

## **ENGLISH LANGUAGE AQA GCSE**

GCSE English Language:

- is 100% examination;
- will assess spoken language skills - but this will not contribute to the final grade
- will allocate 20% of the marks for the written exams to accurate spelling, punctuation and grammar;
- is un-tiered;
- is fully linear with assessments available in the summer

### **COMPONENT 1: Explorations in Creative Reading and Writing**

- **Written examination: 1 hour 45 minutes**
- **50% of qualification**

#### **Section A (25%) – Reading**

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions that test understanding of language, structure and evaluation.

#### **Section B (25%) – Prose Writing**

One descriptive or narrative writing task.

### **COMPONENT 2: Writer's Viewpoints and Perspectives**

- **Written examination: 1 hour 45 minutes**
- **50% of qualification**

#### **Section A (25%) – Reading**

Understanding of two extracts (about 900-1200 words in total) of one non-fiction text and one literary non-fiction text, assessed through a range of structured questions.

#### **Section B (25%) – Writing**

1 Extended non-fiction writing task.

### **COMPONENT 3: Spoken Language**

Non-exam assessment- Unweighted

One presentation/speech, including responses to questions and feedback

## **ENGLISH LITERATURE AQA GCSE**

GCSE English Literature is:

- is assessed by examination only
- is un-tiered
- is linear, with assessment in the summer series
- requires the study of whole texts
- will allocate 5% of the total marks to accurate spelling, punctuation and grammar
- will allocate 20-25% of the total marks for tasks which require learners to perform comparison across texts

### **COMPONENT 1: Shakespeare and Poetry**

**Written examination: 1hr 45 minutes: 40% of qualification**

#### **Section A (20%) Shakespeare**

- Students will answer one question on their play. They will be required to write in detail about an extract from the play and then to write about the play as a whole. *Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing, Julius Caesar.*

#### **Section B (20%) The 19th-Century Novel:**

- Students will answer one question on their novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. *The Strange Case of Dr Jekyll and Mr Hyde, Charles Dickens A Christmas Carol, Charles Dickens Great Expectations, Charlotte Brontë Jane Eyre, Mary Shelley Frankenstein, Jane Austen Pride and Prejudice, Sir Arthur Conan Doyle The Sign of Four*

### **Component 2: Post-1914 Prose/ Drama, 19th Century Prose and Unseen Poetry**

**Written examination: 2 hours and 15 minutes: 60% of qualification**

- **Section A Modern Texts:**

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

*JB Priestley An Inspector Calls, Willy Russell Blood Brothers, Alan Bennett The History Boys, Dennis Kelly DNA, Simon Stephens The Curious Incident of the Dog in the Night-Time (play script), Shelagh Delaney A Taste of Honey*

*Prose: William Golding Lord of the Flies, AQA Anthology Telling Tales George Orwell Animal Farm, Kazuo Ishiguro Never Let Me Go, Meera Syal Anita and Me, Stephen Kelman Pigeon English*

- **Section B Poetry:**

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

- **Section C Unseen Poetry:**

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems.

## **MATHEMATICS**

### **Pearson EDEXCEL GCSE**

GCSE Mathematics:

- Is 100% examination;
- With tiered papers, foundation (Grades 1-5) and higher (Grades 4-9);

#### **WHAT WILL I LEARN ABOUT IN MATHEMATICS?**

All GCSE courses in Mathematics follow the National Curriculum, so you will carry on from the work completed at Key Stage 3.

#### **The topics are:**

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

#### **HOW WILL I BE ASSESSED?**

The GCSE Course is designed to meet the requirements of Exam Specification Pearson Mathematics **1MA1** Student progress will be assessed by the teacher on a regular basis by a series of short examinations at key points in the Academic Year.

## **COMBINED SCIENCE**

### **AQA GCSE**

#### **COURSE CONTENT AND SKILL DEVELOPMENT**

This Science course leads to a dual award GCSE grade. The GCSE combined science course covers the three main subject areas Biology, Chemistry and Physics. Students will study and be assessed on two units of Biology, two of Chemistry and two of Physics which will lead to a combined double GCSE grade.

The KS4 Science course begins in Year 9. In Year 10 all students follow the Combined Science modules. These introduce topics such as genetics, atomic structure, energy and forces. These are followed using a mixture of practical work, investigation and discussion. In Year 11, students continue to build up their knowledge; there are topics on organ systems, chemical reactions and radioactivity. This Science course gives all of the background required for students who may wish to take Biology, Chemistry or Physics at Advanced Level.

#### **ASSESSMENT STRUCTURE**

The exam board is AQA Trilogy. All the examinations are taken at the end of Year 11. There are six examinations each of 1 hour 15 minutes, two Biology, two Chemistry and two Physics. These are available at foundation tier (grades 55-11) and higher tier (99-44). Students must complete all assessments in the same tier.

There are a required practical assessments that will need to be completed and are assessed in the written examinations.

## **SEPARATE SCIENCES**

### **AQA - GCSE**

#### **INTRODUCTION**

As well as studying the same content as the Combined Science course, the Triple Science Programme offers extension units for Biology, Chemistry and Physics which turns the Combined Science qualifications into separate GCSEs in Biology, Chemistry and Physics.

#### **COURSE CONTENT AND SKILL DEVELOPMENT**

This course allows students to gain separate qualifications in Biology, Chemistry and Physics. The early work at KS4 is common to that taken by Combined Science students so it is started in Year 9. The extra material in this course is not essential for progress to Advanced Level, however for students who really enjoy Science this course enables them to study the subject in a greater depth, gives them an extra GCSE and has as a greater overlap with Advanced Level work.

#### **ASSESSMENT STRUCTURE**

The course is linear with all six papers taken at the end of Year 11. Each paper is 1 hour 45 minutes. Papers are available at foundation tier (5-1) and Higher tier (9-4). There are a core set of practical assessments to be completed by the end of the course. The examination papers will test aspects of the practical work done over the three years. Students will receive one GCSE grade for each of biology, chemistry and physics each between 9-1.

## **ART & DESIGN AQA GCSE**

### **WHAT WILL I LEARN ABOUT IN ART?**

In Art and Design you will improve your observation and objective drawing. Explore your own personal ideas imaginatively in visual and tactile studies. You will learn more about the work of other Artists, Craftsmen and Designers and understand the influence they have on your own work. You will use a variety of materials and techniques to express your ideas and learn how to modify and improve work as it progresses. You will use all your planning, research and development of ideas to produce a successful piece of artwork and gain more confidence in your knowledge about Art in our society and around the world. You will learn to work independently and creatively.

### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

- Observation drawing
- Painting
- Sculpture using various media e.g. clay
- Mixed Media
- Computer aided Artwork using new exciting software
- Printmaking

### **HOW WILL I LEARN ABOUT THIS SUBJECT?**

In Year 10, you will be guided through two or more major coursework projects. A 'Project' will include: observational drawing, collecting other visual resources, development of your own imaginative ideas, research into relevant artists and designers, planning and modifying your ideas and producing a successful piece of Artwork. In Year 11, you will be expected to work more independently to develop your own ideas. Working through coursework projects before your final examination project. Towards the end of the course, you will be able to revisit previous work to improve it, select the best work and prepare it for final assessment.

### **HOW WILL I BE ASSESSED?**

- Regular End of Project Assessments and tutorials to set individual targets.
- Continuous Assessment on all elements of Coursework from the start of Year 10.
- A Mock Examination Project in Year 11.
- Presentation of three major Coursework Projects for Assessment by the end of February in Year 11.
- A ten hour Practical Examination, Final Assignment to be completed by Easter in Year Eleven.
- Exhibitions of work and external Moderation in May

### **EXTRA-CURRICULAR OPPORTUNITIES**

- Access to the Art Rooms during lunchtimes is encouraged. (Under teacher supervision).
- After school Workshops are arranged over two or three nights a week.

- Working with Artists in Residence to enhance and develop your work.

### **WHAT WILL I NEED?**

- A sturdy folder, minimum size A2, to keep all your work safely from the start of the course. (Requested in the summer term).
- Basic Art equipment to allow you to work creatively at home.
- Sketchbooks and Work Journals.

### **QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – AQA
- Title – Art & Design
- Entry Tiers – One Tier
- Coursework – 60%
- Final Exam – 40%

## **ENTERPRISE & MARKETING**

### **OCR Cambridge Nationals Level 2 Certificate**

In Enterprise & Marketing, you will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, you will learn about planning, finance, marketing and economics and discover some of the methods and techniques used to analyse an organisation's performance.

Students will follow the Cambridge Nationals in Enterprise and Marketing qualification. This is a vocational qualification and students have to complete three units.

- **R064 Enterprise and Marketing concepts-** In this Unit you will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.
- **R065 Design a Business Proposal-** In this unit you will develop the skills to design a business proposal to meet a specific business challenge. You 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.
- **R066 Market and pitch a business proposal-** In this unit you will develop the skills to create a brand identity and promotional plan for your specific business product proposal developed in the second topic. You will develop pitching skills in order to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using your learning, self-assessment and feedback gathered.

### **WHAT SKILLS WILL I GAIN?**

Application of knowledge and ability to understand, organise and interpret information, evaluate, present, ICT, Numeracy, communication, leadership and teamwork.

### **QUALIFICATION INFORMATION**

- Qualification – Vocational Cambridge National Level 2 Award
- Awarding Body – OCR
- Title – Enterprise & Marketing



## **CHILD LEARNING & DEVELOPMENT**

### **OCR Cambridge Nationals Level 2 Certificate**

#### **WHAT WILL I LEARN ABOUT IN CHILD LEARNING AND DEVELOPMENT?**

Learners will develop an understanding of the development of a child from pre – conception to 10 years of age. We will look at various topics surrounding this area such as, Pre-conceptual care, antenatal care, health, safety and diet of the child, play, education and how to provide support for the parent and child.

#### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

You will learn a range of practical skills such as how to feed, change and care for a baby with the use of our Realcare electronic baby. You will also learn vital skills such as:

- Practical parenting skills
- Communication
- Presentation
- Life skills
- Planning
- Research

#### **HOW WILL I LEARN ABOUT THIS SUBJECT?**

You will learn information about the theory topics via PowerPoint presentations, practical work, videos, visiting speakers and through exam questions

#### **HOW WILL I BE ASSESSED?**

##### **Unit 1 – Research task**

You will carry out an in-depth research task on a topic of your choice, these include:

- Pre-conceptual care
- Antenatal care
- Health, safety, diet and care of the child
- Play
- Education
- Support for the parent and child

This is internally assessed and is worth 30% of the final grade.

##### **Unit 2 – Child Study**

Learners will work with a child aged up to 10 years old over a period of 4–6 months. During this time the learner will:

- carry out and evaluate appropriate research
- use research to select, plan and justify activities which will enable them to observe physical, intellectual and cognitive, emotional and social, communication and language development
- carry out observations of a child to assess their development
- record observations analyse and evaluate observations, recognising change and progression in development and comparing against developmental milestones.

This is internally assessed and is worth 30% of the final grade.

### **Unit 3 – Development of the child from pre conceptual care to 10 years**

#### **What is assessed?**

Factors influencing development pre-conception and during pregnancy

Growth and development

Communication and language development

Learning and play

Education provision (until the end of KS2)

Child health and safety

The role of professionals and voluntary organisations

#### **How it is assessed?**

- Written exam: 1 hour 30 minutes
- 80 marks
- 40% of Technical Award

#### **Questions**

A mix of multiple choice; short answer and extended questions.

All results are awarded on the following scale:

- Distinction\* at Level 2
- Distinction at Level 2
- Merit at Level 2
- Pass at Level 2
- Distinction at Level 1
- Merit at Level 1
- Pass at Level 1 (P1).

## **CREATIVE iMEDIA**

### **OCR Cambridge Nationals Level 2 Certificate**

#### **Course Content & Skills**

Cambridge Nationals in Creative iMedia are media sector-focused including film, television, web development, gaming, digital image manipulation and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to learning; this is ideal for students who want to use IT in a creative manner and in the media sector.

#### **What is assessed?**

Students will be assessed on the following units:

- Unit 1: Pre Production Skills; externally assessed through an Exam (25% of final grade)
- Unit 2: Creating Digital Graphics; centre assessed (25% of final grade)
- Two more units from a wide range of choice; all centre assessed, each one worth 25% of final grade

#### **How is it assessed?**

25% Examination

75% Non-examined assessment (3 units of work, each worth 25%)

All results are awarded on the following scale:

- Level 2 Distinction\* to Level 2 Pass

## **GCSE COMPUTER SCIENCE**

### **AQA GCSE**

#### **WHAT WILL I LEARN ABOUT IN COMPUTER SCIENCE?**

##### **COMPUTER SYSTEMS**

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

##### **COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING**

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

##### **PROGRAMMING PROJECT**

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

#### **WHAT ARE THE SKILLS I WILL GAIN?**

You will develop skills in managing computer based projects, database design and use, programming in specific computer languages.

#### **WHAT DO EMPLOYERS THINK ABOUT COMPUTER SCIENCE?**

There is currently a shortfall in the number of well skilled IT professionals within the workforce. This course is specifically designed to deliver the sort of high level skills that might lead to a successful career in the area.

This course provides the best first step towards A Level Computing, touching on all the key areas that are covered in greater depth within the A Level course.

#### **HOW WILL I BE ASSESSED?**

##### **PEARSON EXAM BOARD: NEW GCSE (9-1) – COURSE: 1CP1**

##### **PAPER 1: COMPUTER SYSTEMS**

- 50% of the total GCSE
  - 1 hour 40 minutes
  - written paper
  - 80 marks
- Computer Systems – Written Paper

##### **PAPER 2: COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING**

- 50% of the total GCSE
- 2 hours
- written paper
- 80 marks

Computational thinking, algorithms and programming – Written Paper

### **MANDATORY 20 HOURS PROGRAMMING PROJECT**

- 20% of the total GCSE
- Controlled assessment
- Approx. 20 hours
- 40 marks

Programming tasks that enable candidates to design develop and test a solution to a problem. Pearson set tasks.

## GCSE DESIGN & TECHNOLOGY

### AQA GCSE – Resistant Materials Pearson EDEXCEL - Textiles

#### WHAT WILL I LEARN ABOUT IN DESIGN TECHNOLOGY?

Technology areas have now merged into one GCSE course where students learn aspects of most subjects; Resistant Materials OR Textiles. Although students will access information on all areas, the main focus for practical work will be on Resistant Materials or Textiles.

You will develop knowledge of the 6 core principles below across the suite of subjects in technology and will further your knowledge and expertise in at least one of the technology subject areas.

You will be required to learn about **6 core principles** and use this knowledge in order to make effective design choices.

The core technical knowledge will consist of the following topics:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

In addition to the core technical principles, you will develop an in-depth knowledge and understanding of the following **specialist technical principles**:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes

You will need to demonstrate and apply **knowledge and understanding of designing and making principles** in relation to the following areas in at least one area of study:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components

- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-Aided Manufacturing will be included in the practical work and students will develop skills in modelling and making in multiple materials including, wood, metals, plastics and card.

The skills developed in the course naturally lead onto the A-Level Design and Technology. There are opportunities to embark on a diverse array of Post 16 studies and careers, these include, engineering, architecture, fashion, biomedical, video gaming platforms, product /industrial design, graphic design, illustration, advertising and interior design.

### **HOW WILL I LEARN ABOUT THE SUBJECT?**

You will learn about this subject through a range of practical and theoretical projects throughout Year 10, building skills and abilities in producing imaginative designs and prototypes using a range of different media/materials and processes to given scenarios.

### **HOW WILL I BE ASSESSED?**

The course is split into two sections; the NEA (non-exam assessment) is worth 50% of the overall grade and the formal examination (sat in May 2019) makes up the other 50% of the overall grade.

### **WRITTEN PAPER (50%)**

#### **What is assessed?**

- Core technical principles
- Specialist technical principles either textiles OR resistant materials
- Designing and making principles

#### **How it is assessed?**

- Written exam: 1 hour 45 minutes
- 100 marks/50% of GCSE

#### **Questions**

- Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.

### **NON-EXAM ASSESSMENT (50%)**

#### **What is assessed?**

Practical application of:

- Core technical principles
- Specialist technical principles (Textiles or Resistant Materials)
- Designing and making principles

#### **How it is assessed?**

- Non-exam assessment (NEA) approximately 30–35 hours

- 100 marks/50% of GCSE

**What should students produce?**

- Major design and make task

**Assessment criteria to include the following:**

- investigating
- designing
- making
- testing and evaluating

**QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – AQA (Resistant Materials) EDEXCEL (Textiles)
- Entry Tiers – One Tier 9-1
- Coursework – 50%



## **HOSPITALITY & CATERING**

### **WJEC EDUQAS Level 2 Award**

#### **WHAT WILL I LEARN IN THIS SUBJECT?**

Students will study the food and cookery sector incorporating knowledge, technical and practical skills.

#### **HOW WILL I LEARN IN THIS SUBJECT?**

The majority of the topics will be taught through planning, preparation and making activities. Students will be expected to transfer skills learnt from theory lessons and demonstrations into their practical sessions. The practical sessions and demonstrations will be evaluated in order to complete evidence of knowledge and skills learned to add to their portfolio of work.

#### **You will learn about the following 5 topics:**

- planning
- research skills
- communication
- problem solving skills
- health and safety

#### **HOW WILL I BE ASSESSED?**

To be awarded the Eduqas Level 2 Certificate in Hospitality & Catering, learners are required to successfully complete four mandatory units.

#### **Unit1**

The Hospitality and Catering Industry

#### **Unit 2**

Hospitality and Catering in Action

All results are awarded on the following scale:

- Level 2 Distinction\* to Level 2 Pass

#### **QUALIFICATION INFORMATION**

- Awarding Body – WJEC (EDUQAS)
- Title – Hospitality & Catering
- Requirements – Internally & Externally Moderated Portfolio of Evidence and Externally Set and Marked Assignments

## GCSE FRENCH

### AQA GCSE

#### WHAT WILL I LEARN IN FRENCH?

You will continue to develop your language skills within three main areas:

- **Identity and culture :**  
Family, Friends, Technology and Free time
- **Local, national, international and global areas of interest:**  
Home, Town, Region, Social issues and the Environment
- **Current and future study and employment:**  
School, Post-16, Jobs, Career choices and Ambitions

#### WHAT ARE THE SKILLS I WILL LEARN?

You will learn how to speak, read, write in French and understand spoken French in a variety of situations. You will develop your knowledge of French Grammar.

#### HOW WILL I BE ASSESSED?

You will be assessed in each of the **four language skills** at the end of Year 11. With the new exam, if you are entered as a Foundation candidate, you will do the Foundation paper in all 4 skills. Equally, if you are entered as a Higher candidate, you will be entered for Higher for all 4 skills. There is no mixing and matching.

##### 1. **Listening:**

- Worth 25% of the final GCSE Grade
- Written exam - 35 minutes (Foundation Tier), 45 minutes (Higher Tier)  
40 marks (Foundation Tier), 50 marks (Higher Tier)
- Set and marked by AQA
- Some questions and answers in English, some in French

##### 2. **Reading:**

- Worth 25% of the final GCSE grade
- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)  
60 marks (for each of Foundation Tier and Higher Tier) Set and marked by AQA
- Some questions and answers in French, some in English
- This paper will also include a translation from French into English

##### 3. **Speaking**

- Worth 25% of the final GCSE grade
- Terminal speaking test including role-play, photo card description and an extended conversation based on two topics:
- Role-play – 15 marks- 2 minutes at Foundation Tier; 2 minutes at Higher
- Photo card – 15 marks-2 minutes at Foundation Tier; 3 minutes at Higher
- Conversation– 30 marks-3–5 minutes at Foundation; 5–7 minutes at Higher
- Conducted by the Teacher and marked by AQA

##### 4. **Writing:**

- Worth 25% of the final GCSE grade

- A written exam- 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- Set and marked by AQA
- Some questions and answers in French, some in English
- This paper will also include a translation out of English into French

### **QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – AQA
- Title – French
- Entry Tiers – Higher or Foundation Grade 9-1
- Listening – 25%
- Reading – 25%
- Speaking – 25%
- Writing – 25%

## **GCSE GEOGRAPHY**

### **AQA GCSE**

#### **WHAT WILL I LEARN ABOUT IN GEOGRAPHY?**

You will study both Physical and Human Geography topics:

##### **Living with the physical environment – Paper One**

- The challenge of natural hazards – volcanoes, earthquakes, weather hazards e.g. hurricanes, weather hazards in the UK, climate change
- The living world – Ecosystems, tropical rainforests, cold environments
- Physical landscapes in the UK – coastal landscapes and glaciated landscapes.

##### **Challenges in the human environment – Paper Two**

- Urban issues and challenges – Studying city life in an NEE e.g. Rio de Janeiro in Brazil and in the UK e.g. Manchester, and also how cities can be sustainably developed.
- The changing economic world – Studying development, population and the rising importance of NEE countries e.g. Nigeria. Studying the importance of the UK in the world economy.
- The challenge of resource management – Studying the challenge of ensuring there is enough food, energy and water for the people of the world.

##### **Geographical applications – Paper Three**

- Issue evaluation – A resource booklet is given before the exam to be studied and subsequently for students to answer questions about in the exam. This involves some statistical analysis using maths skills.
- Fieldwork – Two fieldtrips are taken as there is a requirement for students to have conducted both physical and human fieldwork. These are currently to Cleveleys to study coastal management strategies (early in year 10) and to Salford Quays for Human Geography to study the urban regeneration which has happened to this former dockland to transform it into a media/cultural hub (later in year 10). *The cost of these trips is low to cover coach transport only.*

#### **HOW WILL I LEARN ABOUT THIS SUBJECT?**

In Geography, you will be an active learner who will experience the subject in a variety of different ways, from constructing models to explain the formation of hurricanes to debating on whether the Malaysian Rainforest should be opened up to development. You will be expected to research information using a variety of different sources, make decisions on current and controversial issues and undertake two practical fieldwork enquiries. You will also learn to use information including maps and graphs.

#### **HOW WILL I BE ASSESSED?**

##### **Paper 1: 35%: Living with the physical environment**

Written paper, maximum 88 marks (35%). Topics examined at the end of Year 11. Duration of examination: 1 hour 30 minutes.

##### **Paper 2: 35%: Challenges in the human environment**

Written paper, maximum 88 marks (35%). Topics examined at the end of Year 11. Duration of examination: 1 hour 30 minutes.

**Paper 3: 30%: Geographical applications**

Written exam: maximum 76 marks. Topics examined at the end of Year 11. Duration of examination: 1 hour 15 minutes.

**Geographical skills** – will be examined in all three papers

**QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – AQA
- Title – Geography
- Entry Tiers – One Tier Grade 9-1
- Written Exam Papers – Paper 1 35%, Paper 2 35%, Paper 3 30%

## **GCSE HISTORY**

### **Pearson EDEXCEL GCSE**

#### **WHAT WILL I LEARN ABOUT IN HISTORY?**

In GCSE History you will learn about Medicine through the ages, from the days of the Black Death to modern treatments for common diseases. You will also focus on Elizabethan England and the Spanish Armada, examine the rise of Hitler and the evil of the Nazi state and investigate the circumstances surrounding the Cold War stand-off between the USSR and the West. These topics have been selected for their accessibility, interest, and relevance to contemporary issues.

#### **HOW WILL I BE ASSESSED?**

##### **PAPER 1: Thematic Study and Historic Environment**

**Option 11:** Medicine in Britain, 1250 to the Present Day

30% of total marks 1 hour 15 minutes

##### **PAPER 2: Period Study and British Depth Study**

This paper is divided into 2 sections:

**Section A: Option 27:** Superpower relations and the Cold War, 1941-91

**Section B: Option B4:** Early Elizabethan England, 1558-88

40% of total marks 1 hour 45 minutes

##### **PAPER 3: Modern Depth Study**

**Option 31:** Weimar and Nazi Germany, 1918-39

30% of total marks 1 hour 20 minutes

## GCSE MUSIC

### EDUQAS GCSE

#### WHAT WILL I LEARN ABOUT IN MUSIC?

You will improve your skills in performing and composing different styles of Music. You will listen to a wide variety of Music and learn more about how and why it was written and/or performed.

You will receive instrumental lessons to aid you on your instrument. Please see Mr Atkinson about this, before choosing Music as an option. If you don't already have instrumental (or singing) lessons, you may struggle to pass this course.

In order to do well on this course, basic keyboard skills are also important, particularly to help with composition. The keyboard work we do in class is enough, but students who have keyboard lessons in addition to their main instrument tend to do best in the composition aspect of the course.

#### WHAT SKILLS WILL I GAIN FROM THIS SUBJECT?

Studying Music, at any level, develops the following skills:

- Creative Thinking: *writing music and coming up with own ideas*
- Problem Solving: *fixing errors when practicing*
- Responsibility and Dependability: *especially when working in groups*
- Collaboration and Teamwork: *performing with others*
- Self-Discipline and Time Management: *being able to practise alone*

#### EXTRA-CURRICULAR OPPORTUNITIES

Most students opting for Music at GCSE will already play an instrument and be having individual lessons. You should be willing to contribute to the musical life of the school in terms of the activities we have on offer. It is expected that you will spend time at home practicing your instrument and using the Music Department facilities at break time, lunchtime and after school, particularly for composition. We have a varied programme of musical experiences provided within and beyond the school environment.

#### HOW WILL I BE ASSESSED?

There are **THREE** units which will be assessed from the specification:

##### **PERFORMING Music: External Assessment**

Candidates are required to perform throughout the course and will have two recordings for final assessment; this is a combination of SOLO and/or ENSEMBLE performances

30% of total marks

##### **COMPOSING Music: Controlled Assessment**

A 'free choice' composition. Candidates should explore instrumental combinations and capabilities, within the chosen style or genre.

A 'set brief' composition, where the exam board dictate a style in which to compose, although there is still a lot of freedom within this to be very creative!

30% of total marks

**LISTENING Examination Paper: Completed in Year 11**

A written exam paper assessing knowledge and understanding of music based on the four Areas of Study:

1. Musical Forms and Devices
2. Music for Ensemble
3. Music for Film
4. Popular Music

40% of total marks 1 hour 15 minutes



## **PERFORMING ARTS**

### **BTEC Level 2 Technical Award**

#### **WHAT ARE BTECH TECH AWARDS?**

BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching in September 2017. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through assignments and tasks (including performance) rather than traditional exams.

#### **WHY CHOOSE A BTECH TECH AWARD IN PERFORMING ARTS?**

- Assessed with performance-based tasks and assignments, rather than written exams.
- Content to interest and engage your KS4 performing arts students.
- Planning and teaching made simple: all the support materials you need and a performing arts specialist on hand.

Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

#### **HOW DOES THE COURSE WORK?**

The course is made up of three components: two that are internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

#### **HOW WILL I BE ASSESSED?**

##### **Exploring the Performing Arts**

- Internally assessed assignments
- 30% of the total course

##### **Developing Skills and Techniques in the Performing Arts**

- Internally assessed assignments
- 30% of the total course

##### **Performing to a Brief**

- Externally assessed task
- 40% of the total course

#### **HOW DOES THE GRADING WORK?**

Students achieve a grade for each component, which are allocated points. At the end of the course, the exam board calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.

Level 2 Distinction\* · 108 points

Level 2 Distinction · 95 points

Level 2 Merit · 82 points

Level 2 Pass · 69 points

The BTEC Tech Award in Performing Arts has been included on the DfE List of qualifications which will count towards performance tables in England (2019 results), meaning that it can be included in the third tier of Progress 8: the 'open' (non-EBacc) category

## **WHAT WILL I GAIN FROM A BTEC TECH AWARD?**

### **Practical, transferable skills**

BTEC Tech Awards focus on building skills which will give your students the confidence to progress in whatever path they choose.

### **A taster of the sector**

The BTEC Tech Award is a practical introduction to life and work in Performing Arts, so your students can develop their understanding of the sector and see whether it's an industry they'd like to be in.

### **A well-rounded foundation for further study**

As they're designed to be taken alongside GCSEs, with a BTEC Tech Award your KS4 students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

### **Recognised by employers and universities**

In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

## **QUALIFICATION INFORMATION**

- Qualification – Vocational BTEC Level 2
- Awarding Body – EDEXCEL
- Title – Performing Arts
- Entry Tiers – Level 2
- Internally Assessed Assignments – 60% in total
- Externally Assessed Task – 40%

## **GCSE RELIGIOUS STUDIES**

### **Pearson EDXCEL GCSE**

#### **WHAT WILL I LEARN ABOUT IN RELIGIOUS STUDIES?**

The course is about Religion and Ethics in Christianity and Religion, Peace and Conflict in Islam. You will study topics such as Christian beliefs, marriage and family, living the religious life, crime and punishment, peace and conflict and matters of life and death (abortion, euthanasia etc.) All will be studied in relation to Christian and Muslim beliefs and practice.

#### **HOW WILL I LEARN ABOUT THIS SUBJECT?**

A wide range of different types of teaching and learning styles, including research activities and group work are used.

**You will follow the Pearson Edexcel Specification B 'Beliefs in Action' – Area of Study 1 - Religion and Ethics based on a study of Christianity. Including the following topics:**

- Matters of Life & Death e.g. abortion, euthanasia
- Christian Beliefs e.g. creation theories, the problem of evil
- Marriage & the Family e.g. Christian marriage, divorce, contraception
- Living the Christian Life e.g. prayer, charity and pilgrimage

**You will also follow Pearson Specification B 'Beliefs in Action' – Area of Study 2 – Religion, Peace and Conflict based on a study of Islam. Including the following topics:**

- Muslim Beliefs e.g. Allah, evil & suffering
- Peace and Conflict e.g. war, weapons
- Crime and Punishment e.g. death sentence, drugs.
- Living the Muslim Life e.g. the Five Pillars of Islam

#### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

Religious Studies will help develop your key skills in decision making, investigation, reflective thinking, working with others and problem solving. It will also give you skills in making decisions about moral problems and help you to become sure about your own beliefs and explain them clearly to others. It is not about making you religious, it is about enabling you to think for yourself about religious and moral issues.

#### **WHAT DO EMPLOYERS THINK ABOUT RELIGIOUS STUDIES?**

A GCSE in Religious Studies is a stepping stone to a wide range of careers and future opportunities e.g.

- Teacher
- Journalist
- Medical Careers
- Social Worker

*Religious Studies is a way of broadening your understanding of the world and people. You will have to meet people from a huge range of cultural backgrounds”.*

### **HOW WILL I BE ASSESSED?**

For the full course, two examinations will be taken at the end of Year 11. Each will be worth 50% of the final result and last 1 hour and 45 minutes.

### **QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – EDEXCEL
- Title – Religious Studies
- Entry Tiers – One Tier Grade 9-1
- Two Written Exam Papers

## **GCSE PHYSICAL EDUCATION**

### **Pearson EDEXCEL GCSE**

#### **WHAT WILL I LEARN ABOUT IN PHYSICAL EDUCATION?**

GCSE Physical Education theory is divided into two sections: fitness and body systems, which covers topics such as applied Anatomy and Physiology and movement analysis. Health and performance covers topics such as health and wellbeing. In the practical area you will learn the skills and tactics relevant to sport. There will be opportunities to participate in new activities.

#### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

You will develop a range of skills that will also be transferable i.e. the ability to work with other people (in teams), the ability to enhance decision-making skills, the ability to evaluate movement and develop physical skills in a range of sporting activities.

#### **EXTRA-CURRICULAR OPPORTUNITIES**

A range of school teams in the major sports of Football, Netball, Cricket, Cross-country, Athletics, Basketball and Badminton. Clubs run throughout the year and selection for school teams is based on attendance at these clubs.

#### **HOW WILL I BE ASSESSED?**

The course is divided into **Theory** and **Practical** activities.

- The **Theory** Component is assessed by two written examinations: **(60%)**
- The **Practical** Activities are assessed by Controlled Assessment **(30%)**. At the end of the Course students must choose **THREE** activities.
- One must be a **team activity (e.g. football/ netball)**
- One must be an **individual activity (e.g. trampolining/ Athletics)**
- **The final activity can be a free choice.**
- **Personal Exercise programme** internally marked **(10%)**
  - Aim and planning analysis
  - Carrying out and monitoring the PEP
  - Evaluation of the PEP

#### **QUALIFICATION INFORMATION**

- Awarding Body – EDEXCEL
- Entry Tiers – One Tier Grade 9-1

## **SPORTS STUDIES**

### **OCR Cambridge National Level 2 Certificate**

#### **WHAT ARE CAMBRIDGE NATIONALS?**

Cambridge Nationals in Sport are targeted at 14-16 year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal and external assessment and meets the DfE's requirements for attainment tables and headline performance measures.

#### **CAMBRIDGE NATIONAL IN SPORT STUDIES**

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Students will be studying 4 units over the course of the 2 years to achieve Level 2 pass/merit/distinction certificate.

The units consist of an exam which is worth 25% of the final course.

#### **Unit R051: Contemporary Issues in Sport**

1 hour written paper 60 marks (60 UMS)

OCR set and marked

This question paper: comprises short answer questions, extended response questions and some use of multiple choice questions

Assesses the quality of written communication.

#### **Unit R052: Developing Sports Skills**

The role of official is a type of sports leadership and undertaking this role will help learners to gain an appreciation of many of the skills involved in sports leadership

Approximately 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

The assessment for this unit: comprises of centre assessed task(s).

#### **Unit R054: Sport and the Media**

Learners may associate many of the different qualities, styles, roles and responsibilities of sports leaders with positive and/or negative role models in sport. Contrasting approaches to being a sports leader can be applied through the use of examples from sport

Approximately 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

The assessment for this unit: comprises of centre assessed tasks(s).

## **Unit R056 Developing knowledge and skills in outdoor activities**

Developing knowledge and skills in outdoor activities –Many skills required in outdoor activities relate to leadership and working with a team.

Approximately 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

The assessment for this unit: comprises of centre assessed task(s).

To claim the Level 1/2 Cambridge National Award (60 GLH) qualification, learners must complete both Unit R051 and Unit R052.

Students will also need to take part in a practical unit worth 25% in which they will need to be competent in an individual sport, a team sport, as well as officiate.

Finally, the two units studied in Year 11 are looking at Media in Sport and Outdoor Education. This course is more suited for students who have a genuine passion for participating, spectating and officiating in sport, rather than sports science

All results are awarded on the following scale:

- Distinction\* at Level 2
- Distinction at Level 2
- Merit at Level 2
- Pass at Level 2

## **QUALIFICATION INFORMATION**

- Qualification – Vocational Level 2 Cambridge National
- Awarding Body – OCR
- Title – Sports Studies
- Entry Tiers – Level 2
- Three Internal Assessments = 75%
- Written Exam Paper = 25%