



Key Stage 4 Support Booklet



Key Components for Key Stage 4 Success

Students, please:	Parents / Carers, please:	Other possible sources of information or assistance:
<p>Get organised in terms of stationery, notes, access to resources and prioritisation of homework to meet deadlines.</p> <p>Make use of online study tools such as Show My Homework, Sparx Maths, GCSE Pod and Seneca Learning</p> <p>Be proactive in looking for ways to extend or build your skills and knowledge, e.g. use G.C.S.E bitesize and revision guides to learn more about a subject.</p> <p>Visit the Rednock Revise website which can be found here</p>	<p>Assist with organisation in terms of stationery, notes and prioritisation.</p> <p>Encourage students to make use of online study tools such as Sprax Maths for ongoing incremental revision and independent study.</p> <p>You may wish to set up parental access to the Show My Homework app. If you have forgotten your password, it's possible to request a reset via the Show My Homework website using the e-mail address you have registered with school.</p>	<p>Use the electronic version of this booklet, 'Key Stage 4 Support Booklet' to access specification and revision links directly.</p> <p>Within this booklet, you will find:</p> <ul style="list-style-type: none"> • An overview of each subject • Links to exam board specifications • A summary of how the qualification is assessed <p>Advice on 'How Parent / Carers can support their child' throughout the course, including during examinations.</p>
<p>Set up strong study habits and routines (and stick to them!).</p>	<p>Help to find a study space free from distractions.</p>	<p>Our Learning Resource Centre is available as a study space a break time, lunch time and after school between 3.15pm - 4pm Monday to Thursday, 3.15pm—3.30pm Fridays</p>
<p>Maintain excellent attendance and punctuality.</p>	<p>Encourage excellent attendance and punctuality.</p>	<p>Further resources relating to attendance and punctuality will be published on the school website from September.</p>
<p>Retain a 'can do' positive mindset and understand the importance of 'not yet'.</p>	<p>Offer praise and encouragement to reinforce a 'can do' positive mindset, including effort and perseverance.</p>	<p>The following website provides an overview of the concept and benefits of a positive growth mindset. It also includes advice on how parents can help instil a growth mindset in students: https://www.mindsetkit.org</p>



Key Components for Key Stage 4 Success

Students, please:	Parents / Carers, please:	Other possible sources of information or assistance:
Look after yourself physically, mentally and emotionally. Actively participate in enrichment activities beyond lessons.	Maintain an ongoing dialogue around physical, mental and emotional wellbeing. Encourage participation in enrichment activities beyond lessons.	Please see the Rednock School website (Student menu – School Clubs) for a summary of extra-curricular activities - https://rednockschool.org.uk/school-clubs-5/ Please speak to Mrs Porter if you are interested in finding out more about the Duke of Edinburgh Award.
Speak to your parents, tutor and/or teachers if you need help with your studies or with managing your mood.	See N.H.S. advice on managing exam related stress. Speak to us, if you have concerns.	The N.H.S. have written the following advice about how to support students with exam-related stress: https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/
Keep your end goals in mind.	Encourage students to focus on end goals and retain a sense of perspective.	

Careers Education, Advice and Guidance (CEIAG)

The whole purpose of education is to prepare everyone with the appropriate ‘soft skills’ and qualifications for the world of work; whether you leave school at 16 to get an apprenticeship or at 18 to get a job with training or an advanced apprenticeship, or go on to further / higher education and start your first full-time job around 21-23 years of age.

Very few students know exactly what they want to do early on but they do have a broad idea of the direction they want to follow. Parents, Carers and Teachers have an important role to support students in the exploration of the huge range of opportunities that are out there.

We support our students at Rednock by offering impartial Careers Advice and Guidance through 1:1 interviews as well as small group workshops. Each year we start with all Y11 and Y13 students then open up to Y10 and Y12. A range of lessons are also delivered around careers and the world of work to all year groups via our Life Skills (PSHE) scheme of work ranging from basic concepts of what is work through to application form completion and full mock interviews that take place in Y11.

Personalised Advice and guidance is also given to the sixth form in the area of university applications where a lot of work goes into planning and writing personal statements and applying for places via the UCAS process.

The world of work is constantly evolving and we need to keep an eye on future trends using Labour Market Information to ensure we are preparing the next generation to live a successful life in the future world of work.

To help them find something they want to aspire to and aim for, we urge all parents, carers and students to use the wide range of resources available through the link below to the school's web page.

Homework & Revision

Every subject will set 2 x 30mins or 1 x 60mins homework per week. Please see the school website for more details [here](#)

What can homework be?

Homework can be any of the following which have been defined to help clarify:

Consolidation

Students further practice skills developed in the lesson or apply theory (ideas). Presentation could include poster, model, powerpoint, etc.

Investigation

Finding out information to support learning in class. Presentation could be done in the same way as the consolidation point above.

Literacy

Checking and improving pieces of work using the Literacy Guide which can be found on the school website.

Learning

Key term definitions, spellings, vocabulary, places or facts which may be tested. Revision techniques like look, cover, write, check, should be used.

Revision

Reviewing and improving notes (not finishing lesson work). Highlighting key terms and information. Summarising, creating mind maps, revision notes or flashcards. Revision should be active not just re-reading. If students have no set homework they should review and revise work or use specified websites or computer-based revision tools.

Exam Practice

Using past papers or sample questions to respond in exam style and constraints. Often completed or reviewed using the mark scheme to guide.

How long is homework / extended learning? As a rough guide, students should spend 1 to 2 hours on homework per evening. This time will obviously need to be flexible to accommodate home life and commitments to things like Clubs. For revision, students should follow best practice of little and often with short breaks e.g. 30 minutes revision, 10 minutes break. At Key Stage Three, students are expected to read their Accelerated Reader book for a minimum of 20 minutes every evening. Once they have completed it, they should take the quiz on Accelerated Reader and change their book.

Where and when? Students should work in a comfortable environment which will promote concentration. We are surrounded by distractions but simple steps can be taken like no TV or leaving a phone in another room or putting it on silent, at least. Closing apps like Facebook or disabling alerts on our devices while we work.

Support Students have access to the LRC (Learning Resource Centre) at break and lunch times and until 4.00pm Monday to Thursday, until 3.30pm on Fridays. All the Literacy and ICT resources are available. Many departments run catch up and revision sessions at various points throughout the year to prepare for assessments and exams. Homework Club runs in the LRC on Tuesday and Wednesday afterschool for students who want to work on homework. A member of staff is available to assist students if they need help or advice. All students have access to ICT facilities during this time.

Best device for Homework

We're often asked questions like "what computer should I buy my child". Whilst we can't recommend a specific device our IT Support department has put together this guide to help you decide what's best for your household;

[Computer Advice for Parents](#)

Some revision techniques:

Different techniques work for different students, but here are some ideas for making revision varied and effective:

Create a revision timetable and stick to it. Schedule revision around prior commitments: clubs, social activities, family meals, favourite TV programmes etc. Try to revise as early in the evening as possible,

Produce mind maps of key topics or concepts.

These could

Hold short question and answer sessions on a particular topic or subject. These could be based on example questions provided by the teacher or

Revise things you don't know, not just things you like or are comfortable with. Look at where you

Create a revision space. If possible, this should be at a desk, away from a TV. Try to keep away from younger siblings whilst revising and be strict with putting mobile phones

Revise a particular topic and then work through an example question. Use success criteria, or compare to example

There's a wealth of revision resources available online. One reputable revision website is BBC's Bitesize, which includes revision notes, interactive games and tests. Click [here](#) to find

- Create flashcards summarising key terms or concepts.

Well-being tips to share with your child:

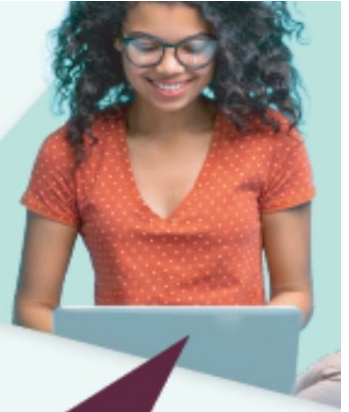
Keep on top of things and don't leave them to the last minute. This will impact on your well-being and how you manage over the course of your GCSEs. The stress you feel when doing something in a rush and knowing it isn't your best work is avoidable.

Stick to your timetable. This means not going over the timeslots for each subject. If you don't get everything done in one night, don't panic - you know where you need to start next time.

Keep in touch with friends and family. Don't feel guilty for taking at least one full weekend day off a week. Your support network will really help you to feel more grounded.

Go outside! It can be hard to make yourself in winter months but try to get outside for at least an hour each week. Walk to the shop, take the dog out, play football in the park... Fresh air and time completely away from screens and textbooks will really help you to stay refreshed and energised!





Support your child on the path to success

Your child's school has invested in the award winning resource, **GCSEPod**, to help your child reach their goals!

Join the thousands of parents/carers encouraging their children to use GCSEPod to support learning, homework and revision throughout their secondary school journey.



The correlation between success and failure was made almost 100% clear with the use of GCSEPod.

Head of MFL at Yateley School

I found GCSEPod especially useful to compliment my knowledge and i'm certain it helped me secure the grades that I have been so happy to receive.

Student

My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved the Pods and this style of revising.

Parent



- 30+ GCSE subjects
- 5 KS3 subjects
- Available online and offline
- Audio visual learning
- Builds confidence
- Revision & learning videos
- Knowledge checkers to test understanding

Want to find out how you can support your child with GCSEPod?

Join one of our **free webinars** by visiting:

<https://www.theaccessgroup.com/en-gb/education/resources/gcsepod-teacher-parent-and-student-webinars/>



Students can log-in to **GCSEPod** on their phones using this QR code.



Key Features

Playlists

Your child can create their own playlists, just like they would with Spotify! They can then watch/listen to the playlist online or on-the-go to brush up on their knowledge.



Check & Challenge

Encourage your child to test their knowledge by completing our topic quizzes. They'll receive instant feedback on their answers with helpful tips to help them understand why it's right or wrong. They can complete Check & Challenges as many times as they want to see their progress improve and win more diamonds!



My Exam Playlists

Encourage your child to stay organised by viewing a list of their upcoming exams in subject or date order. View an exam playlist to see all the Pods relevant to that exam, select the areas they find tricky and download to watch on the way to school.



Homework

Some teachers may set homework for your child via GCSEPod. In this instance, your child may be set Pods and questions to answer. If your child gets a question incorrect, they may receive a 'Boost Playlist' with recommendations on which Pods to watch to fill any knowledge gaps.



Learning Activities

Choose from a range of activities to enhance learning and cement the knowledge that has been gained from our Pods. Perfect for your child to build their own bank of revision materials!



GCSEPod

Webinars

Attend our fun and interactive webinars, full of useful tips and tricks to make learning and revision fun and less stressful with GCSEPod along with more information on how you can support your child throughout their secondary years.



Rednock School
where everyone matters

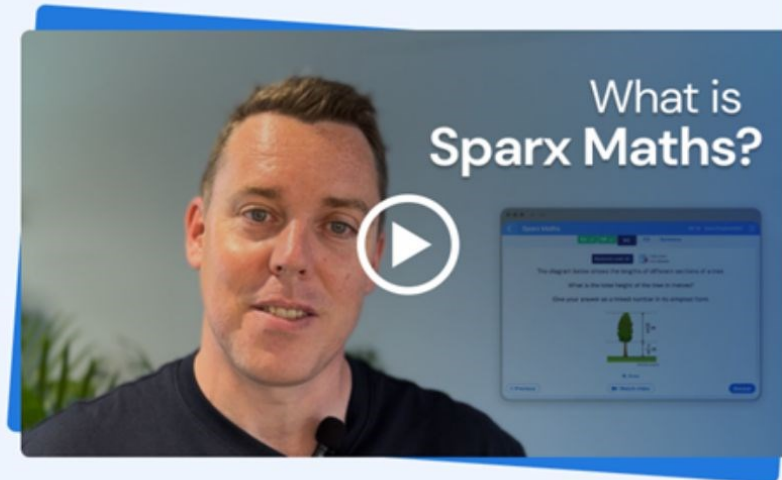
What is Sparx Maths?

Sparx Maths Homework is an online learning platform that creates personalised maths homework for students aged 11-16.

We believe that practice makes perfect, so each week, your child's teacher selects the topics that have been taught in class and we build a personalised set of questions to match your child's current level of understanding.

Our aim is for all children to strive for **100% completion** of their homework.

By consistently using Sparx Maths, your child can build a solid foundation in maths and achieve their full potential.



Teachers select topics that have been taught in class.



Sparx Maths builds a personalised set of questions.



Students complete their homework online.



Teachers monitor homework so they can motivate and support students.



Parents can monitor homework using Parent Portal and receive an email before homework is due.



Teachers receive powerful insights each week.



How does Sparx Maths make sure difficulty levels are correct?

Our aim is to provide personalised, challenging and attainable homework that every child can complete each week.

We constantly monitor homework and listen to teachers, so we can match your child's understanding. Each question also has a short video tutorial to help your child if they are stuck.

By progressing through each homework on their own, with the support from you and their teacher when needed, your child will have the best opportunity to answer 100% of the questions correctly.

How can I help my child with their Sparx Maths Homework?

We believe your child can answer all of the questions correctly in their homework, but we know there may be times when they struggle, so how can you support your child with their homework?

Our top three tips for you and your child when using Sparx Maths...

- Encourage them to tackle it on their own
- Nudge them to use the support videos
- Suggest that they start early to give plenty of time for help if they need it.



WHAT GRADE ARE YOU WILLING TO WORK FOR?

Setting realistic yet aspirational goals and keeping revisiting and re-evaluating them.

A great way to motivate students is to ask them what grade they are willing to work for in their subjects. These aspirational grades can be written next to a revision timetable to remind them of why they are revising and what they are working towards.

Similarly, students can create a 'Goals Board' - a visual representation of short, medium and long term goals that they can display in their room or by a desk where they revise to help inspire and motivate them.

Having these conversations with your children can be a great way to strengthen your relationship with them as they enter what can at times be a stressful period for the both of you!

Getting started now

It is important to get into the habit of revising now; little and often.

The end of Year 11 will seem like a long way away for some students but it'll go by in a flash. The important thing to remember is, the quicker they start on the journey to their post-16 lives, the more prepared and ready they'll be.

Our students do not need to be defined by their previous experience of school. There is time to make a real, huge difference before their exams.



Rednock School
where everyone matters

English Language and Literature

Head of Subject: Mrs Melville-Brown



Curriculum Overview

All students will take GCSE English Language and GCSE English Literature.

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

Students will study:

- Creative writing
- Non-fiction texts (including 19th Century and modern texts)
- Writing transactional texts
- Shakespeare plays
- 19th Century texts
- 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)

What will I learn?

- To demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately.
- To express themselves 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 their 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.

How will I be assessed?

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.

Both GCSE English Language and English Literature will be externally assessed through two written papers for each qualification at the end of Year 11. Students will also have a spoken language element assessed internally.

Grouping Policy

Mostly taught in mixed ability groups however, grouping will be adapted as required to ensure that all students are appropriately challenged and supported throughout the year

Qualification GCSE

Exam Board
AQA

Specification
[English Language](#)
[English Literature](#)

Enrichment

- Theatre visits to productions of texts studied (where available)
- Outside speakers
- Competitions

English Language and Literature

Head of Subject: Mrs Melville-Brown



Revision Guides

There are many revision guides published to support English Language and Literature GCSE examinations. Please ensure that any revision guides you purchase are suitable for the new 9-1 GCSEs and are approved by AQA. Guides published by 'CGP' and 'York Notes' are generally of a high standard and are widely available in bookshops and online.

Useful Websites

- Complete Issues – Collection of non-fiction articles on a vast range of contemporary topics www.completeissues.co.uk
- Username – rednock
- Password – GL114BY
- <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>
- The British Library – particularly useful for contextual information about Literature texts. Use the 'search our website' tool at the top right of the page (<https://www.britishlibrary.cn/en/>)

Revision Tips/Ideas

- Retrieval practice' or the 'testing effect' This can take the form of past papers, quizzes, multiple choice tests or having someone (either a family or friend) ask questions about the work. By having to answer questions, it cements knowledge into the long-term memory.
 - Practise the thing that will be tested. Students must get used to having to write for an extended period of time.
- Other ways to revise:
1. Create their own revision resources
 2. Make notes of notes
 3. Create flashcards
 4. Create mind maps
 5. Watch videos that take them through their subject (these can be recommended by their teacher)

Grouping Policy

Mostly taught in mixed ability groups however, grouping will be adapted as required to ensure that all students are appropriately challenged and supported throughout the year

Qualification
GCSE

Exam Board
AQA

Specification
English Language
English Literature

Enrichment

- Theatre visits to productions of texts studied (where available)
- Outside speakers
- Competitions

Maths

Head of Subject: Mr Hatch



Curriculum Overview

All students will take GCSE Mathematics. They will sit the higher tier or foundation tier examination papers at the end of Year 11.

This course is designed 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.
- Develop their problem-solving skills and apply their mathematics to a variety of routine and non-routine problems with increasing sophistication.
- 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 I MATTER program so that they can contribute positively to the life of the school, the local community and the wider environment.

What will I learn?

We use the White Rose scheme of work which follows the Key Stage 4 National Curriculum. Students will study a range of topics from the key areas of Number, Algebra, Ratio and Proportion, Geometry and Measures, Statistics and Probability.

During the course, students will have many opportunities:

- To 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.

How will I be assessed?

- **Year 10:** Short topic assessments are used throughout each term to check on student progress. Terms 1, 2 and 5 will have end of term assessments. The assessment for Terms 3 and 4 will come in the form of formal mock examinations. There will then be a final end of year assessment based on GCSE exam papers.
- **Year 11:** There is an end of term assessment in Term 1, followed by Mock examinations in Term 2 & 4. From January of Year 11, students complete weekly exam practice with feedback in lessons.

There are 3 external exams at the end of Year 11, each paper contributing 33.3% towards the final qualification. One of the papers is non-calculator and the other two papers are calculator.

Grouping Policy

Set based on prior attainment into Foundation or Higher tier groupings

Qualification GCSE

Exam Board AQA

Specification Maths

Enrichment

- Selected students take part in the UKMT Intermediate Maths Challenge
- Level 2 Further Mathematics qualification is available for students in set 1

Maths

Head of Subject: Mr Hatch



Revision Guides

Higher Tier:

GCSE Maths AQA Revision Guide: Higher – for the Grade 9-1 Course (with Online Edition)

GCSE Maths AQA Exam Practice Workbook: Higher – for the Grade 9-1 Course (includes Answers)

GCSE Maths AQA Grade 8-9 Targeted Exam Practice Workbook (includes Answers)

Foundation Tier:

GCSE Maths AQA Revision Guide: Foundation – for the Grade 9-1 Course (with Online Edition)

GCSE Maths AQA Exam Practice Workbook: Foundation – for the Grade 9-1 Course (includes Answers)

Useful Websites

- www.corbettmaths.com
- www.onmaths.com
- www.mathsgenie.co.uk

Revision Tips/Ideas

- Have a revision timetable where you have 2-3 maths sessions, for 30 minutes each, per week and plan what topic/s you are going to review in each session.
- Research shows that testing yourself on a topic, reviewing your errors, then testing yourself on the whole topic again a short time later is the most effective way to revise knowledge.
- Using one revision session to review what you covered in maths the previous week is a powerful way of improving how much you remember from your lessons.

Grouping Policy

Set based on prior attainment into Foundation or Higher tier groupings

Qualification GCSE

Exam Board
AQA

Specification Maths

Enrichment

- Selected students take part in the UKMT Intermediate Maths Challenge
- Level 2 Further Mathematics qualification is available for students in set 1

Combined Science

Head of Subject: Mr Griffiths



Curriculum Overview

Those students who do not opt for Triple Science (separate GCSEs in Biology, Chemistry and Physics) will all take the Combined Science qualification (worth 2 GCSEs).

Students follow the AQA Combined Science **Trilogy** course which has been selected because it leads on well from our Key Stage 3 Science curriculum. We begin the course in Term 5 of Year 9, allowing plenty of time to consolidate the Key Stage 3 foundational knowledge needed to further develop key scientific ideas and concepts across the GCSE course.

Students study all three areas of science, biology, chemistry and physics. 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 course. 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.

What will I learn?

Students will study the following topics as part of this qualification:

- **Biology:** Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology.
- **Chemistry:** Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.
- **Physics:** Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves and Magnetism and electromagnetism.

Throughout the course students will conduct a variety of practical tasks to develop investigative skills to build and master practical skills.

How will I be assessed?

Students will be formally assessed formally during every reporting cycle; the test will be common to the whole cohort. We will track students' progress against prior attainment and those students judged not to be progressing as expected will be invited to attend a retest in the first instance, and then considered for additional support.

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, so students need to have experienced the class practicals in order to answer the questions.

Students will sit six examination papers at the end of Year 11: 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.

Grouping Policy

Set based on prior attainment

Qualification GCSE

Exam Board
AQA

Specification
Combined Science

Enrichment

Appropriate enrichment opportunities will be arranged and communicated to students as the course progresses.

Combined Science

Head of Subject: Mr Griffiths



Revision Guide

Collins GCSE 9 - 1 Combined Science revision guide for AQA, available through school. Others are available, just make sure that they are for AQA Trilogy specification. CGP Revision cards for New 9 - 1 GCSE Combined Science

Useful Websites

Go to the school website and click 'login' in the right hand corner. Click on 'students' and 'Science department resources' then Year 10. Lots of resources for you here, including 'know it' powerpoints, 'grasp it' questions and mark schemes, and Required Practical videos.

Revision Tips/Ideas:

- Learn information thoroughly and keep returning to it. This includes key facts for all three sciences, vocabulary and the Physics equations
- Work on basic maths skills - percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equation
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods and why you are doing each step (you may be asked for an 'unseen' method in the exam)
- Work on basic practical skills - drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods

Grouping Policy

Set based on prior attainment

Qualification
GCSE

Exam Board
AQA

Specification
Combined Science

Enrichment

Appropriate enrichment opportunities will be arranged and communicated to students as the course progresses.

Art & Design: Fine Art

Head of Subject: Mr Wallis



Curriculum Overview

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This course enables students to develop their ability to actively engage in the processes of Art and Design, building creative skills and thinking through learning and doing, develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies within historical and contemporary contexts, societies and cultures.

The AQA Art & Design course encourages students to develop a personal response to set project themes. The themes are designed as a common starting point and students are encouraged to develop work in personal and diverse ways.

What will I learn?

Students will learn a broad range of practical skills including composition and design, making appropriate use of colour, line, tone, texture, shape and form. The use and development of a personal sketchbook will be a crucial part of the course. Students will learn how to explain and critically review their work, through written annotations.

Students will have the opportunity to work in a variety of media throughout the course including traditional and developing new technologies. A strong commitment to independent preparatory work and research is essential. In Year 10, students will produce a sustained project which they can extend in Year 11.

How will I be assessed?

There are two components to be assessed:

- Portfolio of work 60% (NEA)
- Externally set task 40% (NEA)

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.

Revision tips/ideas

- Effective time management and meeting deadlines reduces pressure
- A Broad range of artistic skills and media can be used within the portfolio including photography, painting and drawing
- Visits to art galleries can often help motivate and inspire students
- Exposure to a wide range of artistic movements can often help students develop ideas

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Art & Design

Enrichment

- Gallery visits
- Art Department residential to St Ives
- Weekly Art extension classes after school
- Independent classes at local arts centres
- Independent visits to art galleries
- Working with artists in residence

Biology

Head of Subject: Mr Griffiths



Curriculum Overview

Students follow the AQA Biology course which has been selected because it leads on well from our Key Stage 3 Science curriculum. We begin the course in Term 5 of Year 9, allowing plenty of time to consolidate the Key Stage 3 foundational knowledge needed to further develop key scientific ideas and concepts across the GCSE course.

What will I learn?

Over the two years of the GCSE Biology course, students will study similar topics to those covered in the Combined Science course but in more depth and with additional extended content:

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

Throughout the course students will conduct a variety of practical tasks to develop investigative skills and build and master practical skills.

How will I be assessed?

Students will be formally assessed during every reporting cycle; the test will be common to the whole cohort. We will track students' progress against prior attainment and those students judged not to be progressing as expected will be invited to attend a retest in the first instance, and then considered for additional support.

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, so 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.

Grouping Policy

Mixed ability - All students will sit the higher tier papers.

Qualification
GCSE

Exam Board
AQA

Specification
Biology

Enrichment

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

Biology

Head of Subject: Mr Griffiths



Revision Guide

Collins GCSE 9-1 Biology revision guide for AQA ISBN: 978-0-00-816067-8 £2.50 through school. Others are available, just make sure that they are for the AQA specification. Revision Cards – CGP New 9-1 GCSE Biology AQA Revision Question Cards BAF41

Useful Websites

Go to the school website and click 'login' in the right-hand corner. Click on 'students' and 'Science department resources' then Year 10. There are many resources for you here, including 'know it'

PowerPoints, 'grasp it' questions and mark schemes, and Required Practical videos.

- <https://www.senecalearning.com/>
- <https://www.my-gcsescience.com/> Good videos on the free subscription.
- <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

Revision Tips/Ideas

- Learn information thoroughly and keep returning to it. This includes key facts, vocabulary and relevant equations.
- Work on basic maths skills – percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equations.
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision.
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods, and why you are doing each step (you may be asked for an 'unseen' method in the exam).
- Work on basic practical skills – drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods.
- Make sure you thoroughly learn all of the vocabulary associated with Biology and that you can use it precisely.

Grouping Policy

Mixed ability – All students will sit the higher tier papers.

Qualification GCSE

Exam Board AQA

Specification Biology

Enrichment

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

Business

Head of Subject: Mr Cole



Revision Guide

AQA GCSE (9-1) Business, Second Edition Paperback – 26 May 2017 by Malcolm Surridge (Author), Andrew Gillespie (Author).

Useful Websites

- Taking the Biz – You Tube Channel
- BBC Bitesize GCSE Business <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>
- <https://www.senecalearning.com/>

Revision Tips/Ideas

A Google classroom has been set up which contains a folder with a range of revision material and suggestions on how to use them. Ask your Business Studies teacher for more details.

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.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Business

Enrichment

- Case Studies
- Articles
- Independent research
- Potential industry trips.

Chemistry

Head of Subject: Mr Griffiths



Curriculum Overview

Students follow the AQA Chemistry course which has been selected because it leads on well from our Key Stage 3 Science curriculum. We begin the course in Term 5 of Year 9, allowing plenty of time to consolidate the foundational knowledge needed to further develop key scientific ideas and concepts across the GCSE course.

What will I learn?

Over the two years of the GCSE Chemistry course, students will study similar topics to those covered in the Combined Science course but in more depth and with additional extended content:

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

How will I be assessed?

Students will be formally assessed during every reporting cycle; the test will be common to the whole cohort. We will track students' progress against prior attainment and those students judged not to be progressing as expected will be invited to attend a retest in the first instance, and then considered for additional support.

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, so 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.

Grouping Policy

Mixed ability - all students will be sitting the higher tier papers

Qualification
GCSE

Exam Board
AQA

Specification
Chemistry

Enrichment

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

Chemistry

Head of Subject: Mr Griffiths



Revision Guide

Collins GCSE 9-1 Chemistry revision guide for AQA. £2.50 through school ISBN: 978-0-00-816068-5. Others are available, just make sure that they are for the AQA specification. Revision Cards – CGP New 9-1 GCSE Chemistry AQA Revision Question Cards CAF41.

Useful Websites

Go to the school website and click 'login' in the right-hand corner. Click on 'students' and 'Science department resources' then Year 10. Lots of resources for you here, including 'know it' powerpoints, 'grasp it' questions and mark schemes, and Required Practical videos.

- <https://www.senecalearning.com/>
- <https://www.my-gcsescience.com/> Good videos on the free subscription.
- <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

Revision Tips/Ideas

- Learn information thoroughly and keep returning to it. This includes key facts, vocabulary and relevant equations.
- Work on basic maths skills – percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equations.
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision.
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods, and why you are doing each step (you may be asked for an 'unseen' method in the exam).
- Work on basic practical skills – drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods.
- Familiarise yourself with the periodic table and know how to use the information within it.

Grouping Policy

Mixed ability – all students will be sitting the higher tier papers

Qualification
GCSE

Exam Board
AQA

Specification
Chemistry

Enrichment

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

Computer Science

Head of Subject: Mr Wells



Curriculum Overview

Computing gives students a real, in-depth understanding of how computer technology works. It provides excellent preparation for higher study and jobs in the field of computer science, and develops critical thinking, analysis and problem solving skills through the study of computer programming.

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 course has been designed with this in mind.

Computer Science as a discipline itself but also as an underpinning subject across science and engineering is growing rapidly.

What will I learn?

As part of the GCSE Computer Science course students will:

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

Students will be required to design, write, test and refine program code and have sufficient practical experience of writing and refining Structured Query Language (SQL).

Students will study the following areas:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

How will I be assessed?

100% of the qualification is assessed at the end of Year 11 through two external examinations. Each paper will be a mix of multiple choice, short answer, longer answer and extended response questions assessing programming, practical problem-solving, computational thinking skills, SQL programming skills and theoretical knowledge.

Grouping Policy

Mixed ability

Qualification
GCSE

Exam Board
AQA

Specification
Computer Science

Enrichment

Pupils will have the opportunity to take part in national competitions and a range of trips.

Drama

Head of Subject: Mrs Curtis



Curriculum Overview

As part of the GCSE Drama, students' learning will 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 I learn?

The subject content for GCSE Drama is divided into three components and students will study each area in detail over the 2 year course:

Component 1 – Understanding drama

- Knowledge and understanding of drama and theatre.
- Study of one set play.
- Analysis and evaluation of the work of live theatre makers.

Component 2 – Devising drama

- Process of creating devised drama.
- Performance of devised drama (students may contribute as performer or designer).
- Analysis and evaluation of own work.

Component 3 – Texts in practice

- Performance of two extracts from one play (students may contribute as performer or designer).

How will I be assessed?

Students will be assessed through a mixture of external and internal assessments:

Component 1 will be assessed by an open book written exam which will contribute 40% to the final qualification. The assessment will consist of multiple choice questions, questions on a given extract of the set play and one question (from a choice) on the work of theatre makers in a single live production.

Component 2 will contribute 40% to the final qualification and will be assessed through the student's devising log and devised performance. This will be marked by subject teachers and moderated by the exam board.

Component 3 will be assessed by performance of two extracts and will be marked by the exam board.

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
AQA

Specification Drama

Enrichment

- Opportunity to work with practitioners from:
 - The Everyman Theatre,
 - The University of Gloucester
 - others from nationally recognised independent companies and acclaimed performers.
- Audition work can be supported by the Department.
- School Production.
- Theatre trips and visits

Design & Technology

Head of Subject: Mrs Nelmes



Curriculum Overview

The GCSE Design and Technology course is designed to develop students' knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Our aim is to inspire students to have a passion and appreciation for the world of design and an understanding of its 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 developed in Key Stage 3, and to secure and embed this knowledge further as they progress in the subject. This course will be delivered in a variety of ways including small practical tasks and projects, past papers, written activities, and designing tasks.

What will I learn?

The course covers 3 key areas which students are taught over the 2 years:

1. 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

2. 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

3. Scales of production

- Specialist techniques and processes
- Surface treatments and finishes

How will I be assessed?

Students' classwork and homework will be systematically assessed and termly tests will be used to review students' knowledge and understanding of key content. There will be a final written examination, at the end of Year 11, worth 50% of the qualification. The other 50% will be based on an individual project which assesses the skills of:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Design & Technology

Enrichment

- After school clubs/support
- Renishaw Teardown trip
- Independent research

Design & Technology

Head of Subject: Mrs Nelmes



Revision Guide

ISBN 9781782947554 CGP Books
New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with Online Edition) (CGP GCSE D&T 9-1 Revision)

Useful Websites

- www.technologystudent.com
- <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>
 - www.senecalearning.com

Revision Tips/Ideas

- Use of quizlet for vocabulary practice <https://quizlet.com/en-gb>
- Practice exam questions and repeat questions given in class.
- For each topic write exam questions and mark schemes.
- Work on maths skills and practice questions including area, scale of drawings, calculations of materials, costs, quantities.
 - For NEA ensure you are prepared for all sessions.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Design &
Technology

Enrichment

- After school clubs/support
- Renishaw Teardown trip
- Independent research

Geography

Head of Subject: Mr McCarthy



Curriculum Overview

The AQA Geography 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 Key Stage Stage 3 and Key Stage 5. Students will continue to develop their understanding of key themes such as sustainability, development and the interdependence of human and physical environments. Contemporary case studies will be used to bring the teaching to life, to give a very real sense of the world we live in today.

What will I learn?

The curriculum is split into 3 key areas of learning through which students acquire geographical knowledge and have lots of opportunities to develop and apply key skills:

1. Physical Geography – tectonic hazards, weather, hazards, climate change. ecosystems, tropical rainforests and cold environments and rivers and coasts.

2. Human Geography – urban worlds, urban change in the UK, sustainable urban development, the development gap, newly emerging economies, changing UK economy, global and UK resource management and global food management.

3. Skills and applications

- Human and Physical Geography fieldwork
- Issues evaluation (Decision-making exercise)

How will I be assessed?

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

There are 3 examination papers lasting 90 minutes each which students will sit at the end of Year 11:

- **Paper 1:** Living with the physical environment
- **Paper 2:** Challenges in the human environment
- **Paper 3:** Geographical applications

The types of questions within each of these papers includes: multiple-choice, short answer, and extended answers based on case study knowledge. Paper 3 includes a pre-release booklet involving a decision-making exercise.

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
AQA

Specification Geography

Enrichment

- Two fieldwork trips to investigate:
 - coastal change at Minehead
 - urban change in Bristol.
- Guest speakers
- Students are encouraged to be part of the Humanities Ambassadors group.
- Students will be encouraged to keep abreast of the news to support classroom learning.

Geography

Head of Subject: Mr McCarthy



Revision Guide

CGP GCSE AQA Geography 9-1 Complete revision and practice ISBN 978 1 78294 613 7

What will I learn?

- <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- www.senecalearning.com

Revision Tips/Ideas

- Be fully engaged with the regular practice questions attempted in class or set as homework.
- Use the spreadsheet of past exam questions to do your own focused revision.
<https://docs.google.com/spreadsheets/d/1ILJVs641adBhUQbkJbcq-wUSOd2rEXBrJ9-n33TRCok/edit#gid=0>
- Identify areas you are weakest on and revise those first.

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
AQA

Specification Geography

Enrichment

- Two fieldwork trips to investigate:
 - coastal change at Minehead
 - urban change in Bristol.
- Guest speakers
- Students are encouraged to be part of the Humanities Ambassadors group.
- Students will be encouraged to keep abreast of the news to support classroom learning.

History

Head of Subject: Miss Sims



Curriculum Overview

The AQA History course has 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. The topics chosen 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 I learn?

The GCSE History course comprises the following elements and subject content:

- **One period study** – Germany 1890 – 1945: Democracy and dictatorship.
- **One thematic study** – Britain: Migration, empires and people c.790 to the present day.
- **One wider world depth study** – Conflict and tension in Asia, 1950–1975.
- **One British depth study including the historic environment** – Restoration England, 1660–1685.

How will I 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.

At the end of the course, students will sit two written exams:

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.

Revision Guide

There are several different revision guides available for various aspects of the GCSE course. If you are thinking of purchasing any of them, it is important that you choose ones that are approved by AQA and that contain the

- topics you are actually studying, as for each of the four units there are four possible topics. The topics you will be examined on are: Germany, 1890–1945; Conflict and Tension in Asia, 1950–1975; Migration, Empires and the People c. 790 – present day; Restoration England, 1660–1685. You will be provided with revision materials by your teachers too.

Grouping Policy

Mixed ability

Qualification
GCSE

Exam Board
AQA

Specification
History

Enrichment

- Potentially a trip to a site related to the Restoration topic. The historic site studied changes annually.
- Guest speakers.
- Students are encouraged to be part of the Humanities Ambassadors group.

Media Studies

Head of Subject: Mr Wallis



Curriculum Overview

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever we are watching television, streaming films, scrolling through social media or listening to a podcast, we are consuming media.

GCSE Media Studies will allow students to analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. Students will learn about the media industry and how the industry affects how media products are made. Students will investigate media audiences, exploring who are the people who watch, read and consume the products, and consider how different people might be affected by media products differently, and why.

What will I learn?

Throughout the course we will study lots of different media forms, such as:

- Television
- Advertising and Marketing
- Film Marketing
- Online Media
- Magazines
- Newspapers
- Social and Participatory Media
- Music Video
- Radio
- Video Games

There is a significant amount of practical work where students might create music videos, magazines, television programmes, advertisements and more. Through undertaking practical work, students will be able to apply what they've learned about the media in the production of their own media products.

Media Studies will help students to develop skills that they will be able to use in other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more. Students will learn how to analyse and deconstruct a broad range of media products. They will also gain a sound understanding of how media products are constructed for targeted audiences.

How will I be assessed?

There will be ongoing assessment throughout the course. Students will sit two written examinations in Year 11 and complete a non-exam assessment in school.

- **Component 1:** Written examination (40%) - 'Exploring the Media'
- **Component 2:** Written examination (30%) - 'Understanding Media Forms and Products'
- **Component 3:** Non-exam assessment (30%) - 'Creating Media Products'

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
Eduqas

Specification
[Media Studies](#)

Enrichment

- Students will be encouraged to participate in the running of Rednock TV
- After school film making activities
- Development of photographic skills
- Competitions can be entered

MFL – French, German & Spanish

Head of Subject: Mr Carter



Curriculum Overview

We offer GCSE qualifications in French, German and Spanish.

Each of the GCSE Language qualifications is delivered in a similar manner with a common assessment format focused on developing students' speaking, reading, listening and writing skills. Our GCSE courses empower students to understand and respond to French, German and Spanish speakers, expressing ideas and thoughts relevant to their needs and interests. 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.

What will I 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.

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.

As one of the most widely spoken languages in the world, a knowledge of Spanish will not only help students in Europe but also across most of Latin America. Learning Spanish will allow students to fully understand the diversity of Hispanic culture and get more out of their travels.

How will I be assessed?

There will be regular formal and informal internal assessments to monitor students' progress in each of the 4 skill areas. Students will be given feedback to ensure they are clear about expectations and what they need to do to improve. Students will be entered for either Higher or Foundation tier which will be dependent on which route provides the best opportunity to achieve the highest grade.

There will be 4 external exams contributing 25% each to the final qualification. Each paper will focus on one of the 4 language skills with specific assessment tasks:

Paper 1 – Listening – Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts.

Paper 2 – Speaking – Speaking using clear and comprehensible language to undertake a role-play. Carry out a reading aloud task. Talk about visual stimuli.

Paper 3 – Reading – Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they're embedded in written sentences. Translating from chosen language into English.

Paper 4 – Writing – Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into French, German or Spanish.

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
Edexcel

Specification
[Languages](#)

Enrichment

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:

- Residential trips to France, Germany and Spain
- Language days and cultural events

MFL – French, German & Spanish

Head of Subject: Mr Carter



Revision Guide

Please look at the Pearson website for the latest guides
<https://www.pearsonschoolsandfecolleges.co.uk/secondary/subjects/modernlanguages>

Useful Websites

- <https://www.memrise.com/>
- <https://www.cramit.co.uk/>

Revision Tips/Ideas

- Don't just read a revision guide. You must complete practice questions (e.g. from a Revision Workbook) as often as possible. Little and often is much better than cramming for languages.

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
Edexcel

Specification
Languages

Enrichment

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:

- Residential trips to France, Germany and Spain
- Language days and cultural events

Music

Head of Subject: Mr Andrews



Curriculum Overview

Our Eduqas GCSE supports the continuation of an 'inclusive' curriculum and therefore the transition from Key Stage 3 through to GCSE. Our musicians are considered to be either 'classical' or 'popular' musicians however, there is a significant advantage to being taught as both. The GCSE pathway enables students to develop a wide range of skills suitable for progressing through to A level and beyond.

The students are taught a combination of theoretical and practical approaches to improving their music skills in performance, composition and music appreciation. The teaching and learning in the classroom form the preparation for the two assignments and listening exam which take place in the second academic year of study.

There are many progression options as the skills acquired are applicable to a range of post-16 study options. The Eduqas GCSE offers a basis for further study and is the only GCSE music programme that has a continuous transition through to A level music using the same components of study within the curriculum.

What will I learn?

This course encourages an integrated approach to the three distinct disciplines of **performing, composing and appraising** through four interrelated areas of study. These are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

- The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1).
- Music for Ensemble (area of study 2) allows students to look more closely at texture and sonority.
- Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

How will I be assessed?

There will be ongoing assessment throughout the course. Students will sit one final listening examination in Year 11 and complete two non-exam assessments (NEA) in school.

Performance (30%) NEA – Students will work towards performing a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the student's choice.

Composing (30%) NEA – Students create two compositions, one of which must be in response to a brief set by the exam board and the second composition is a free composition for which students set their own brief.

Appraising (40%) External Exam – This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Two of the eight questions are based on extracts set by the exam board.

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
Eduqas

Specification Music

Enrichment

- Playing in a band
- Recording in a studio situation
- 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

Philosophy & Applied Ethics



Curriculum Overview

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 as well, preparing them for the diversity of the world in which they live.

What will I learn?

Students need to understand different religious and non-religious stances on social issues and to develop their ability to argue and analyse. This will be implemented through the topics below, as well as through debate and discussion, in both a verbal and written format.

The Study of Religions: Beliefs, teachings and practices:

- Christianity
- Islam

Thematic Studies from the perspective of Christianity and Islam:

- Relationships and Families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

How will I be assessed?

Classwork and homework will be assessed on a regular basis. The GCSE is assessed through 100% external examination, taken in the Summer of Year 11. Students sit 2 written exam papers:

Paper 1 – The Study of Religion: beliefs, teachings and practices (50%)

This paper will assess students' knowledge and understanding of the beliefs, teachings and practices in 2 religions – Christianity and Islam.

Paper 2 – Thematic Studies (50%)

This paper will assess students' knowledge and understanding of 4 religious, philosophical and ethical studies themes.

Revision Guide and Tips

CGP GCSE AQA A Religious Studies (9-1) revision and practice

- GCSE AQA (9-1) workbook
- Use the resource lists provided by the class teacher at the beginning of each topic in order to utilise independent study time by researching additional ideas and borrowing Bibles/ Qur'ans from the class teacher in order to support learning of religious teachings.
- Be fully engaged with the regular practice questions attempted in class or set as homework.
- Identify areas you are weakest on in conjunction with your class teacher and revise those first.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Philosophy & Ethics

Enrichment

- Trips to local religious buildings
- Opportunities for independent research
- Guest speakers
- Students are encouraged to be part of the Humanities Ambassadors group

Photography

Head of Subject: Mr Wallis



Curriculum Overview

****NEW COURSE for September 2024****

Photography has many benefits and offers the opportunity to gain a varied set of skills. The GCSE photography course allows students to engage in lens-based art, which encourages them to be imaginative, thoughtful and technical whilst also balancing this with the ability to analyse, deconstruct and explore the work of photographers.

Throughout the two years, there are opportunities to experience a range of photography styles from using DSLR cameras and lighting set-ups to being experimental and creative with digital images. Digital photography and the use of software such as Photoshop are also embedded into the course and will equip students to develop their ability to undertake post production and to manipulate and refine images. Students will have the ability to explore and be inspired by the work of professional Photographers. They will use this as a starting point to develop personalised responses in response to areas of interest that they want to explore.

What will I learn?

Students will learn how to 'deconstruct' photographic images; to understand how an image is made and what equipment and processes were used. Students will also explore the work of professional photographers and consider the context or situation the work was produced in. Students will learn how to apply this understanding to their own work through a series of skills workshops and themed projects, culminating in a self-led project in Year 11. Students will learn how to organise and present their work digitally, producing a digitally rich portfolio of work. Throughout the course students will also learn how to use camera functions, apps and related software. Post production processes will also be covered so that students will understand how to enhance, edit and manipulate images using a range of software.

How will I be assessed?

There are two components to be assessed:

- Portfolio of work 60% (NEA)
- Externally set task 40% (NEA)

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 photography course.

Grouping Policy

Mixed ability

Qualification GCSE

Exam Board
AQA

Specification
Photography

Enrichment

- Gallery visits.
- Art Department residential to St Ives
- Weekly Photography extension classes after school.
- Independent classes at local arts centres.
- Independent visits to art and photography galleries.
- Working with artists in residence

Physical Education

Head of Subject: Mr Sykes



Curriculum Overview

GCSE Physical Education (PE) 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 sport and also have an interest in Physical Education and Sport. The course involves continual practical assessment, along with some written coursework.

What will I learn?

Students will develop a knowledge and understanding of the following topics:

- **Applied anatomy and physiology** – key body systems and how they impact on health, fitness and performance in physical activity and sport.
- **Movement analysis** – basic principles of movement and their effect on performance in physical activity and sport.
- **Physical training** – principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.
- **Use of data** – data analysis in relation to key areas of physical activity and sport.
- **Sport psychology** – psychological factors that can affect performers in physical activity and sport.
- **Socio-cultural influences** – socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.
- **Health, fitness and well-being** – benefits of participating in physical activity and sport to health, fitness and wellbeing.

How will I be assessed?

Students 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. 40% of the final qualification will be based on:

- **Practical performance in three different physical activities** in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) – 30%
- **Analysis and evaluation of performance** to bring about improvement in one activity – 10%

The other 60% of the qualification will be assessed via 2 written exam papers at the end of Year 11. 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

Topics assessed include – 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

Topics assessed include – sport psychology, socio-cultural influences, health fitness and well being & use of data (also in paper 1).

Grouping Policy

Mixed ability

Qualification
GCSE

Exam Board
AQA

Specification
Physical
Education

Enrichment

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

Physics

Head of Subject: Mr Griffiths



Curriculum Overview

Students follow the AQA Physics course which has been selected because it leads on well from our Key Stage 3 Science curriculum. We begin the course in Term 5 of Year 9, allowing plenty of time to consolidate the foundational knowledge needed to further develop key scientific ideas and concepts across the GCSE course.

What will I learn?

Over the two years of the GCSE Physics course, students will study similar topics to those covered in the Combined Science course but in more depth and with additional extended content:

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

Throughout the course students will conduct a variety of practical tasks to develop investigative skills and build and master practical skills.

How will I be assessed?

Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort. We will track students' progress against prior attainment and those students judged not to be progressing as we expect, will be invited to attend a retest in the first instance, and then considered for additional support.

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 so 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.

Grouping Policy

Mixed ability - All students will be sitting the higher tier papers.

Qualification GCSE

Exam Board
AQA

Specification Physics

Enrichment

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

Physics

Head of Subject: Mr Griffiths



Revision Guide

Collins GCSE 9-1 Physics revision guide for AQA. £2.50 through school. ISBN: 978-0-00-816069-2 Others are available, just make sure that they are for the AQA specification. Revision cards – CGP New 9-1 GCSE Physics AQA Revision Question Cards PAF41.

Useful Websites

- Go to the school website and click 'login' in the right-hand corner. Click on 'students' and 'Science department resources' then Year 10. There are many resources for you here, including 'know it' PowerPoints, 'grasp it' questions and mark schemes, and Required Practical videos.
- <https://www.senecalearning.com/>
- <https://www.my-gcsescience.com/> Good videos on the free subscription.
- <https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

Revision Tips/Ideas

- Learn information thoroughly and keep returning to it. This includes key facts and vocabulary.
- Learn all of the Physics equations really thoroughly.
- Work on basic maths skills – percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equations.
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision.
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods, and why you are doing each step (you may be asked for an 'unseen' method in the exam).
- Work on basic practical skills – drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods.

Grouping Policy

Mixed ability – All students will be sitting the higher tier papers.

Qualification
GCSE

Exam Board
AQA

Specification
Physics

Enrichment

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

Digital Information Technology

Head of Subject: Mr Wells



Curriculum Overview

This is an excellent option for students who prefer practical rather than theoretical learning. The qualification 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 students' 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.

What will I learn?

Over the 2 year course, students' learning will focus on:

- The development of core knowledge and understanding of different types of user interfaces, how user interface design principles are used to meet the needs of different users, and how organisations collect, manipulate and interpret data to draw conclusions and make decisions.
- The development and application of skills such as project planning, iterative design of a user interface, using data manipulation tools to create a dashboard, interpreting and drawing conclusions from data.
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback on their design for a user interface and to identify areas for improvement.

How will I be assessed?

60% of the course is awarded based on students' performance in two internal assessments - 'Exploring User Interface Design Principles and Project Planning Techniques' and 'Collecting, Presenting and Interpreting Data'. These consist of assignments set by the exam board, marked by teaching staff and moderated by the exam board. These assessments will take place over the 2 years and will assess students' understanding of the learning aims of the course.

40% of the qualification is assessed via a practical exam on 'Effective Digital Working Practices'. This external assessment is based on key tasks that require students 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 graded by the exam board.

Grouping Policy

Mixed ability

Qualification
BTEC Tech Award

Exam Board
Pearson

Specification
Information
Technology

Enrichment

Opportunity to
take part in
national
competitions and a
range of trips.

Enterprise & Marketing

Head of Subject: Mr Cole



Curriculum Overview

This course offers students an alternative qualification to GCSE Business. The Enterprise and Marketing qualification encourages students to develop the practical skills and applied knowledge they'll need in the business and enterprise sector. Students put their learning into practice and develop valuable transferable skills, beneficial if they're considering starting up their own enterprise/business.

What will I learn?

Students study 3 components:

1. Enterprise and Marketing Concepts – In this unit, students learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.

- Characteristics, risk and reward for enterprise.
- Market research to target a specific customer.
- What makes a product financially viable.
- Creating a marketing mix to support a product.
- Factors to consider when starting up and running an enterprise.

2. Design a Business Proposal – In this unit, students will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

- Market research.
- How to identify a customer profile.
- Develop a product proposal for a business brief.
- Review whether a business proposal is financially viable.
- Review the likely success of the business proposal.

3. Market and Pitch a Business Proposal – In this unit, students will develop pitching skills to be able to pitch a business proposal to an external audience. Students will review their pitching skills and business proposal using self-assessment and feedback gathered.

- Develop a brand identity to target a specific customer profile.
- Create a promotional campaign for a brand and product.
- Plan and pitch a proposal.
- Review a brand proposal, promotional campaign and professional pitch.

How will I be assessed?

The first area of study is assessed via an external exam set and marked by the exam board. Students' performance on this exam will contribute 40% to their final grade. The other 60% of the qualification will be assessed via two set assignments that are completed during lesson time within a given time-frame. This is marked by teachers and moderated by the exam board.

Grouping Policy

Mixed ability

Qualification
Cambridge
National

Exam Board
OCR

Specification
Enterprise &
Marketing.

Enrichment

- Case Studies
- Articles
- Independent research

Health and Social Care

Head of Subject: Miss McParland



Curriculum Overview

Providing good health and social care services is important and service providers need to have the appropriate skills, attributes and values to meet the needs of service users e.g. patients. This enables people who use health and social care services to get the care they need and to be protected from different sorts of harm. Throughout the course, the following questions will be considered since they provide essential knowledge and understanding for health and social care practitioners:

- How do people grow and develop through their lives?
- How can factors such as lifestyle choices and relationships affect this?
- What are the different health and social care services available?

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 I learn?

Students will study 3 areas of learning over the 2 years:

Component 1: Human Lifespan Development

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.
- Different life events and how individuals can adapt or be supported through changes caused by life events.

Component 2: Health and Social Care Services and Values

- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.
- The barriers and obstacles an individual may encounter and how these can be overcome.
- The skills, attributes and values required to give care and how these benefit the individual.

Component 3: Health and Wellbeing

- How factors can affect an individual's current health and wellbeing.
- How physiological indicators and an individual's lifestyle choices determine physical health.
- The use of the person-centred approach.
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

How will I be assessed?

60% of the qualification is awarded based on students' performance in two internal assessments. The exam board sets an assignment for Components 1 & 2 which are marked by teachers and moderated by the exam board. Students must complete the tasks in a specific timeframe. A final written exam on 'Health and Wellbeing' is sat in Year 11 and contributes 40% to the final grade awarded.

Grouping Policy

Mixed ability

Qualification
BTEC Tech Award

Exam Board
Pearson

Specification
Health & Social
Care

Enrichment

- Trips & visits

Hospitality and Catering

Head of Subject: Mrs Nelmes



Curriculum Overview

This course aims 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 developed in Key Stage 3, and to secure and embed this knowledge further as they progress in the subject. 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 chef competition to give the students a real life insight into the Hospitality and Catering Industry.

What will I learn?

Students will learn about and be assessed on the topics below:

Unit 1: The hospitality and catering industry

Students 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. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success.

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

Unit 2: Hospitality and catering in action

Students will gain knowledge of the nutritional needs of a range of client groups in order for them to plan nutritional dishes to go on a menu. They will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills

Learning will be developed through a variety of practical and theory activities.

Students will gain an overview of the hospitality and catering industry and the type of job roles that may be available in the future.

How will I be assessed?

Unit 1 -The Hospitality & Catering Industry: 40% - 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- Hospitality & Catering in Action: 60% Internal Assessment (NEA) . 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.

Grouping Policy

Mixed ability

Qualification Vocational Award

Exam Board
Eduqas

Specification

[Hospitality & Catering](#)

Enrichment

- After school clubs & catch - up sessions.
- Involvement in local businesses.
- Local and regional competitions e.g. Rotary Young Chef

Sport Studies

Head of Subject: Mr Sykes



Curriculum Overview

This course offers students an alternative qualification to GCSE PE. It enables students to develop and apply knowledge of sports-related activities. 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 develop 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 I learn?

Over the two year course, students will study the following topics:

1. Contemporary issues in Sport

- 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

2. Performance and Leadership in Sports Activities

- 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

3. Sport and Media

- 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

How will I be assessed?

The first area of study, 'Contemporary issues in Sport', will be assessed via an external exam set and marked by the exam board. Students' performance on this exam will contribute 40% to their final grade.

The other 60% of the qualification will be assessed via two set assignments that are completed during lesson time within a given time-frame. These tasks will be based on the 'Performance and Leadership in Sports Activities' and 'Sport and Media' units. This work is marked by teachers and moderated by the exam board.

Grouping Policy

Mixed ability

Qualification
Cambridge
National

Exam Board
OCR

Specification
Sport Studies
J829

Enrichment

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