads of Science meetings.
- We study the same examination board for Combined Science, Entry Level and Triple Science. This means that there is some consistency of expectation for staff, which enables students to switch between courses, and allows us to introduce all three courses in Year 9.. The major reason for choosing Trilogy over Synergy is so that we can transfer students more easily between the Triple Science and Combined Science courses.

We begin the course in term 5 of Year 9. The reason for this is that we can comfortably deliver all of the Key Stage Three knowledge needed to provide a firm base for GCSE study before the end of year 9. Beginning the course earlier means that we can spend more time developing ideas and allows us to finish slightly earlier for revision.

What will my child learn?

<u>Year 10</u>

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 are listed below. For some students we approach the GCSE through a different route: students sit the AQA Entry Level Science certificate in Year 10 to build confidence, revision techniques and scientific skills. They then add to their knowledge in Year 11 and sit the full GCSE. The content studied is exactly the same but falls in a slightly different order.

Biology

1. **Cell biology:** what are cells, what are they made of and how do they divide?
2. **Organisation:** how are cells organised into structures such as the heart?
3. **Infection and response:** how do bacteria and viruses cause disease?
4. **Bioenergetics:** students will study how plants and animals generate energy.

Chemistry

1. **Atomic structure and the periodic table:** what is the structure of an atom and how was this discovered?
2. **Bonding, structure and the properties of matter:** how are atoms arranged into the molecules that make up the world around us?
3. **Quantitative chemistry:** how can chemists predict how much of a substance they will make?
4. **Chemical changes:** students will learn about different types of chemical reactions.
5. **Energy changes:** students will learn about how and why chemical reactions happen; why does burning a fuel create heat, for example?

Physics

1. **Energy:** what is energy? How and why is it transferred?
2. **Electricity:** how do electrical circuits behave? How is electricity generated?
3. **The particle model of matter**: how do atoms and molecules behave in solids, liquids and gases? What happens when their temperature changes?
1. **Atomic structure:** everything in the universe is made of atoms; students will learn about their structure

Year 11

- **Biology -** Homeostasis and response, Inheritance, Variation and evolution and Ecology.
- **Chemistry -** The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.
- **Physics –** Forces, Waves, Magnetism and electromagnetism.

What will homework look like?
Students will have one homework per week from their main teacher and one homework per fortnight from their second teacher.

What enrichment opportunities are available?
Appropriate enrichment opportunities will be arranged and communicated to students as the course progresses.

ASSESSMENT

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 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.

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.

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 the homework. If they are stuck, encourage them to contact their teacher, who will be happy to help.
- 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.
- Encourage and help them to learn key words and formulae.
- Encourage them to use the resources accessible from the school website.

How can I support my child with exams?

- Upcoming tests will be published on SatchelOne. Help them to identify the material they need to revise, using the revision lists they are given.
- Revision sessions will take place before each test and publicised on SatchelOne. 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, and making revision cards. Ask them to identify specifically what they are learning then test them on it.

SUBJECT: English Language and Literature **YEAR:** 10 & 11

HEAD OF DEPARTMENT: Mrs Mrs Melville-Brown

GROUPING POLICY: All students will follow two courses: GCSE English Language and English Literature (both with A.Q.A. exam board). Groups are set according to ability and will be selected to sit the Functional Skills exams on the recommendation of their teacher. 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.

EXAM BOARD: AQA

ASSESSMENT: 100% External Examination

ENGLISH LANGUAGE AND LITERATURE
COURSE CONTENT

Link to Specification:
http://www.aqa.org.uk/subjects/english/gcse/english-language-8700
http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Curriculum Intent

To develop independent learners, with a love and appreciation of Language and Literature. We want students to have a broad understanding of how Literature is a response to what was happening at the time and how language can be used to effectively communicate ideas in a variety of different forms.

Our curriculum is designed to return to key ideas, themes and skills and to embed this knowledge to develop students' extended pieces of writing.

- Creative writing
- Studying non-fiction texts (including 19th Century and modern texts)
- Writing transactional texts
- A Shakespeare play
- A 19th Century novel
- Contemporary and literary heritage poetry
- Either a modern drama or prose text
- Spoken Language

The texts that we currently study for Literature are:

- A Christmas Carol
- Macbeth
- Lord of The Flies
- Power and Conflict anthology (AQA)

Please contact your child's English teacher if you would like further information.
The content will be assessed entirely through external examinations. There is no longer any coursework or controlled assessment element.

What will my child learn?

- To demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately
- To express himself/herself creatively and imaginatively
- To become a critical reader of a range of texts, including multimodal texts, fiction and non-fiction prose, poetry and drama
- To use reading to develop his/her own skills as a writer
- To understand the patterns, structures and conventions of written and spoken English
- To understand that texts from the British Literary Heritage have been influential and significant over time, and to

What enrichment opportunities are available?

- Where available, students will be given the option of seeing theatre productions of texts studied.
- Revision classes, where needed, will be put in place to support students leading up to important assessments throughout the course.

ASSESSMENT

How will my child's work be assessed?

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

AQA GCSE English Language: 100% Examination (two exams)

Paper 1: Explorations in Creative Reading and Writing. (50%; 1hr 45mins)
- Reading unseen literature text
- Descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives. (50%; 1hr 45mins)
- Reading one unseen non-fiction text and one unseen literary non-fiction text (one of which will be from the 19th Century)
- Writing to present a viewpoint

AQA GCSE English Literature: 100% Examination (two exams)

Paper 1: Shakespeare and the 19th Century novel. (40%; 1hr 45mins)

Paper 2: Modern texts and poetry. (60%; 2hr 15mins)
- Modern prose or drama text
- The poetry anthology
- Unseen poetry

Spoken Language

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.

ADDITIONAL INFORMATION

How can I support my child in this subject?

All parents will be emailed termly information about what the focus will be for their child that term. Ways to support at home will also be included.
One of the best ways 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.

How can I support my child with exams?

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.

SUBJECT: Mathematics
HEAD OF DEPARTMENT: Mr Pugh
GROUPING POLICY: Set by Ability. The course in Mathematics follows two tiers of entry. Typically, students in the top two sets will follow the Higher tier scheme, whilst the remaining sets follow the Foundation tier. Some students requiring additional support are give the opportunity to take the Entry Level Certificate in addition to participation on the GCSE course
EXAM BOARD: AQA
ASSESSMENT: 100% External Examination

MATHEMATICS
COURSE CONTENT

Link to Specification:
http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300

Curriculum Intent

To develop confident, independent mathematicians who have an appreciation for mathematics in the wider world. We want students to have a creative and ambitious mathematics curriculum, rich in skills, vocabulary and knowledge, which ignites curiosity and makes mathematics relevant to their lives. Our mathematics curriculum will give students the opportunity to:

- Become fluent in the fundamentals of mathematics, giving all students the opportunity to access a wide range of post-16 options
- Pupils develop the problem-solving skills and apply their mathematics to a variety of routine and non-routine problems with increasing sophistication
- Pupils master the relevant number skills which will enable them to access more complex problems in the classroom and in future employment.
- Reason about the proportional nature of many aspects of real-life rates and ratios
- Communicate, justify, argue and prove using mathematical vocabulary
- Work with abstract concepts to propose, test and prove conjectures
- Reason about the properties and sizes of different aspects of shapes
- Develop their character, as part of Rednock's IMATTER program so that they can contribute positively to the life of the school, the local community and the wider environment.

What will my child learn?

- The scheme of work follows the GCSE Curriculum and students will cover work on Number, Algebra, Ratio and Proportion, Geometry, Measures, Statistics and Probability.
- They will develop a sound working knowledge of how to use a calculator in order to prepare them for the two calculator papers at the end of the course.
- To express their ideas verbally and in writing using mathematical rigour.
- To identify mistakes as they critically analyse problems.

Please note: We are currently in a year of transition; Year 11 are studying the scheme of work that we have used at Key Stage 4 for the last 4 years and will be revisiting and developing topics learned in Year 10. Year 10 have moved to the White Rose Maths scheme of work, used by many schools nationally and will be developing key skills to push as many as possible towards the higher tier of entry. Where this is not appropriate for certain students, certain topics will be replaced with time working on the Entry Level Certificate, a qualification that supports students' understanding of some of the core GCSE content.

What will homework look like?

Students will have one piece of homework a week. This will either be a written task or online and should take approximately 1 hour.

What Enrichment Opportunities are available?

Gifted and Talented students take part in the UKMT Intermediate Maths Challenge.

ASSESSMENT

Exam Board: AQA GCSE Mathematics 100% Examination

How will my child's work be assessed?

Year 11: The subject is split into fortnightly topics. After every 4 weeks there is a test on the two topics that they have just done. This is then marked by the teacher who gives feedback and sets a shadow test for students to improve poorly answered questions.

Year 10: Students will do a short end of topic test for every topic on the scheme of work. Topics vary in length from 2 to 4 weeks. This is then marked by the teacher who gives feedback and some directed improvement opportunities in lessons.

All: Formal mock examinations will give students valuable exam practice as well as allow us to track their progress in the subject.

The course is examined at the end of Year 11 in two tiers – Foundation and Higher. Foundation tier can award grades 1 to 5, and Higher tier 4 to 9.

There are 3 examination papers and content from any part of the specification may be assessed:

- Paper 1 = Non-Calculator (33.3%) – 90 mins
- Paper 2 = Calculator (33.3%) – 90 mins
- Paper 3 = Calculator (33.3%) – 90 mins

Each examination paper will contain a mix of question styles, from short, single-mark, multiple-choice questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

GCSE Option Choices

Key Stage 4

2023-2025

SUBJECT: Art & Design – Fine Art
HEAD OF DEPARTMENT: Mr Wallis
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: AQA
ASSESSMENT: 60% Portfolio; 40% Externally Set Assignment

ART & DESIGN GCSE
COURSE CONTENT

Link to Specification:
http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

Curriculum Intent
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. The course is 5 x 60min lessons per fortnight. 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 & 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.

What will homework look like?
Homework or independent study in preparation for Year 11 and 6th 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.

Examples of this would be to research artists and their work for theme pages, drawing and painting from their 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.

What enrichment opportunities are available?
- Gallery visits.
- Weekly Art extension classes after school.
- Independent classes at local arts centres.
- Independent visits to art galleries.
- Working with artists in residence

ASSESSMENT

How will my child's work be assessed?
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.

SUBJECT: Biology
HEAD OF DEPARTMENT: Mr Griffiths
GROUPING POLICY: Mixed ability
EXAM BOARD: AQA
ASSESSMENT: 100% External Examination

BIOLOGY GCSE
COURSE CONTENT

Link to Specification:
Students follow the AQA GCSE Biology course. This is examined at the end of Year 11
https://www.aqa.org.uk/subjects/science/gcse/biology-8461

Curriculum Intent

Students follow the AQA Biology, Chemistry and Physics courses. These courses have been chosen for a number of reasons:

- The courses lead on well from our Key Stage Three course, which although 'in house' is based on the AQA Key Stage Three scheme of work.
- AQA makes considerable efforts to make examination papers accessible to students by considering reading age and layout, and this is important for our cohort, who can struggle with literacy.
- There is good support from AQA in terms of online resources and regular 'Hub' meetings.
- The majority of schools in Gloucestershire follow the AQA syllabi, which means that there is good support locally through Heads of Science meetings.
- We study the same examination board for Combined Science, Entry Level and Triple Science. This means that there is some consistency of expectation for staff which enables students to switch between courses, and allows us to introduce all three courses in Year 9.

We teach Triple Science within Core Curriculum time and in the timetabled time for one option block. We believe that this gives more of our students a better chance to access the Triple Science content. It also allows us enough time to cover all of the content properly so that students have a firm base on which to build if they progress to level three study. We begin the course in term 5 of Year 9. The reason for this is that we can comfortably deliver all of the Key Stage Three knowledge needed to provide a firm base for GCSE study before the end of year 9. Beginning the course earlier means that we can spend more time developing ideas and allows us to finish slightly earlier for revision.

What will my child learn?
Over the two years of the GCSE course, students will study the following topics:

1. **Cell Biology:** what are cells, what are they made of and how do they divide?
2. **Organisation:** how are cells organised into structures such as the heart?
3. **Infection and Response:** how do bacteria and viruses cause disease?
4. **Bioenergetics:** students will study how plants and animals generate energy.
5. **Homeostasis:** how do we regulate our blood sugar levels and body temperature?
6. **Inheritance, Variation and Evolution:** how did living things arise and how do we classify them?
7. **Ecology:** students will study how living things interact in a habitat, and the impact that humans are having on the environment.

What will homework look like?
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.

What enrichment opportunities are available?
Enrichment opportunities will be arranged and communicated to students as the course progresses. These will include speakers and activities in school.

ASSESSMENT

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 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 their 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 published on SatchelOne. 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 SatchelOne. 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, and making revision cards. Ask them to identify specifically what they are learning then test them on it.

SUBJECT: Business
HEAD OF DEPARTMENT: Mr Cole
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: AQA
ASSESSMENT: 100% External Examination

BUSINESS GCSE
COURSE CONTENT

Link to Specification:
https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification-at-a-glance

Curriculum Intent

- To develop an awareness and natural curiosity of the Business and Economic environment with relevance to our students in Gloucestershire, South West, UK, Europe and the world.
- To have a broad and deep understanding of the businesses, industries and cultures that students might create, own, work for, manage, lead or interact with, and the key driving factors and inhibitors that impact these environments.
- To enhance the social capital of our students.
- To learn how to manage current and plan future financial capability in the short, medium and long term.
- To develop an understanding and appreciation of the interrelated nature of business and economics using models, theories and techniques to support analysis of contemporary business and economic issues and situations.
- To develop work skills, ambition, aspiration and independent learning capacity. To select an appropriate pathway post-18 education (i.e. apprenticeship, further or higher education). To enable students to become world citizens that make a positive and constructive contribution to society.

What will my child learn?
Business in the real world - The purpose of business activity, the role of business enterprise and entrepreneurship and the dynamic nature of business.

- Influences on business - The importance of external influences on business and how businesses change in responses to these influences.
- Business Operations - Students should understand the interdependent nature of business operations, human resources, marketing and finance.
- 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.
- 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.
- 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.

Homework or independent study in preparation for Year 11 and 6th 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.

Examples of this would be to research artists and their work for theme pages, drawing and painting from their 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.

What will homework look like?
Various tasks are 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.

What enrichment opportunities are available?

- Speakers;
- Articles;
- Activities;
- Independent research;
- Trips to visit businesses and learn from them.

ASSESSMENT

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 World, Influences on Business, Business Operations and Human Resources (50%), 1 hour 45 minutes.

Paper 2 will assess the units Business in the Real World, 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 content recall and testing
- Encourage homework/revision and attendance at revision/homework sessions after school;
- Encourage use of the electronic resources offered such as GCSE Pod, Seneca, Two Teachers, Tutor2U, etc.

SUBJECT: Chemistry
HEAD OF DEPARTMENT: Mr Griffiths
GROUPING POLICY: Mixed ability
EXAM BOARD: AQA
ASSESSMENT: 100% External Examination

CHEMISTRY GCSE
COURSE CONTENT

Link to Specification:
Students follow the AQA GCSE Chemistry course. This is examined at the end of Year 11.
https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462

Curriculum Intent
Students follow the AQA Biology, Chemistry and Physics courses. These courses have been chosen for a number of reasons:

- The courses lead on well from our Key Stage Three course, which although 'in house' is based on the AQA Key Stage Three scheme of work.
- AQA makes considerable efforts to make examination papers accessible to students by considering reading age and layout, and this is important for our cohort.
- There is good support from AQA in terms of online resources and regular 'Hub' meetings.
- The majority of schools in Gloucestershire follow the AQA syllabi, which means that there is good support locally through Heads of Science meetings.
- We study the same examination board for Combined Science, Entry Level and Triple Science. This means that there is some consistency of expectation for staff, which enables students to switch between courses, and allows us to introduce all three courses in Year 9.

We teach Triple Science within Core Curriculum time and in the timetabled time for one option block. We believe that this gives more of our students a better chance to access the Triple Science content. It also allows us enough time to cover all of the content properly so that students have a firm base on which to build if they progress to level three study. We begin the course in term 5 of Year 9. The reason for this is that we can comfortably deliver all of the Key Stage Three knowledge needed to provide a firm base for GCSE study before the end of year 9. Beginning the course earlier means that we can spend more time developing ideas and allows us to finish slightly earlier for revision.

What will my child learn?
Over the two years of the GCSE course, students will study the following topics:

1. **Atomic Structure and the Periodic Table:** what is the structure of an atom and how was this discovered?
2. **Bonding, Structure and the Properties of Matter:** how are atoms arranged into the molecules that make up the world around?
3. **Quantitative Chemistry:** how can chemists predict how much of a substance they will make?
4. **Chemical Changes:** students will learn about different types of chemical reactions.
5. **Energy Changes:** students will learn about how and why chemical reactions happen; why does burning a fuel create heat, for example?
6. **The Rate and Extent of Chemical Change:** what determines how fast a chemical reaction happens? How can chemists speed up reactions?
7. **Organic Chemistry:** 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.
8. **Chemical Analysis:** once a chemical reaction has occurred, how can you be sure of what the products are?
9. **Chemistry of the Atmosphere:** how was the atmosphere that surrounds the Earth formed and how are humans affecting its composition?
10. **Using Resources:** students will learn the chemistry behind creating and using key materials such as metal alloys and fertilisers.

What will homework look like?
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.

What enrichment opportunities are available?
Enrichment opportunities will be arranged and communicated to students as the course progresses. These will include speakers and activities in school.

ASSESSMENT

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.

SUBJECT: Computer Science
HEAD OF DEPARTMENT: Mr Wells
LEAD TEACHER: Ms Clements
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: AQA
ASSESSMENT: 100% External Examination

COMPUTER SCIENCE GCSE
COURSE CONTENT

Link to Specification:
https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525

Curriculum Intent

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.

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.

Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

In addition, they will:
- Learn how to create simple computer games
- Gain an understanding of the fundamental concepts around creating software applications
- Have opportunities to work collaboratively.

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.

ASSESSMENT

How will my child's work be assessed?
100% of the qualification is assessed at the end of Year 11 through two external examinations. See below for details.

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.

Paper 1: Computational thinking and programming skills

What's assessed
Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.
Fundamentals of algorithms
Programming skills

How it's assessed
- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Questions
A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: Computing concepts

What's assessed
Fundamentals of data representation
Computer systems
Fundamentals of computer networks
Cyber security
Relational databases and SQL
Ethical, legal and environmental impacts of digital technology on wider society and privacy

How it's assessed
- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions
A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

SUBJECT: Design & Technology
HEAD OF DEPARTMENT: Mrs Nelmes
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: AQA

DESIGN & TECHNOLOGY GCSE
COURSE CONTENT

CURRICULUM INTENT:
To develop students that have a passion and appreciation for the world of Design, and understanding the impact upon the lives we lead. We want to prepare students for a possible career within the industry, or set them up for life if this is not their chosen path. We want to build their independence, resilience, and ability to look at the world around them and know the process of how something starts from a sketch on paper, to a working product they may use everyday.

Our curriculum is designed to build upon skills that have been nurtured in KS3, and to secure and embed this knowledge further as they progress in the subject and enable them to achieve their potential. This will be delivered in a multitude of ways including small practical tasks and projects, past papers, written activities, and designing tasks to name a few.

What will my child learn?

Core technical principles
- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

Specialist technical principles
- In relation to plastics, wood and metals
- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes

What will homework look like?
Various tasks are set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class, the review of marked work.

What enrichment opportunities are available?
- Renishaw Teardown trip
- Deep Learning Day activities
- Independent research

ASSESSMENT

How will my child's work be assessed?
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:
    1. Core technical principles
    2. Specialist technical principles
    3. 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.

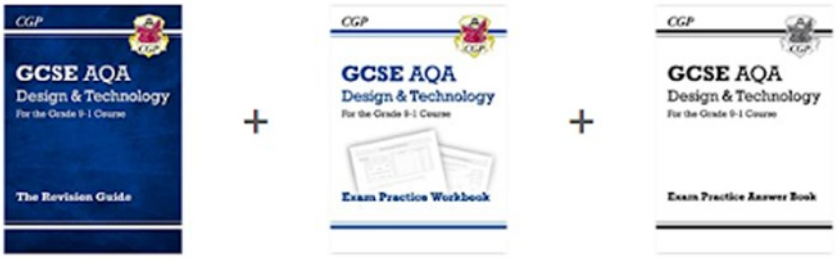
ADDITIONAL INFORMATION

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 Satchel One from the school website

How can I support my child with exams?

- Revision techniques and timetabling
- Encourage attendance at catch up and revision sessions after school
- Encourage use of the electronic resources offered such as GCSEpod
- Revision books, and question books are available also.



SUBJECT: Geography
HEAD OF DEPARTMENT: Mr McCarthy
GROUPING POLICY: Mixed ability in option blocks although some setting may be used if numbers/timetabling allow.
EXAM BOARD: AQA
ASSESSMENT: 100% External examination

GEOGRAPHY GCSE
COURSE CONTENT

Link to Specification:
http://www.aqa.org.uk/subjects/geography/gcse/geography-8035

What will my child learn?
This GCSE course has been chosen as it allows students to develop skills and knowledge across both UK and World Geography and complements options and units taught at KS3 and KS5. Many Rednock students may not have had the opportunity to travel and therefore case studies on Bristol develop further knowledge of a place they are likely to be influenced by. This is, however, countered by the exploration of a city like Rio which the students have heard of but few will currently have aspirations of reaching. Optional topics like 'food security' again affect our students in a tangible way on a daily basis and the management of food security is perhaps something they can understand more readily due to our rural background whereas the water and energy topics, although very relevant, are considered by staff to be harder to bring to life for our students. Previous experience of students struggling to appreciate what glaciation would have looked like, alongside well known local examples like the Severn, means students will study Rivers and Coasts for their optional physical topics. Cold Environments is also chosen as students study Desert Landscapes at A level. It is hoped that this GCSE will make more sense to the students of many local issues in places they are likely to visit or be part of, whilst at the same time increasing understanding of places which are not beyond their reach and which already have an impact on their lives, realised or not.

Challenges in The Human Environment:
- Urban Issues and Challenges (Rio de Janeiro & Bristol case studies)
- Changing Economic World (LIC/NEE and UK case studies)
- Resource Management (Food or Water or Energy)

Living with the Physical Environment:
- Challenge of Natural Hazards;
- Tectonic Hazards (earthquakes, tsunamis, volcanoes) and Weather and Climate;
- Physical Landscapes; Two from Coasts/Rivers/Glaciers
- Living World; Ecosystems and Tropical Rainforests with either Hot Deserts/Cold environments

Geographical Applications:
- 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.
- 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

Geographical Skills:
- Photographic interpretation, Graphical Numeracy, Mapping including use of Ordnance
- survey and Geographical Information Systems (GIS)

What will homework look like?
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 and will be set through Satchel One.

ASSESSMENT

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 two years (internally assessed). These will be used to monitor and Support progress and identify areas for students to develop.

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.

Paper 1 will assess the units on the challenge of natural hazards, The living world, Physical landscapes in the UK and Geographical skills (35%), 1hr 30mins

Paper 2 will assess the units on Urban issues and challenges, The changing economic world, The challenge of re source management and Geographical skills (35%), 1hr 30mins.

Paper 3 will assess the units on Issue evaluation, Fieldwork and Geographical skills (30%), 1hr 15mins.

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Discussion of topics being covered
- Trips to relevant localities with links made to learning
- Access to ICT for independent research
- Check that homework is being completed
- Encourage them to watch the news and relevant documentaries e.g. David Attenborough/Simon Reeve

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 those on the Google Classroom

SUBJECT: History
HEAD OF DEPARTMENT: Mr Griffiths
GROUPING POLICY: Mixed ability in option blocks although some setting may be used if numbers/timetabling allow.
EXAM BOARD: AQA
ASSESSMENT: 100% External examination

HISTORY GCSE
COURSE CONTENT

Link to Specification:
https://www.aqa.org.uk/subjects/history/gcse/history-8145

The GCSE History content comprises the following elements:

one period study
one thematic study
one wider world depth study
one British depth study including the historic environment

What will my child learn?
Understanding the modern world:

- Germany 1890 – 1945: Democracy and dictatorship
- Conflict and tension in Asia, 1950-1975

Shaping the Nation:

- Migration, empires and people c.790 to the present day
- Restoration England, 1660-1685

These topics have been selected to allow students to have a broad understanding of the UK, Europe and the wider world and how the past has shaped the world they live in today. This should help students to make sense of current events and how they are relevant to Britain and the impact they might have on us and the world. The British topics in particular enable students to better understand British institutions and our national life.

What will homework look like?
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.

What enrichment opportunities are available?
Potential opportunity for a trip to a site, which would be related to the Restoration topic. The historic site that needs to be studied changes every year.

ASSESSMENT

How will my child's work be assessed?
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:

Paper 1: Understanding the Modern World (50% of GCSE), 2 hours
- Questions which focus on two key developments in a country's history over at least a 50 year period.
- Questions which focus on international conflict and tension

Paper 2: Shaping the Nation (50% of GCSE), 2 hours
- 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

SUBJECT: Modern Foreign Languages: French | German | Spanish
HEAD OF DEPARTMENT: Mr Carter
GROUPING POLICY: Mixed ability
EXAM BOARD: AQA
ASSESSMENT: 75% External Examination; 25% Externally Set Task (Speaking component)

MODERN FOREIGN LANGUAGES GCSE
COURSE CONTENT

Link to Specification:
http://www.aqa.org.uk/subjects/languages/gcse

Curriculum Intent
Our curriculum aims to enable students to communicate in another language. We empower our students to understand and respond to French, German and Spanish speakers, expressing ideas and thoughts relevant to their needs and interests.

We focus on developing their competences in listening, reading, speaking and writing, building up their independence and self-confidence over 7 years. We want to equip our students to study languages post-16 and, in the longer term, to be able to work with people from around the world and in other countries.

We open students to other cultures, foster curiosity and deepen understanding of the world. We want to make them aware of the value and importance of learning a language and challenge insular beliefs. We aim to develop respect for others, both in our local communities and around the world. We aim to build up their cultural capital and widen horizons through a range of activities, cultural events and trips.

What will my child learn?
French is one of the world's major international languages and knowing French provides access to the rich world of Francophone art, music, literature, fashion, cuisine and cinema.

Spanish - As 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 Latin America. Learning Spanish will allow you to fully understand the diversity of Hispanic culture and get more out of your travels.

German - Spoken in Germany, Austria and Switzerland, German is one of the major European languages. Despite its very close links to English, certain aspects of the language (e.g. word order) are very different and provide a brilliant challenge for students. Knowing the language well provides a wonderful insight into the cultural history of Germany.

What will be covered?
We follow the AQA GCSE course for French, German and Spanish and, over the course of the two years, we cover the following themes:

Identity and culture (family, technology, free time, festivals and customs).
Local, national and international areas of interest (home town, social issues, the environment, travel).
Current and future study and employment (school life, jobs, future careers, post-16).

During the course, we aim to further develop the four skill areas of: speaking, listening, reading and writing.

What will homework look like?
Homework will take a variety of forms. It will be set twice weekly and students should aim to spend 30 minutes on each piece. Teachers may set vocabulary to revise and practise, a piece of writing, a reading activity with comprehension questions, preparation for a presentation, a listening activity, revision or some research on a cultural or grammatical theme.

What enrichment opportunities are available?
There are a variety of enrichment opportunities made available to students at Key Stage 4, and as a department, we are open to suggestions from students as to what they would like to be involved in.

These opportunities range from:

- Revision clubs
- Residential trips to France/Spain/Germany
- Competitions
- Planning and running 'Language Days' and 'Cultural Evenings'

ASSESSMENT

How will my child's work be assessed?
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 at either Higher or Foundation level.

The final exams will include:

Paper 1 – Listening. This will be a 35-45-minute exam and will account for 25% of the final grade.
Paper 2 – Speaking. This will last approximately 7-12 minutes and will account for 25% of the final grade.
Paper 3 – Reading. This will last approximately 45 minutes to 1 hour and will account for 25% of the final grade.
Paper 4 – Writing. This will last approximately 1 hour to 1.25 hours and will account for 25% of the final grade.

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Whether you speak the language that your child is learning or not, you can support them in many ways. For example:
- Having a bilingual dictionary at home for them to use will help them to develop their dictionary skills.
- Helping your child to access the online course book and revisit activities they have done in class to consolidate knowledge and understanding.
- Purchasing a revision workbook, such as 'Revise AQA GCSE 9-1 Revision Workbook' - French, German or Spanish.
- Practising vocabulary on apps such as Quizlet, Memrise or Duolingo.
- Encourage your child to listen to foreign language radio or films/series on streaming services. This will allow them to practise their listening skills, develop confidence in pronunciation as well as develop an understanding of the culture.
- When watching films try to watch them in the foreign language with English subtitles, rather than dubbed.
- If you can, plan a family holiday to a country where French, German or Spanish is spoken.
- Test them often on the words they are currently learning.
- Get them to try to teach you something that they are learning.
- If you do speak the language, try to set aside some time each day/week that you communicate with them only in the language.
- Encourage your child to draft and check any written work they do, so that they focus on accuracy.

How can I support my child with exams?
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 by encouraging your child to do practice papers from the AQA website.

SUBJECT: Philosophy & Applied Ethics
HEAD OF DEPARTMENT: Mr McCarthy
COURSE LEADER: Miss Harris
GROUPING POLICY: Mixed ability
EXAM BOARD: AQA
ASSESSMENT: 100% External examination

PHILOSOPHY & ETHICS GCSE
COURSE CONTENT

Link to Specification:

http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062

Philosophy & Ethics at GCSE gives students the opportunity to develop their critical thinking and evaluation skills, whilst addressing contemporary issues. It enables them to discuss opinions and weigh up the pros and cons of an argument. Additionally, it prepares students for real life situations, of which they will need to learn how to respond and behave appropriately. Furthermore, it will allow them the opportunity to learn and develop their understanding of both Christianity and Islam, two major world religions, while learning the different customs aswell, preparing them for the diversity of the world in which they live.

What will my child learn?
To understand different religious and non-religious stances on social issues and to develop their ability to argue and analyse.

<u>The Study of Religions: Beliefs, teachings and practices of Christianity and Islam</u>

<u>Christianity:</u>
- Beliefs about the nature of God, creation, the afterlife and Jesus Christ and salvation.
- Worship and festivals, the role of the Church in the local and worldwide community.

<u>Islam:</u>
- 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.
- Worship, duties and festivals.
- Thematic Studies from the perspective of Christianity and Islam

<u>Relationships and Families:</u>
- Sex, marriage and divorce – sexuality, sexual relationships, contraception, marriage, divorce and remarriage
- Families and gender equality – role of parents and children, purpose of families, contemporary family issues (e.g. same-sex parents), gender roles and equality.

<u>Religion and life:</u>
- 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.
- The origins and value of human life – sanctity of life, abortion, euthanasia, death and the afterlife.

<u>Religion and life:</u>
- 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.
- The origins and value of human life – sanctity of life, abortion, euthanasia, death and the afterlife.

Religion, peace and conflict:

- Religion, violence and terrorism – peace, justice, forgiveness, reconciliation, violence, terrorism, reasons for war, pacifism, holy war.
- 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.
- Religion, crime and punishment:
- 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.
- 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
- Trips to local religious buildings
- 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

SUBJECT: Physical Education

HEAD OF DEPARTMENT: Mr Sykes

GROUPING POLICY: Mixed ability in option blocks

EXAM BOARD: AQA

ASSESSMENT: 60% External examination; 40% Practical Performance

(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)

PHYSICAL EDUCATION GCSE
COURSE CONTENT

Link to Specification:
https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582

Curriculum Intent
This course is designed for those students who not only excel in their chosen practical area, but also have a good appreciation of the scientific background that goes alongside the course. This course is designed for those students who are able to perform well in three sports and also have an interest in Physical Education and Sport. The course involves continual practical assessment, along with some written coursework. The course also contains two exam papers at the end of the course, both of an hour and fifteen minutes each.

What will my child learn?
Over the two years of the GCSE Physical Education (PE) course, students will study the following topics:

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

What will homework look like?
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. This could be in the form of exam related questions, research on particular topics, practical tasks to sit alongside the delivery of the participation element of the course.

What enrichment opportunities are available?

- There is a range of extra-curricular clubs and practices.
- Fixtures against other teams on a local and national level.

ASSESSMENT

How will my child's work be assessed?

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.

Paper 1: The human body and movement in physical activity and sport (30%), 1hr 15mins

Applied anatomy and physiology
Movement analysis
Physical training
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.
- Access to the AQA website where plenty of previous exam papers and resources are available.
- 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

SUBJECT: Physics
HEAD OF DEPARTMENT: Mr Griffiths
GROUPING POLICY: Ability sets
EXAM BOARD: AQA
ASSESSMENT: 100% External Examination

PHYSICS GCSE
COURSE CONTENT

Link to Specification:
Students follow the AQA GCSE Physics course. This is examined at the end of Year 11. https://www.aqa.org.uk/subjects/science/gcse/physics-8463

Curriculum Intent
Students follow the AQA Biology, Chemistry and Physics courses. These courses have been chosen for a number of reasons:

- The courses lead on well from our Key Stage Three course, which although 'in house' is based on the AQA Key Stage Three scheme of work.
- AQA makes considerable efforts to make examination papers accessible to students by considering reading age and layout, and this is important for our cohort.
- There is good support from AQA in terms of online resources and regular 'Hub' meetings.
- The majority of schools in Gloucestershire follow the AQA syllabi, which means that there is good support locally through Heads of Science meetings.
- We study the same examination board for Combined Science, Entry Level and Triple Science. This means that there is some consistency of expectation for staff, which enables students to switch between courses, and allows us to introduce all three courses in Year 9.

We teach Triple Science within Core Curriculum time and in the timetabled time for one option block. We believe that this gives more of our students (not just the very top) a better chance to access the Triple Science content. It also allows us enough time to cover all of the content properly so that students have a firm base on which to build if they progress to level three study. We begin the course in term 5 of Year 9. The reason for this is that we can comfortably deliver all of the Key Stage Three knowledge needed to provide a firm base for GCSE study before the end of year 9. Beginning the course earlier means that we can spend more time developing ideas and allows us to finish slightly earlier for revision.

What will my child learn?
Over the two years of the GCSE course, students will study the following topics:

1. **Energy**: what is energy? How and why is it transferred?
2. **Electricity**: how do electrical circuits behave? How is electricity generated?
3. **The Particle Model of Matter**: how do atoms and molecules behave in solids, liquids and gases? What happens when their temperature changes?
4. **Atomic Structure**: everything in the universe is made of atoms; students will learn about their structure and how they were discovered.
5. **Forces**: students will learn about the different types of forces that act in the world around them, and how they affect the motion of objects.
6. **Waves**: we will look at different types of waves: light, sound and seismic waves.
7. **Magnetism and Electromagnetism**: what are magnets and how are they used?
8. **Space Physics**: students will learn about how the universe began, how stars like our sun formed, and explore theories of how the universe will end.

What will homework look like?
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.

What enrichment opportunities are available?
Enrichment opportunities will be arranged and communicated to students as the course progresses. These will include speakers and activities in school.

ASSESSMENT

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 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 published 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, and making revision cards. Ask them to identify specifically what they are learning then test them on it.

Other Qualification Option Choices

(Open to all students)

Key Stage 4

2023-2025

SUBJECT: BTEC Level 2 Tech Award in Digital Information Technology
HEAD OF DEPARTMENT: Mr Wells
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: PEARSON
ASSESSMENT: Components 1 and 2 will take the form of class-based assignments marked by the teaching staff.
Component 3 is assessed by the exam board towards the end of the course.

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

DIGITAL INFORMATION TECHNOLOGY BTEC LEVEL 2
COURSE CONTENT

Link to Specification:
https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/Spec-BTEC-L1-2TECHAWD-DIT.pdf

Curriculum Intent
This is an excellent option 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:

- 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.
- Process that underpins effective ways of working in digital information technology, such as project planning and cyber security.
- Attitudes that are considered most important in digital information technology, including personal management and communication.
- 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.

ASSESSMENT

How will my child's work be assessed?
Internal assessment is through assignments that are set and marked by the teaching staff.

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

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.

SUBJECT: BTEC Level 1/2 Tech Award in Health and Social Care
HEAD OF DEPARTMENT: Mr Mitchell
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: Pearson
ASSESSMENT: 40% External Examination; 60% Controlled assessment

HEALTH & SOCIAL CARE BTEC
COURSE CONTENT

Link to Specification:
https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/60370476-BTEC-Tech-Award-Health-and-Social-Care-2022-spec-PPD1-150721.pdf

Curriculum Intent
Health and Social Care offers students an opportunity to explore curiosity, learn critically and be assessed in different ways than traditional GCSE subjects. Students will be equipped to explore how human beings develop across the whole lifespan, critically analysing the impacts of factors such as drugs and environment on healthy development. Health and Social Care students have an opportunity to develop academic and theoretical elements within the classroom and experience these within everyday life, equipping students to be more empathetic and well-rounded members of society. We offer opportunities to explore the experiences of others of all different cultures, ethnicities and religions and embrace diversity within the United Kingdom through the use of case studies to challenge preconceived ideas about health and social care and develop an awareness of real-life issues surrounding them in day to day living. Health and Social Care provides a range of different career progression routes and during the course students will find out how these impact society and the economy.

What will my child learn?
Students will study 2 controlled assessment units which are marked by the teacher and externally moderated by examiners. These units are:

Component 1: Human Lifespan Development. (30 % of the student's overall grade)
Component 2: Health and Social Care Services and Values. (30 % of the student's overall grade)

The final component is taught and assessed as an exam like that of GCSE.

Component 3: Health and Wellbeing. (40% of the student's overall grade)

Component 1: Human Lifespan Development - 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. This assessment has an allocation of 6 hours to be completed under supervision of the teacher only.

Component 2: Health and Social Care Services and Values - 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. This assessment has an allocation of 6 hours to be completed under supervision of the teacher only.

Note: These internal assessments can only be taken in December/January and May/June as dates are provided to the school by the exam board and are fixed. If students are unable to sit any assessment on the dates organised, then students will need to resit it in the next assessment window.

Component 3: Health and Wellbeing - 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. This is a 2-hour external exam sat at the end of the year.

What will homework look like?
Homework tasks will be used to support the understanding of classwork using Google Classroom and Satchel One. This will include exam questions and practice assessment questions.

What enrichment opportunities are available?
- Students are encouraged to learn and make use of the 'Sign Language Word of the Week'.
- 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.

ASSESSMENT

How will my child's work be assessed?
There is one externally set exam which is sat in Year 11, which assesses the content of component 3 - Health and Wellbeing (2 hours). Components 1 and 2 are internally assessed through controlled assessments. These assessments are completed in class time and students are limited to what they are allowed to use to complete the coursework. The units within this qualification are graded using the system Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction.

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. Students will be given assessments within class to prepare for the controlled assessment which must be completed in 6 hours.

Students are provided with assignment briefs, set by the exam board 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 will be given to students on paper but coursework will be completed on controlled assessment accounts as coursework is not allowed to be completed at home.

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 using the same as the grading identified above.

ADDITIONAL INFORMATION

How can I support my child in this subject?
- Support students by purchasing textbooks, and help organise time to complete homework to the best of their ability and on time.
- Support students by ensuring missed classes are caught up at home. Material will not be retaught in class so students must catch up in their own time
- 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 and other videos and podcasts recommended by the classroom teacher.
- Talk with your child when using care services to see if they can identify what they have learnt in a real-life environment.
- 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.
- Reminding and helping your child access the online textbook will be vital in the course as this will support them with their homework and coursework.
- Encourage your child to seek help if they are struggling at the earliest opportunity.

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.
- Ensure they attend school regularly and do not miss lessons as this will add to pressures outside of the classroom.

SUBJECT: Cambridge National in Creative iMedia
HEAD OF DEPARTMENT: Mr Wallis
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: Cambridge
ASSESSMENT: 60% Internally Assessed, 40% Externally Assessed.

CREATIVE IMEDIA CAMBRIDGE NATIONAL
COURSE CONTENT

Link to Specification:
https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf

Curriculum Intent
The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry.

The intention of the course is to be an engaging, vocational qualification where students will use their learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

This will help students to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help students to develop learning and skills that can be used in other life and work situations, such as:

- thinking about situations and deciding what is required to be successful
- exploring different options and choosing the best way forward to a solve problem
- exploring and generating original ideas to find imaginative solutions to problems
- selecting the best tools and techniques to use to solve a problem
- appropriate use of media to convey meaning
- use of planning techniques to complete tasks in an organised way which meet deadlines.

What will homework look like?
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.

What enrichment opportunities are available?
- Students will be encouraged to participate in the running of Rednock TV
- After school film making activities
- Development of photographic skill
- Competitions can be entered

ASSESSMENT

How will my child's work be assessed?
Students have to complete 2 internally assessed units and 1 externally assessed exam.

UNIT 1: Visual identity and digital graphics (Internally Assessed)

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.
In this unit students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

UNIT 2: Developing Media Products (Internally Assessed)

Static and moving images are widely used in the media industry for products as diverse as news/journalism, print publishing, advertisements, movies and interactive media. Visual images can be used to capture a moment in time, create memories, promote a product or idea, evoke an emotional response or influence opinions. In this unit students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. Students will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical jobs within the media industry.

UNIT 3: Creative iMedia in the media industry (Externally Assessed)

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences

In this unit students will learn about the sectors, products and job roles that form the media industry. Students will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Students will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

NEAs 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. The brief for Units 1 and 2 will be set by the exam board at the beginning of each academic year.

Internally assessed units will be marked by the subject teachers. Students may apply for 1 resubmission opportunity once a component is marked if they would like to improve their mark. Students will then have a 15 day window to make improvements and resubmit their work. Once this opportunity has taken place a final mark will be awarded for that component. Afterwards students will not be able to make improvements to their work.

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 content recall and testing
- Encourage homework/revision and attendance at revision/homework sessions after school;
- Encourage use of the electronic resources offered such as GCSE Pod, Seneca, Two Teachers, Tutor2U, etc.

SUBJECT: BTEC Level 2 Tech Award in Music Practice
HEAD OF DEPARTMENT: Mr Andrews
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: Pearson
ASSESSMENT: 60% Internal assessment (PSA*) with 3 tasks in total. Externally moderated 40% External synoptic task.

MUSIC PRACTICE BTEC
COURSE CONTENT

Link to Specification:
https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html

Curriculum Intent
Our BTec programme supports the continuation of an 'inclusive' curriculum and therefore the transition from KS3 through to level 2. Many of our musicians are considered to be 'popular' musicians who demonstrate a number of skills which are recognised within the music industry as being useful for a vocational pathway. The BTec Tech Award enables students to develop these skills within a vocational setting.

The students are taught in a mixed ability setting using a 90% 'hands on' practical approach to improving their music skills in performance, production and musical arrangement in popular styles. The teaching and learning in the classroom form the preparation for the three assessment windows which take place across the two-year programme of study.

There are many progression options as the skills acquired are applicable to a range of post-16 study options. The BTec Tech Award offers a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area.

The music department firmly believes that our students at Rednock demonstrate a stronger sense of engagement with the vocational elements of the BTec Tech Award in comparison to the more traditional music courses offered at Key Stage 4 e.g. GCSE Music. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that students who attain the qualification are equipped to go on to become work ready for an occupation post-16.

What will my child learn?
The areas covered as part of the BTEC qualification include:

- Component 1 - Exploring music products and styles Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.
- Component 2 - Music skills development Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- Component 3 - Responding to a musical brief Learners will be given the opportunity to develop and present music in response to a given music brief.

What will homework look like?

- Practising an instrument or voice
- Research or written based activities
- Using music production and sequencing software programs

What enrichment opportunities are available?

- Playing in a band
- Recording in a studio
- Swing Band
- Day trip to the Beatles museum and Cavern tour guide in Liverpool
- Ensembles
- Concerts at school and within the local community
- Work experience in the music industry
- Guest speakers/practitioners from within the music industry

ASSESSMENT

How will my child's work be assessed?

Level 1 Pass/Merit or Level 2 Pass/Merit/Distinction grading awarded after work has been submitted.

There is one external examination in Year 11 which assesses the content of Component 3 – responding to a musical brief.

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.
- Read through rehearsal logs and other written assignments
- Visit a recording studio
- Download free music software to use at home e.g. audacity

SUBJECT: BTEC Level 2 First Award in Performing Arts
HEAD OF DEPARTMENT: Mrs Curtis
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: Pearson

PERFORMING ARTS BTEC
COURSE CONTENT

Link to Specification:
https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html

Curriculum Intent
The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment that promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- The development and application of skills such as practical and interpretative, rehearsal and performance/ production in acting, dance, musical theatre and/or production through workshops and classes
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

What will my child learn?

Year 10: Component 1: Exploring the Performing Arts

Students will develop their understanding of the performing arts by examining the work of practitioners', including Frantic Assembly, The Paperbirds and Mark Wheeller. Students will develop an understanding of the practitioners' work and the processes used to create performance and they will be able to transfer this knowledge into their own work. In this unit students will be assessed by:

A. Examine professional practitioners' performance work and recording/presenting their findings.
B. B. Explore the interrelationships between constituent features of existing performance material through workshop performances.

Year 10 & 11: Component 2: Developing Skills and Techniques in the Performing Arts

Students will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire. Students will study the play Blood Brothers and explore the context and cultural significance as well as developing their knowledge through practical performance. In this unit students will be assessed by:

A. Documenting the development of skills and techniques for performance through a recorded logbook.
B. Applying skills and techniques in rehearsal and performance.
C. Review their own development through a written evaluation of their performance.

Year 11: Component 3: Performing to a Brief

Students will be given the opportunity to work as part of a group, or as a technical designer, to create a workshop performance in response to a given brief and stimulus set by the exam board. This is an externally assessed component and students will be assessed by:

A. Responding practically to a brief and identifying the dramatic potential of a stimulus.
B. Selecting and developing performance skills and techniques in response to a brief.
C. Applying skills and techniques practically in a workshop performance in response to a brief.
D. Evaluating the development process, in the form of a written logbook and rehearsal notes and evaluating their performance.

What will homework look like?
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.

All written work will be submitted as an online logbook that is shared with the subject teachers.

We have Digital Theatre Plus and National Theatre Online which are fantastic resources for the department that allows our students to watch, analyse, discuss and evaluate live Theatre for COMPONENT 1 and COMPONENT 3.

What enrichment opportunities are available?
- Students will be encouraged to perform to the public as they will form their own theatre company.
- Students will also have the opportunity to work with practitioners from The Everyman Theatre, The University of Gloucester and others from nationally recognised independent companies and acclaimed performers.
- Competitions can be entered.
- Audition work can be supported by the Department.
- School Production.

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 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.

How can I support my child with exams?
- Help with practice papers and learning lines
- Visits to the theatre help students to appreciate theatre.

SUBJECT: Sport Studies - Cambridge National Level 1/2 Certificate
HEAD OF DEPARTMENT: Mr Sykes
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: Pearson
ASSESSMENT: 25% Externally assessed exam 75% internally assessed coursework

SPORTS STUDIES CAMBRIDGE NATIONAL
COURSE CONTENT

Link to Specification:
https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/

Curriculum Intent
This course offers students an alternative qualification to GCSE PE. It enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. Students will have the opportunity to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and the Health sector. This qualification will also help developing skills that can be used in work situations such as completing research, working with others, planning training programmes, creating presentations, writing reports and leadership skills.

What will my child learn?
Over the two years of the Sports Studies course, students will study the following topics:

Contemporary issues in Sport (Externally assessed exam)

- Issues that affect participation
- Role of Sport in promoting values
- Hosting major Sporting events
- Roles of National governing bodies
- The use of technology in Sport

Performance and Leadership in Sports Activities (Internally assessed coursework)

- Performing individual sports - key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity
- Reviewing your own performance in planning and leading a sports activity session

Sport and Media (Internally assessed coursework)

- How Sport is covered by the media
- Positive effects of the media
- Negative effects of the media
- Understand relationship between sport and media
- Evaluate media coverage

What will homework look like?
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. This could be in the form of exam related questions, research on particular topics, practical tasks to sit alongside the delivery of the participation element of the course.

What enrichment opportunities are available?

- There is a range of extra-curricular clubs and practices.
- Possibilities of leading small tournaments and competitions as part of the course

ASSESSMENT

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.
- Linking to the OCR website to ensure that students are looking to access correct content.
- Encourage your child to research around the topics and be keen to take in different platforms that show sports and physical activity.
- 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

SUBJECT: Cambridge National in Creative iMedia
HEAD OF DEPARTMENT: Mr Wallis
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: Cambridge
ASSESSMENT: 60% Internally Assessed, 40% Externally Assessed

CREATIVE IMEDIA CAMBRIDGE NATIONAL
COURSE CONTENT

Link to Specification:
https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf

Curriculum Intent
The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry.

The intention of the course is to be an engaging, vocational qualification where students will use their learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

This will help students to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help students to develop learning and skills that can be used in other life and work situations, such as:

- thinking about situations and deciding what is required to be successful
- exploring different options and choosing the best way forward to a solve problem
- exploring and generating original ideas to find imaginative solutions to problems
- selecting the best tools and techniques to use to solve a problem
- appropriate use of media to convey meaning
- use of planning techniques to complete tasks in an organised way which meet deadlines

What will homework look like?
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.

What enrichment opportunities are available?
- Students will be encouraged to participate in the running of Rednock TV
- After school film making activities
- Development of photographic skill
- Competitions can be entered

ASSESSMENT

How will my child's work be assessed?
Students have to complete 2 internally assessed units and 1 externally assessed exam

UNIT 1: Visual identity and digital graphics (Internally Assessed)

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.
In this unit students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

UNIT 2: Developing Media Products (Internally Assessed)

Static and moving images are widely used in the media industry for products as diverse as news/journalism, print publishing, advertisements, movies and interactive media. Visual images can be used to capture a moment in time, create memories, promote a product or idea, evoke an emotional response or influence opinions. In this unit students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication.
Students will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical jobs within the media industry.

UNIT 3: Creative iMedia in the media industry (Externally Assessed)

The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences

In this unit students will learn about the sectors, products and job roles that form the media industry. Students will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Students will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

NEAs 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. The brief for Units 1 and 2 will be set by the exam board at the beginning of each academic year.

Internally assessed units will be marked by the subject teachers. Students may apply for 1 resubmission opportunity once a component is marked if they would like to improve their mark. Students will then have a 15 day window to make improvements and resubmit their work. Once this opportunity has taken place a final mark will be awarded for that component. Afterwards students will not be able to make improvements to their work.

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 content recall and testing
- Encourage homework/revision and attendance at revision/homework sessions after school;
- Encourage use of the electronic resources offered such as GCSE Pod, Seneca, Two Teachers, Tutor2U, etc.

SUBJECT: Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)
HEAD OF DEPARTMENT: Mrs Nelmes
GROUPING POLICY: Mixed ability in option blocks
EXAM BOARD: Eduqas
ASSESSMENT: 40% External written examination; 60% Coursework

HOSPITALITY & CATERING VOCATIONAL AWARD
COURSE CONTENT

Link to Specification:
https://www.eduqas.co.uk/media/q3gfto4b/wjec_l1-2-vocaward-hospitality-and-catering_spec-29-06-2022_e.pdf

Curriculum Intent
To develop students that have a passion and appreciation for the world of Food, and to equip them with an understanding of the impact this can have upon the lives we lead. We want to prepare students for a possible career within the industry, or set them up with life skills that they will call upon, if this is not their chosen path. We want to build their independence, resilience, and ability to make smart choices with the foods they eat, and be able to live independently.
Our curriculum is designed to build upon skills that have been nurtured in KS3, and to secure and embed this knowledge further as they progress in the subject and enable them to achieve their potential. This will be delivered in a multitude of ways including practical demonstrations, cooked dishes, written tasks and past papers. Alongside involvement from the industry and a young chefs competition to give the students a real life insight into the Hospitality and Catering Industry.

Course Content
What will my child learn?

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.

Throughout the two year course you will learn about and be assessed on the topics below. You will be taught these through a range of practical and theory activities.

Topics:
1.1 Hospitality and catering provision
1.2 How Hospitality and Catering providers operate
1.3 Health and safety in Hospitality and Catering LO1 Understand the environment in which hospitality and catering providers operate.
1.4 Food safety in Hospitality and Catering
2.1 The important of nutrition
2.2 Manu planning
2.3 The skills and techniques of preparation, cooking and presentation of dishes
2.4 Evaluating cooking skills

What will homework look like?

- Various forms of research
- Preparation to produce dishes
- Practical skills training
- Health & Safety and how to use various pieces of equipment.

What enrichment opportunities are available?

- After school clubs & catch –up sessions.
- Involvement in local businesses.
- Local and regional competitions e.g. rotary young chef

ASSESSMENT

How will my child's work be assessed?

Students will complete two units.
Unit 1 - 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. 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. This will be assessed through an external written exam. It will contain questions that require short and extended answers, based around situations in industry.

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, and will conclude with the production of a 2-3 course meal that will be assessed internally.

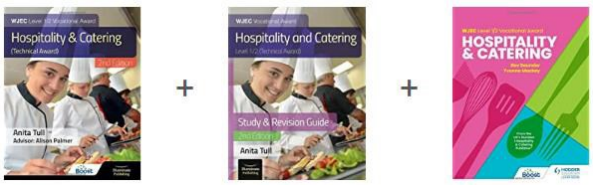
ADDITIONAL INFORMATION

How can I support my child in this subject?

- Encourage reading around the subject and completing homework.
- Encourage attendance of after school clubs.
- Encourage them to develop their knowledge of recipes, to broaden their repertoire.
- 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.
- Revision books, and question books are available also.



Non Qualification Option Choices

(Open to all students)

Key Stage 4

2023-2025

SUBJECT: Life-skills and Ethics
HEAD OF DEPARTMENT: Dr Craig
GROUPING POLICY: Follows English groupings
EXAM BOARD: Eduqas
ASSESSMENT: 40% External written examination; 60% Coursework

All students have the appropriate support and challenge to access the full course content. Where necessary the curriculum is adapted for specific learner needs.

LIFESKILLS & ETHICS
COURSE CONTENT

What is Life skills and ethics?

Life skills is followed by all students in Years 10 and 11 for 2 periods a fortnight. Students study a range of topics including Personal, Social and Health Education (PHSE), Relationships and Sex education (RSE), Citizenship and careers education. They also study religious education (RE) and ethics topics. The aim is to give students the knowledge, skills and understanding they need in order to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

What will my child learn?

Life skills gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Character and Culture Values

Rednock School's programme of character and culture education pervades everything that we do, and consists of a series of six values that follow the acronym 'I MATTER'. In Life skills, students' work is organised around each value.

Term	Value	Year 10 topics	Year 11 topics
1	I am Thoughtful (social skills and emotional wellbeing)	RE topic (study of a religion) - Sikhism: the Sikh community, their contribution to history and the challenges they face	RE topic (themed) – war and peace: Is war justified, Islam and Jihad, pacifism. The UN, the commonwealth, international law.
2	I am Tenacious (resilience, grit, perseverance)	Human rights, extremism and intolerance. Alcohol, drugs, managing risk on a night out.	RE topic (themed) – crime and punishment: the legal system in the UK, capital punishment. Post-16 options and careers
3	I am Motivated (careers, aspirations, growth mindset)	Careers and work experience. Discrimination and the equalities act. Health checks and screening.	Job applications, interview skills, mock interviews. Democracy and forms of government.
4	I am Aware of my own abilities (self-awareness and self-control)	Body image, intimate relationships, pornography, abusive relationships, STIs	Consent, fertility, planned and unplanned pregnancy, forced marriage.

5	I am Resourceful (problem solving)	Mental health, stigma and stereotypes. Managing stress. Preparing for work experience	RE topic (themed): the environment. Preparing for more independence. Stress management and exams
6	I Explore the world around me. (cultural awareness, citizenship, community)	Work experience reflection Finance, debt, financial security, gambling.	N/A

What will homework look like?
Homework is not given for this subject.

What enrichment opportunities are available?
Enrichment opportunities are available through visits and talks from outside agencies such as the local Police, thematic plays to explore messages about bullying, disability, road safety awareness and grooming. These enrichment opportunities change from year to year according to the changing needs and current topical issues of our society.

Students will also study Citizenship, PSHE and RE topics on wider learning days throughout the year.

ASSESSMENT

How will my child's work be assessed?
Students are formally assessed in Life skills, instead, they are given formative feedback to help them to develop their skills in expressing their ideas in writing.

In addition, students are expected to be active participants in their learning self and peer assess and evaluate progress at regular intervals to identify targets and strategies for improvement.

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?
- Discuss what your child has been learning in their Life skills lessons. Encourage them to describe to you the facts of what they have been learning, and what they think about it.
- Encourage your child to explain to you why they think as they do.
- Help your child to find suitable sources of information if they wish to find out more about what we have been studying – some of the topics we cover are quite tricky.
- Encourage your child to take part in activities in school and out of school and to be an active member of their community.
- Encourage your child to watch, read or listen to the news, and discuss it with them.

SUBJECT: Core Computing - Digital Literacy
HEAD OF DEPARTMENT: Mr Wells

DIGITAL LITERACY
COURSE CONTENT

Curriculum Intent

Computing is an enormous importance to the economy with year on year a digital skills gap developing.

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.

Computing will allow students to:

- To develop an awareness and natural curiosity toward Computing, whilst maintaining a relevance to our students in Gloucestershire.
- To have a broad understanding of the businesses, industries and cultures that students will work for, manage, lead or just interact with, and how Computing influences these environments.
- To learn how to plan a project, work logically through it, and to practice problem solving, in order to build resilient users.
- To develop an understanding and appreciation of the interrelated nature of the various fields within Computing and IT using models, concepts and techniques to support these links.

In addition, they will:

- Learn to identify why project management is important and recognise the common tools used. Manage a project for a given scenario.
- Examine modern technology tools that assist with inclusivity and accessibility. Evaluate effective online communication and collaboration. Create a positive work environment for remote working.
- Recognise ways to build a positive online reputation. Discuss the ethics surrounding big data. Identify fake news and explain why it exists. Describe the laws governing online content. Recognise illegal content and describe how to report it.
- Gain an understanding of the fundamental concepts around creating software applications
- Have opportunities to work collaboratively.
- Work towards a Digital Skills Certificate

SUBJECT: Core Physical Education
HEAD OF DEPARTMENT: Mr Sykes
GROUPING POLICY: Mixed ability in option blocks
ASSESSMENT: In line with school policy on effort and achievement

CORE PHYSICAL EDUCATION
COURSE CONTENT

Curriculum Intent

In Key Stage 4 we aim to further provide students with the skills and ability to feel confident and flourish in a physical environment. At Rednock we provide students with the opportunity to develop a range of attributes both physical and psychological and develop these from the one already looked at in Key Stage 3.

We provide a broad and balanced curriculum that involves a range of activities focusing on different elements of sport and health education and at this stage we look to focus on developing the student for physical activity outside the world of school and beyond.

The school offers a varied and wide ranging programme for Key Stage 4 PE students as we look to promote lifelong participation in a healthy and active lifestyle. Students are encouraged to develop knowledge and understanding as well as communication, coaching, organisation and leadership skills in a fun, physically active environment that caters for all abilities.

Typical activities throughout the year would include most of the major team sports, but also a focus on more recreational opportunities for students to continue with on their journey after Rednock. These may include Badminton, Health and FItness, Fitness Suite induction and usage, Table Tennis, Orienteering.

The department rationale is that all students will be encouraged to take part in all lessons to their fullest capacity. If inconvenienced by injury for example, students will still be able to lead, manage, coach or officiate as appropriate. There are also multiple opportunities to take part in extracurricular activities. These will include Football and Netball clubs, Athletics, Table Tennis and Badminton, Fitness Club, Rounders, Cricket and Softball. There is also the opportunity to participate in Inter Community activity, representing their community in a number of different sporting competitions.

ADDITIONAL INFORMATION

How can I support my child in this subject?

Encourage activity away from the school day, for example physical activity with local clubs, general fitness encouragement with a healthy lifestyle, walking, cycling, running for example in their spare time. As well as this please look to actively encourage your child to take part on a regular basis in the PE lessons themselves. As a department we will look to encourage every student to participate, in order to assist with their general development, well being and to assist with their overall mental health. Additionally please ensure that your child has the correct kit and equipment for each lesson to enable them to participate fully in the course.

Key Stage 4

2023-2025

Option Choices

Non Qualification Course

For Invited Students

Link to specification:
https://www.asdan.org.uk/personal-development-programmes/

STEP UP TRANSITION COURSE
COURSE CONTENT

A small number of identified students will study the Key Stage 4 core curriculum, 3 option subjects and the STEP UP Transition Course.

The aim of this course is to:

- Provide selected students with targeted support to ensure they reach their predicted progress or more in their chosen options and core subjects
- Develop students' teamwork and communication skills to help improve their confidence, be able to identify their aspirations and support their transition into the world of work
- Provide bespoke support in preparing students for their next identified steps e.g. researching career options, writing CVs, completing applications
- Provide a progression route into Rednock's Year 12 Transition Programme

Alongside targeted and personalised support with their wider studies students will also undertake a suite of activities that have been chosen and organised to improve their communication, team work, independence and confidence in public formal scenarios.

As part of this programme, Year 10 students will work towards an ASDAN Bronze level certificate Personal Development Programme (PDP).

This programme offers imaginative ways of developing, recording and certificating a wide range of students' personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. This will provide each student with a learning log that can be used as part of their preparation for next steps post-16.

Rednock students will study units based on the group's learning needs. The units available are:

- Communication
- My community
- Sport and leisure;
- Independent Living
- My environment
- Number handling
- Health and wellbeing
- World of work
- Science and technology
- The wider world
- Expressive arts
- Beliefs and values
- Combined studies.

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve the Bronze standard.