

# WEOBLEY HIGH SCHOOL



## Key Stage 4 Curriculum Guide

2022 - 2024

## Key Stage 4 Curriculum

This is an incredibly important time in your school career as you now begin to consider focussing more on certain subjects and also deciding that some subjects may no longer be appropriate or relevant to you or your aspirations. This can be a challenge however the subjects you choose now will only form your curriculum for the next two years; you will then specialise even further as you continue your studies post-16.

The purpose of this booklet is to provide you with as much information as possible as you begin making these decisions. You will follow a core curriculum which will consist of courses in **Mathematics, English, Science, RE** and **PE** and most of you will also be expected to continue studying at least **one humanities subject** and at least **one modern foreign language** however, you will also have the opportunity to select additional courses. You should take time to read through the subject descriptions in this booklet and speak to relevant members of staff so that your decisions are as informed as possible.

You will also have a curriculum interview with me over the next few weeks. The objective of these interviews is to support you in your decision-making in readiness for your final options. The Curriculum Questionnaires and your current assessment information will be used as a starting-point.

Whichever courses you decide upon, I will continue to work with the staff at the school to ensure that you gain the broad and balanced curriculum you require in order to fulfil your potential and prepare for your future after Weobley. This next 2 years is crucial and how you approach your studies at Key Stage 4 will have a bearing on your opportunities as you become an adult. Please ask if you have any questions and make sure that you remain focussed on what you need to achieve and what you need to do to get there!

Good luck!

Mr. Williams

# ART AND DESIGN

Qualification	Exam Board	Levels of Entry
GCSE	<b>AQA - Art and Design Course</b>	GCSE grades 9-1
<b>Final Assessment</b>		
<p>Final grade determined by Examination and Coursework.</p> <p><b>Coursework (60%)</b> – an initial general skills project and a large final project, with more independent elements.</p> <p><b>Final examination (40%)</b> – one project, with prep work done in lessons in a sketchbook, and a final piece is planned that is completed during 10 hours of supervised controlled conditions. The final piece can be started before the exam takes place.</p>		
<b>Brief Specification Details</b>		
<p>The syllabus requires pupils to develop an understanding of Art, Craft and Design through the practical activities of making and investigating. Pupils are required to evaluate their own work as well as the work of artists, craft-persons and designers from different periods, cultures and traditions.</p>		
<b>What will I do in lessons?</b>		
<p>The first half of year 10 is devoted to the development of a variety of essential skills and techniques in Art and is taught via a selection of short units. A larger independent coursework project starts in the second half of year 10 and continues until November, after which pupils individually refine and present coursework until final examination preparation begins in the January of Year 11.</p>		
<b>Homework</b>		
<p>Homework is given to extend and develop Art GCSE skills. Pupils are expected to spend at least 1 hour per week of their own time developing their current Art project.</p>		
<b>On-going assessment</b>		
<p>Assessment takes place verbally on a continuous basis during lessons. Pupils receive individual tutorials on a regular basis in lessons, arranged Arts clubs after school and at arranged lunchtimes. At these tutorials they are issued with personal improvement tasks and targets to meet their deadlines and improve their Art work. At the end of each project, the work is assessed using the GCSE assessment criteria. The teacher will provide feedback on the quality of the work produced and how the pupil can improve. Grade reviews provide an ongoing feedback of levels that students are working at.</p>		
<b>Differentiation</b>		
<p>Art is taught in mixed-ability groups. All pupils attempt the same project title, coursework and exam with differentiated support given on an individual basis.</p>		
<b>Extra-curricular</b>		
<p>The Art room will be available after school for one evening per week at busy times of year to enable pupils to catch up with or improve coursework and develop their exam preparation. Year 10 pupils are welcome to attend the club to receive help with their Art work and spend extra time on their projects. Students can attend at lunchtime to complete work during the year on an arranged basis. There is a bi-annual residential trip to broaden pupils' experience and understanding of the subject and an annual gallery trip or workshop that ties into the themes of the coursework. We have well-established links with Hereford College Of Arts.</p>		
<b>Qualities for success</b>		
<p>The basic ability to draw and paint with reasonable accuracy. An enjoyment of being individual, creating ideas and investigating and developing a theme. Making Art takes time and patience, so the commitment to developing a theme over a sustained period, spending regular time on keeping up with the substantial workload and practising/improvising your work is essential. An ability to listen and follow advice and a willingness to experiment with a wide range of materials and techniques, both 2D &amp; 3D and mixed media.</p>		
<b>Beyond GCSE</b>		
<p>The careers library lists more than 100 art-related jobs. Local colleges offer a wide range of exciting Art and Design courses.</p>		

# CHILD DEVELOPMENT

Qualification	Exam Board	Levels of Entry
Cambridge National	OCR Specification J809	Level 2: Distinction* to Pass Level 1: Distinction to Pass
Final Assessment		
<p>The final grade will be determined by two centre assessed units and one examination.</p> <ul style="list-style-type: none"> <li>Create a safe environment and understand the nutritional needs of children from birth to five years (30%)</li> <li>Understand the development of a child from one to five years CHILD STUDY (30%)</li> </ul> <p><i>The child study will require research and investigation, including 2 observational visits over a period of several months. It is the candidate's responsibility to find a parent willing to allow them to study a child who will not reach their 5th birthday by 28th February 2024.</i></p> <ul style="list-style-type: none"> <li>Final Written Examination: Health and wellbeing for child development (40%)</li> </ul>		
Brief Specification Details		
<p><b>Create a safe environment and understand nutritional needs of children from birth to five years.</b> Pupils will gain knowledge of how to create a safe environment for children from birth to five years in a childcare setting. They will investigate and choose equipment that is both suitable and safe. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices and needs. Pupils will also complete a short practical task.</p> <p><b>Understanding the development of a child from birth to five years</b> Pupils will gain knowledge of, and skills in, developing activities to observe development norms in children from the age of one to five. Pupils will research, plan and carry out activities with children and make observations of their development.</p> <p><b>Health and wellbeing for the child development</b> All Pupils will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, pre-conceptual care, antenatal care, birth, postnatal checks, care of the child and creating conditions in which a child can thrive, childhood illnesses and creating a safe environment.</p>		
What will I do in lessons?		
<p>In Year 10, we will focus on creating a child safe environment and look at pre-conceptual and antenatal care through the completion of one piece of coursework and integrated theory-based units. There are practical lessons throughout, and group discussions are encouraged.</p> <p>In year 11, pupils will complete the second piece of coursework by carrying out observations and creating activities for children. The exam units will also be completed, and revision sessions will be conducted, ready for their final exam.</p> <p>Other aspects of work include:</p> <ul style="list-style-type: none"> <li>Visits by members of the community e.g. midwife, Health Visitor, mum &amp; baby.</li> </ul>		
Homework		
Homework is set regularly and forms an essential part of the subject content and coursework.		
On-going assessment		
Regular dialogue and feedback will be given throughout the course, informing pupils of their current attainment and targets for improvement.		
Differentiation		
Child Development will be taught in mixed-ability groups. The work will sometimes be differentiated to suit the strengths of individual candidates.		
Extra-curricular		
Facilities are always available at lunch-time for pupils who need to complete a task, use a computer or need extra help.		
Qualities for success		
A willingness to work hard and a general interest in children and their development.		
Beyond GCSE		
<p>Courses such as Health &amp; Social Care and Childcare, Childcare and Education, Childcare Early Years Educator A levels such as Sociology, Biology, and Psychology BTEC Level 3 National Extended Certificate/Diploma in Health and Social Care Apprenticeships such as Early Years Childcare and Education, Health and Social Care Careers in childcare, nursery nursing, general nursing, medicine, midwifery, teaching, nannying, social work, teaching assistant.</p>		

# COMPUTER SCIENCE

Qualification	Exam Board	Levels of Entry
GCSE	OCR	GCSE grades 9-1
<b>Final Assessment</b>		
<b>The final grade is determined by two written examinations at the end of Year 11.</b>		
<b>Brief Specification Details</b>		
<p>The specification enables learners to develop valuable thinking and programming skills, and demonstrate how to apply it through a chosen programming language. This specification allows pupils to:</p> <ul style="list-style-type: none"> <li>• Understand and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms and data representation.</li> <li>• Analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging programs.</li> <li>• Think creatively, innovatively, analytically, logically and critically</li> <li>• Understand the components that make up digital systems, and how they communicate with one another and with other systems.</li> <li>• Understand the impacts of digital technology to the individual and to wider society</li> <li>• Apply mathematical skills relevant to Computer Science</li> </ul>		
<b>What will I do in lessons?</b>		
<p>There is a strong theory section to be covered, but throughout the course pupils will be using computers to apply computational thinking techniques using programming software.</p>		
<b>Homework</b>		
<p>Homework is set as an extension of the topics studied in class. Homework which involves use of specialist software will be kept to a minimum, pupils should be able to access the internet from home to complete the majority of homework tasks.</p>		
<b>On-going assessment</b>		
<p>Feedback will be provided throughout the course, informing pupils of their current attainment and targets for improvement. The feedback will normally take the form of email for practical work. For the theory units, written tests will take place at the end of every topic.</p>		
<b>Differentiation</b>		
<p>Computer Science is taught in mixed-ability groups. All pupils will follow the same scheme of work, but extension tasks, and differentiated work will be available. Our Google classroom page will contain a breakdown of all lessons including resources, video guides, and past papers.</p>		
<b>Extra-curricular</b>		
<p>The ICT rooms are available most break times and lunch times for pupils to use a computer. There will be an after-school session on a specified day where ICT staff will be on-hand to assist pupils for the practical programming section.</p>		
<b>Qualities for success</b>		
<p>Pupils need a willingness to succeed and strong organisational skills, as well as an interest in Computer Science and its uses in everyday life, in order to excel on this course. Logical thinking and good mathematical skills are strongly recommended.</p>		
<b>Beyond GCSE</b>		
<p>This specification is intended to be of interest to a wide range of candidates including those intending to study Information and Communication Technology, Applied Information and Communication Technology or Computing at AS or Advanced Level. Some pupils may go on to follow a higher education course or career in Computer Science or an associated area, such as cyber security or artificial intelligence. Those with other interests and aspirations can also benefit from the many transferable skills inherent in the study of Computer Science.</p>		

# DESIGN AND TECHNOLOGY

Qualification	Exam Board	Levels of Entry
GCSE in Design Technology (1DT0/1F – TIMBERS)	EDEXCEL	GCSE grades 9-1
Final Assessment		
<p>The final grade will be determined by ONE teacher-assessed unit and one EDEXCEL assessed examination.</p> <p><b>Unit 1</b> (50%) : NEA Pupils will undertake a themed project throughout Year 11, the themes are released 1st June by Edexcel. Approximately 20 to 30 sides of A3 paper.</p> <p><b>Unit 2</b> (50%) : Final Examination 1 hour and 45 minutes</p>		
Brief Specification Details		
<p>The DT GCSE is a qualification that brings together many strands of Design Technology into a single qualification. Pupils study a broad curriculum covering a range of materials technologies, principles of design and manufacture. They will then specialise on TIMBERS for their controlled assessment. In Year 11 pupils will undertake an extended design and make NEA (Non Exam Assessment) project. They carefully research design possibilities before setting their own design brief that fits in to a theme released by Edexcel. Pupils produce a design portfolio &amp; a practical outcome. The NEA is internally assessed with the marks accounting for 50% of the GCSE.</p> <ul style="list-style-type: none"> <li>Pupils also sit a written exam at the end of Year 11 worth 50% of the GCSE. In the exam there is a compulsory core section of knowledge that covers all aspects of Design and Technology and a Timbers specialist section.</li> </ul>		
What will I do in lessons?		
<p>Throughout Year 10 pupils will learn a wide range of topics through short projects aimed at building their technical knowledge, skills and individual theory lessons. This is to meet the Core knowledge and TIMBERS specialist sections of the exam.</p>		
Homework		
<p>Homework will be set weekly and will be an essential part of the course.</p>		
On-going assessment		
<p>Regular dialogue and feedback will be given throughout the course, informing pupils of their current attainment and targets for improvement.</p>		
Differentiation		
<p>This course will be taught in mixed ability groups. The work will sometimes be differentiated to suit the strengths of individual candidates.</p>		
Extra-curricular		
<p>Facilities are available at designated lunchtimes &amp; after-school sessions (TBA) for pupils who need to complete a task, use a computer or need extra help.</p>		
Qualities for success		
<p>A willingness to work hard. A general interest in the theory of materials &amp; technical processes. A readiness to learn new skills including Computer Aided Design &amp; Computer Aided Manufacture. A desire to only accept the best outcome.</p>		
Beyond GCSE		
<p>Career routes: Engineer, Fashion Designer, Architect, Civil Engineer, Product Designer, Mechanic, Plumber, Electrician, etc.</p>		

# DRAMA

Qualification	Exam Board	Levels of Entry
GCSE	Edexcel	GCSE grades 9-1
Final Assessment		
<p>The final grade is determined by (60%) drama practical with accompanying portfolio and written examination (40 %)</p> <p>Coursework consists of three units of work:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Devising</li> <li>• Unit 2 – Performance from Text</li> <li>• Unit 3 – Theatre makers in Practice</li> </ul>		
Brief Specification Details		
<p>The syllabus requires pupils to use drama forms to deepen knowledge and understanding of issues and ideas, and to gain knowledge of how playwrights, performers, directors and designers use the medium of drama to communicate their ideas to the audience.</p>		
What will I do in lessons?		
<p>Lessons will include explorative strategies based on a theme / idea or script. A log will be kept of work undertaken and documentary evidence is required for units 1 and 2. The documentary response should be a maximum of 2,000 words for Unit 1. In Unit 3 as well as studying a chosen script pupils also attend a live theatre performance and write a review of it as part of their final examination.</p>		
Homework		
<p>Homework is set on a regular basis; tasks include keeping logbooks up to date, completing written work for the documentary evidence, learning lines for scripted work or reading play texts studied.</p>		
On-going assessment		
<p>At the end of each unit, pupils will be asked to complete a self-assessment / skills tracker sheet based on examination criteria. The teacher will provide feedback on the quality of the work produced and how the candidate can improve.</p>		
Differentiation		
<p>Drama is taught in mixed-ability groups. Generally, all pupils attempt the same project work and assessed work – the final grade is determined by how successful pupils are throughout the course. Pupils may be grouped together by the teacher to formulate their response to a project.</p>		
Extra-curricular		
<p>Facilities are always available in the lunch hour for pupils who wish to develop their ideas, discuss problems or for those who need additional time to complete a task.</p> <p>As stated in the syllabus, pupils must see at least <b>one</b> performance of Live Theatre in order to complete part of their written examination. There may be more trips organised to see Live Theatre in order to prepare pupils for this which they will be expected to attend and will be more than likely in the evening or on a weekend.</p> <p>Pupils in Year 10 will be expected to help with the technical aspects of the Year 11 performances during their exam period, therefore, attending extra rehearsals as and when required.</p> <p><b>In Year 11 it will be necessary to rehearse after school when preparing for the performance examination and if required, throughout the half term holidays.</b></p>		
Qualities for success		
<ul style="list-style-type: none"> <li>• To be a competent performer and an enthusiastic member of the class.</li> <li>• An ability to keep thorough written notes of work undertaken.</li> <li>• The ability to work both independently and as part of a team.</li> <li>• To be committed to doing well in this subject.</li> </ul> <p><b>Remember that other pupils' grades are affected by <u>your</u> performance. Excellent attendance is vital.</b></p>		
Beyond GCSE		
<p>Hereford Sixth Form offer A/AS level Drama.</p> <p>Hereford College of Art offer a Performing Arts course.</p>		

# ENGLISH LANGUAGE

Qualification	Exam Board	Levels of Entry
GCSE	AQA syllabus	GCSE grades 9-1
Final Assessment		
The pupil's final grade is determined by two examinations, each valued at 50% of the final mark.		
Brief Specification Details		
<p><b>Paper 1</b> (1 hour 45 minutes) – Explorations in creative reading and writing Reading a single fiction source. The sources for the reading questions will be selected from the twentieth or the twenty-first centuries.</p> <p><b>Section A</b> – reading Four comprehension questions</p> <p><b>Section B</b> – writing One creative writing task. Always a choice of written prompt or visual image that is linked to the topic of the reading text in section A.</p> <p><b>Paper 2</b> (1 hour 45 minutes) – Writers' viewpoints and perspectives Two linked sources from different historical periods or genres. Sources will be drawn from the nineteenth century and either the twentieth or twenty - first centuries. Choice of genre for the sources will be non-fiction and literary non-fiction.</p> <p><b>Section A</b> – reading Four comprehension questions</p> <p><b>Section B</b> - writing One written task The task will require pupils to produce a written response giving their own viewpoint on the theme that has been introduced to them in section A.</p>		
What will I do in lessons?		
Pupils will study texts from a variety of historical periods and genres.		
Homework		
There will be reading, writing, planning, editing and spelling and punctuation activities given as homework on a regular basis.		
Qualities for success		
Analysis Creativity Developing and sustaining ideas Diligence Empathy Motivation and enthusiasm Reflection Technical accuracy		
Beyond GCSE		
Employers and colleges welcome confident and sensitive speakers and readers of English who can communicate in a variety of contexts, whether reading, writing, speaking or listening. To name just a few courses and careers: Journalism, Writing, Law, Media, Advertising, Teaching.		

# ENGLISH LITERATURE

Qualification	Exam Board	Levels of Entry
GCSE	AQA syllabus	GCSE grades 9-1
Final Assessment		
The pupil's final grade is determined by two examinations, valued at 40% and 60%, respectively, of the final mark.		
Brief Specification Details		
<p><b>Paper 1</b> ( 1 hour 45 minutes) 40% – Shakespeare and the nineteenth century novel</p> <p><b>Section A</b> – Shakespeare Pupils will answer one question about one of Shakespeare's 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.</p> <p><b>Section B</b> – The nineteenth century novel Pupils will answer one question about a selected 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.</p> <p><b>Paper 2</b> ( 2 hours and 15 minutes) 60% - Modern texts and poetry</p> <p><b>Section A</b> – Modern texts – Pupils will answer one question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B</b> – Poetry – Pupils will answer one comparative question on one named poem printed on the paper and one other poem from the chosen anthology cluster.</p> <p><b>Section C</b> – Unseen poetry - Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>		
What will I do in lessons?		
Pupils will study whole texts, focusing on characterisation, events, themes and writer's purpose.		
Homework		
The pupil is expected to read all set texts and complete comprehensive notes on character, setting and theme.		
Qualities for success		
<ul style="list-style-type: none"> <li>Analysis</li> <li>Creativity</li> <li>Developing and sustaining ideas</li> <li>Diligence</li> <li>Empathy</li> <li>Motivation and enthusiasm</li> <li>Reflection</li> <li>Technical accuracy</li> </ul>		
Beyond GCSE		
Good grades at GCSE English Literature are essential to many academic courses in further and higher education. Colleges welcome confident and sensitive readers of English Literature who can communicate in a variety of contexts, whether reading, writing or in discussion. To name just a few courses and careers: Journalism, Law, Teaching.		

# FOOD PREPARATION AND NUTRITION

Qualification	Exam Board	Levels of Entry
GCSE	WJEC/EDUQAS	GCSE grades 9-1
Final Assessment		
<p>The final grade is determined by two non-examination assessment tasks and one written examination. The non-examination assessment tasks are set by the examination board and account for 50% of the final grade. Both of the non-examination assessment tasks will be completed in Year 11.</p> <p><b>Task 1</b> is a food investigation which accounts for 15% and will be completed in September and October. This task will assess pupils understanding of the scientific principles of food.</p> <p><b>Task 2</b> is a food preparation and nutrition assessment which accounts for 35% and will be completed from November through to March. This task requires pupils to plan, prepare, cook and present a menu and includes a three hour practical assessment.</p> <p>The final written examination makes up the remaining 50%.</p>		
Brief Specification Details		
<p>The specification concentrates on food preparation and nutrition and will equip pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.</p> <p>The specification has been designed to allow innovative teaching to create a balance between practical work and theoretical knowledge and understanding.</p> <p>The specification covers the following topics:</p> <ul style="list-style-type: none"> <li>• Food commodities</li> <li>• Food provenance and sustainability</li> <li>• The science of food</li> <li>• Principles of nutrition</li> <li>• Diet and good health</li> <li>• Planning meals</li> <li>• Cooking and food preparation</li> </ul>		
What will I do in lessons?		
<p>Practical work is an essential part of the course and it is anticipated that this will be carried out on a regular weekly basis. The specification will be covered in Year 10 through mini-projects and in addition to practical work will also include planning and theory lessons. In Year 11 pupils will complete non-examination assessments and prepare for the final examination.</p>		
Homework		
<p>Homework is set as an extension of the topics studied in class. In addition, it is a vital element of the organisation of practical work and the non-examination assessment tasks. Homework is also essential for effective examination preparation and revision.</p>		
On-going assessment		
<p>Regular dialogue and feedback will be provided throughout the course, informing pupils of their current attainment and targets for improvement.</p>		
Differentiation		
<p>Food Preparation and Nutrition is taught in mixed-ability groups. Generally, all candidates attempt the same mini-project work in Year 10; however, support or extension work is always available. In Year 11 the non-examination assessment tasks and final written examination are set by the examination board with performance criteria covering grades 9 - 1. Facilities are available after school on a specified day each week for pupils to receive additional guidance, discuss their work, complete homework, organise assessment tasks or to prepare for the written examination.</p>		

### **Extra-curricular**

Facilities are available after school on a specified day each week for pupils to receive additional guidance, discuss their work, complete homework, organise assessment tasks or to prepare for the written examination.

### **Qualities for success**

- Pupils require an interest in the subject and a keenness to develop their practical food skills i.e. food preparation, cooking, presentation and a willingness to develop and apply their understanding and knowledge of food commodities, food choice and healthy eating.
- Pupils must also be keen to develop and apply knowledge related to the scientific principles of ingredients, cooking and nutrition.
- Good organisational skills are necessary in order to meet the requirement of regular practical work and the controlled practical assessment tasks.
- In addition, a willingness to work hard in all aspects of the subject, accept advice and strive for personal development.

### **Beyond GCSE**

Studying Food Preparation and Nutrition can lead to exciting and well-paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead to related study at level 3 and further study at undergraduate and post-graduate level. Careers are varied and could lead into roles such as Food Product Developer, Food Buyer (travelling the world sourcing new food products for manufacturers or retailers), Nutritionist, Dietician, Food Scientist, Microbiologist, Food Inspector, Environmental Health Officer, Food Technologist, Food Photographer, working for magazines or TV as a Food Stylist or Home Economist, careers in hospitality and catering e.g. Chef, Hotel Manager or Restaurant Manager.

For more information on food careers visit [www.http://tastycareers.org.uk](http://tastycareers.org.uk)

# GEOGRAPHY

Qualification	Exam Board	Levels of Entry
GCSE	EDEXCEL- Geography A Specification	GCSE grades 9-1
Final Assessment		
<p><b>Unit 1:</b> The Physical environment – 37.5% 1 hour 30 minute written exam.</p> <p><b>Unit 2:</b> The Human environment - 37.5% 1 hour 30 minute written exam.</p> <p><b>Unit 3:</b> Geographical investigations Fieldwork and UK challenges - 25% 1 hour written exam.</p>		
Brief Specification Details		
<p>The course aims to stimulate pupils' interest in Geography; to develop a sense of place and appreciation of the environment and help them to formulate views in an informed and responsible way. There are 3 units, each concentrating on the interaction between people and our planet:</p> <p><b>Unit 1: The Physical environment:</b>            1: The changing landscapes of the UK. We will study a) Coastal landscapes and processes and b) River landscapes and processes.            2: Weather Hazards and climate change            3: Ecosystems, biodiversity and management</p> <p><b>Unit 2: The Human environment.</b>            4: Changing cities            5: Global development            6: Energy Resource management</p> <p><b>Unit 3: Geographical Investigations:</b> Fieldwork and UK challenges.            7: Geographical Investigations- Physical and Human Environments            8: UK Challenges</p>		
What will I do in lessons?		
<p>The units are explored through the study of specific places from across the world. We use a wide range of sources from which to obtain information including maps, video footage, ICT, texts, newspapers, fieldwork, satellite images and photographs.</p>		
Homework		
<p>Homework is set regularly, supporting investigative work in the class, and forms an essential part of coursework and exam preparation.</p>		
Revision		
<p>The department provides a significant revision resource including copies of all past papers online and on the pupil shared area within the school. There are case study and topic revision booklets created by the staff which the pupils can download and/or print as required. There are also Jing audio/visual revision resources available for pupils to use if they miss a lesson or would like to recap on a topic. In the Easter holidays in Year 11, pupils will be offered a revision day to prepare for the forthcoming Summer exam. This has proved very popular in the past.</p>		
On-going assessment		
<p>At the end of each unit of work there will be an assessment which will be graded at GCSE level and from this a focus for improvement identified for each pupil.</p>		
Differentiation		
<p>Geography is taught in mixed-ability groups. Differentiation is achieved by using a range of resources, tasks, classroom support and by outcome. All pupils will study the same content; the final level of entry is determined by how successful the pupils are throughout the course.</p>		
Extra-curricular		

For 1 night a week the Geography room, and access to ICT facilities, will be available to all pupils to support their class work, homework, coursework and exam preparation.

#### **Qualities for success**

Pupils should have a lively interest in the world at a local, national and global level. Pupils should be able:

- To enjoy problem solving and decision making.
- Use maps and a wide range of sources to identify geographical patterns.
- To empathise sympathetically with people living in a wide range of social, economic and environmental situations.
- Keep in touch with current world events and geographical issues.

#### **Beyond GCSE**

Geography develops a wide range of knowledge and skills which are appropriate to most careers.  
'A' level Geography

#### **What can Geography do for you?**

Geography is the most popular option subject in the UK. Not only does it give you a fantastic depth of knowledge of the world around you but Geography also equips you with skills that are essential for adult life such as literacy, numeracy, map skills, ICT, decision making, communication, research and problem solving. It is rated highly by employers and has links with lots of different careers so helps you keep your options open!

So.....do you want to find out: Why our coastline is the shape it is? Why the rainforests are being chopped down and what you can do about it? Why some parts of the world are poorer than others? What causes global warming?.....

Then Geography is the subject for you!!

# HISTORY

Qualification	Exam Board	Levels of Entry
GCSE	EDEXCEL	GCSE grades 9-1
Final Assessment		
<p><b>Paper 1</b> (1 hour 15 minutes) = 30% Paper 1: Thematic Study and Historic environment. Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city.</p> <p><b>Paper 2</b> (1 hour 45 minutes) = 40% Paper 2: Period study and British depth study. British Depth Study: Early Elizabethan England, 1558-88. Period Study: American West, 1835-1895</p> <p><b>Paper 3</b> (1 hour 20 minutes) = 30% Paper 3: Modern depth study. Weimar Republic and Nazi Germany, 1918-39.</p>		
Brief Specification Details		
Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city. British Depth Study: Early Elizabethan England, 1558-88. Period Study: American West, 1835-1895. Weimar Republic and Nazi Germany, 1918-39.		
What will I do in lessons?		
At the beginning of the course, pupils will be given a list of requirements and content. A range of teaching styles are used, including discussion, group work, pair work and presentations.		
Homework		
Homework is set regularly and this includes past exam questions and revision notes. Pupils are expected to spend at least 1 hour per week of their own time on homework/revision		
On-going assessment		
Pupils will be assessed regularly in the form of examination questions. Written answers are graded to GCSE level. The teacher will provide constructive feedback to pupils either written or verbal in order for pupils to improve. Pupils will also be asked to complete self and peer-assessments.		
Differentiation		
History is taught in mixed-ability groups. Generally, all pupils will undertake the same classwork, but classwork will be differentiated within the class to benefit all pupils. However, all pupils undertake the same final written exams. There is no foundation paper.		
Extra-curricular		
In Year 11 there are opportunities to attend revision sessions after school. There is also an opportunity for pupils to work with their teacher during lunchtimes in order to discuss any problems or to complete work.		
Qualities for success		
A willingness to undertake extended pieces of written work; to be able to retain information; a determination to make the best possible progress and to act on advice given in class.		
Beyond GCSE		
Key skills such as source evaluation, analysis, oral and written communication are qualities valued by colleges for all higher education courses. A –level History.		

# INFORMATION TECHNOLOGIES

Qualification	Exam Board	Levels of Entry
Cambridge National	OCR	Two tiers of assessment; Level 1 and 2. Both levels are awarded Distinction* to Pass (equivalent to GCSE 9-1)
Final Assessment		
The final grade is determined by two controlled assessments (worth 30% each and both completed in Year 10) and a theory exam (worth the remaining 40%) which is completed in Year 11.		
Brief Specification Details		
<p>The specification concentrates on enabling pupils to become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society. This specification allows pupils to:</p> <ul style="list-style-type: none"> <li>• acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts</li> <li>• develop ICT-based solutions to solve problems</li> <li>• develop their understanding of current and emerging technologies and their social and commercial impact</li> <li>• develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT</li> <li>• recognise potential risks when using ICT, and develop safe, secure and responsible practice</li> <li>• develop the skills to work collaboratively evaluate ICT-based solutions</li> </ul>		
What will I do in lessons?		
Practical work is an essential part of the course, making up 60% of the final grade. Therefore, pupils will be using the computers on a regular basis. There will also be an opportunity for group work and independent study when covering the theoretical elements of the course. We have put our entire course onto Google Classroom which allows pupils easy access to everything they need both inside and outside lessons, including individual lessons, revision materials and assignments.		
Homework		
Homework is set as an extension of the topics studied in class. Homework which involves use of a computer will be kept to a minimum, but the ICT rooms are open most lunchtimes and break times if pupils require access to a PC. Again, all of this is organised through our Google Classroom system, making it much easier for the students.		
On-going assessment		
Feedback will be provided throughout the course, informing pupils of their current attainment and targets for improvement. The feedback will normally take the form of email for practical work. For the theory units, written tests will take place at the end of every topic. The controlled assignments are assessed internally and sent off for moderation.		
Differentiation		
ICT is taught in mixed-ability groups. All pupils will follow the same scheme of work, but extension tasks, and differentiated work will be available. The controlled practical assessment tasks are set by the examination board with performance criteria covering grades Distinction* Level 2 – Pass Level 1.		
Extra-curricular		
The ICT rooms are available most breaktimes and lunchtimes for pupils to use a computer. There will be an after-school session on a specified day where ICT staff will be on-hand to assist pupils.		
Qualities for success		
Pupils need a willingness to succeed and strong organisational skills, as well as an interest in ICT and its uses in everyday life, in order to excel on this course. Access to a computer outside lessons is desirable but certainly not essential. The only software needed for the course is Microsoft Office (including Excel, PowerPoint etc.) and we are able to provide free versions of this to any students who haven't got it at home.		
Beyond GCSE		
This specification is intended to be of interest to a wide range of candidates including those intending to study Information and Communication Technology, Applied Information and Communication Technology or Computing at AS or Advanced Level. All units are intended to be accessible to grade 1 pupils whilst providing some elements that will challenge those working at grade 9. Some pupils may go on to follow a higher education course or career in Information and Communication Technology or an associated area. Those with other interests and aspirations can also benefit from the many transferable skills inherent in the study of Information and Communication Technology.		

## MATHEMATICS – LINEAR

Qualification	Exam Board	Levels of Entry
GCSE	Edexcel 1MA1	Foundation – Grades 5 to 1 Higher – Grades 9 to 4
Brief Specification Details		
<p>The syllabus covers and develops themes already begun at Key Stage 3. Candidates work on Number, Algebra, Shape &amp; Space and Handling Data, at a level appropriate to their ability. Problem solving is integral to all these topics and candidates will experience opportunities to develop these skills throughout the course, and use and apply their mathematics in a range of contexts.</p>		
What will I do in lessons?		
<p>Lessons will continue with a familiar format and teachers will continue to apply the national strategy approach of 3 part lessons whenever appropriate.</p>		
Homework		
<p>Homework is set regularly and will usually consist of MyMaths consolidation exercises or learning tasks. All pupils are issued with their own text book and are also encouraged to review work independently on a regular basis.</p>		
On-going assessment		
<p>Classwork may be self-assessed with the teacher providing regular feedback through the monitoring of exercise books. There is no formal coursework requirement and the course will be assessed entirely by a terminal exam.</p>		
Differentiation		
<p>Pupils are grouped by ability. Within each teaching group the teacher will differentiate work as appropriate.</p>		
Extra-curricular		
<p>After-school/morning registration revision classes are offered in year 11 to those who prefer focussed revision guidance in the run up to GCSE. Extra help is always available at lunch-times.</p>		
Qualities for success		
<p>Perseverance when the going gets tough is essential, as well as a willingness to act on advice and approach set tasks conscientiously.</p>		
Beyond GCSE		
<p>Mathematics A Level/Statistics as well as other subjects such as Physics and Geography. Mathematics provides a useful support to many courses post-16 as well as being a requirement for many jobs / training opportunities.</p>		

## MODERN FOREIGN LANGUAGE – FRENCH

Qualification	Exam Board	Levels of Entry
GCSE	EDEXCEL	Foundation – Grades 5 to 1 Higher – Grades 9 to 4
Final Assessment		
<p><b>Listening (25%):</b> Multiple response / short answer open-response questions. Mainly in English, two questions in French</p> <p><b>Speaking (25%):</b> a) role play task; b) questions based on a picture stimulus; c) conversation</p> <p><b>Reading (25%):</b> a) multiple response and short-answer open-response questions; b) three questions in French, requiring multiple-choice or one-word responses; c) short translation (F -&gt; E)</p> <p><b>Writing (25%):</b> <b>Foundation:</b> a) 3 open response tasks (including 1 cross-over task); b) 1 translation (E -&gt; F)</p> <p><b>Higher:</b> a) 1 cross-over task; 1 extended open writing; b) 1 translation (E -&gt; F)</p>		
Brief Specification Details		
<p>The content of the course is familiar and manageable:</p> <p><b>Identify and Culture</b> (Who am I?; daily life; cultural life)</p> <p><b>Local area, holiday and travel</b> (Holidays, travel and tourist transactions; town, region and country)</p> <p><b>School</b> (What school is like; school activities)</p> <p><b>Future aspirations, study and work</b> (Using languages beyond the classroom; ambitions; work)</p> <p><b>International and global dimension</b> (Bringing the world together; environmental issues)</p>		
What will I do in lessons?		
<p>Lessons are varied, with opportunities to practise all the skills required at GCSE. Pupils are expected to talk as much as possible in the target language, read and discuss topics such as teenage lifestyle, sport, blogs and the internet, café culture and customer service. Pupils will be able to access a range of materials at all levels through multi-media opportunities. Some study of French literary texts (novels, poems, plays, letters, short stories, essays from historical / contemporary sources)</p>		
Homework		
<p>Set regularly, including a variety of writing, reading and learning tasks. Some learning homework will require internet access.</p>		
On-going assessment		
<p>Assessment will occur regularly with testing of vocabulary and grammatical structures. All four skills will be tested with final exams at the end of Year 11.</p>		
Differentiation		
<p>Full support will be given to those pupils who need it in the form of additional vocabulary support, guided tasks and easier tasks at listening and reading; more able pupils will be given work that includes more testing structures and vocabulary, as well as more challenging reading and listening texts to prepare.</p>		
Extra-curricular		
<p>There should be an opportunity to visit the country you have chosen for GCSE; this may be in the form of a trip where you will have the opportunity to put into practise all the language learned so far. Films of a suitable certification are sometimes shown in the languages studied.</p>		

Revision classes are provided by staff to help with grammar, as well as preparation for the writing and speaking exams.

#### **Qualities for success**

You must be prepared to work hard, learning a lot of vocabulary and grammatical structures, completing all homework set and reading around the work set to improve your general knowledge of each topic in the target language. Attendance is crucial for success.

#### **Beyond GCSE**

Pupils who wish to study French at A level will usually be expected to gain a minimum GCSE grade of 5. French A level or studying the subject at a university, either as a single subject or in combination with other specialisms such as Law, Business, Political Studies or another language will open up a much wider range of career options. Having fluency in a foreign language effectively doubles the number of jobs you can apply for!

## MODERN FOREIGN LANGUAGE – GERMAN

Qualification	Exam Board	Levels of Entry
GCSE	EDEXCEL	Foundation – Grades 5 to 1 Higher – Grades 9 to 4
Final Assessment		
<p><b>Listening (25%):</b> Multiple response / short answer open-response questions. Mainly in English, two questions in German</p> <p><b>Speaking (25%):</b> a) role play task; b) questions based on a picture stimulus; c) conversation</p> <p><b>Reading (25%):</b> a) multiple response and short-answer open-response questions; b) three questions in German, requiring multiple-choice or one-word responses; c) short translation (G -&gt; E)</p> <p><b>Writing (25%):</b> <b>Foundation:</b> a) 3 open response tasks (including 1 cross-over task); b) 1 translation (E -&gt; G)</p> <p><b>Higher:</b> a) 1 cross-over task; 1 extended open writing; b) 1 translation (E -&gt; G)</p>		
Brief Specification Details		
<p>The content of the course is familiar and manageable:</p> <p><b>Identify and Culture</b> (Who am I?; daily life; cultural life)</p> <p><b>Local area, holiday and travel</b> (Holidays, travel and tourist transactions; town, region and country)</p> <p><b>School</b> (What school is like; school activities)</p> <p><b>Future aspirations, study and work</b> (Using languages beyond the classroom; ambitions; work)</p> <p><b>International and global dimension</b> (Bringing the world together; environmental issues)</p>		
What will I do in lessons?		
<p>Lessons are varied, with opportunities to practise all the skills required at GCSE. Pupils are expected to talk as much as possible in the target language, read and discuss topics such as teenage lifestyle, sport, blogs and the internet, café culture and customer service. Pupils will be able to access a range of materials at all levels through multi-media opportunities. Some study of German literary texts (novels, poems, plays, letters, short stories, essays etc, from historical / contemporary sources) and songs.</p>		
Homework		
<p>Set regularly, including a variety of writing, reading and learning tasks. Some learning homework will require internet access.</p>		
On-going assessment		
<p>Assessment will occur regularly with testing of vocabulary and grammatical structures. All four skills will be tested with final exams at the end of Year 11.</p>		
Differentiation		
<p>Full support will be given to those pupils who need it in the form of additional vocabulary support, guided tasks and easier tasks at listening and reading; more able pupils will be given work that includes more testing structures and vocabulary, as well as more challenging reading and listening texts to prepare.</p>		
Extra-curricular		
<p>There should be an opportunity to visit the country you have chosen for GCSE; this may be in the form of a trip where you will have the opportunity to put into practise all the language learned so far. Films of a suitable certification are sometimes shown in the languages studied.</p>		

Revision classes are provided by staff to help with grammar, as well as preparation for the writing and speaking exams.

#### **Qualities for success**

You must be prepared to work hard, learning a lot of vocabulary and grammatical structures, completing all homework set and reading around the work set to improve your general knowledge of each topic in the target language. Attendance is crucial for success.

#### **Beyond GCSE**

Pupils who wish to study German at A level will usually be expected to gain a minimum GCSE grade of 5. German A level or studying the subject at a university, either as a single subject or in combination with other specialisms such as Law, Business, Political Studies or another language will open up a much wider range of career options. Having fluency in a foreign language effectively doubles the number of jobs you can apply for!

# MUSIC

Qualification	Exam Board	Levels of Entry
GCSE	AQA	GCSE grades 9 – 1
Final Assessment		
<p>An interest and enthusiasm for developing the three main areas of music: performing; composing; listening and appraising.</p> <p><b>It is a requirement that pupils play a musical instrument (or sing) during the two years of the course, with some prior experience.</b></p>		
Brief Specification Details		
<p>All pupils study the following units:</p> <p><b>Unit 1: Performing Music</b> Pupils submit one solo performance and one ensemble performance</p> <p><b>Unit 2: Composing Music</b> Pupils submit two compositions under controlled conditions</p> <p><b>Unit 3: Listening and Appraising</b> This is a 90-minute exam, split into two sections. Section A is based on unfamiliar music with section B based on Set Works that will be studied in depth prior to the exam.</p>		
What will I do in lessons?		
<p>The group size is usually smaller than other subjects and this lends itself to the nature of the work. You will study:</p> <ul style="list-style-type: none"> <li>• How to perform on and compose for your chosen instrument</li> <li>• A range of music from western classical tradition and other world cultures</li> </ul> <p>Due to the nature of the performing element of the course, we ask that all pupils involve themselves in one extra-curricular group out of lesson time, in order to gain the valuable ensemble skills needed. Pupils will also receive 30 minutes of tuition per week on a 1:1 basis.</p>		
Homework		
Homework is set regularly and forms an essential part of the coursework.		
On-going assessment		
<ul style="list-style-type: none"> <li>• Record a solo (15%)</li> <li>• Record an ensemble (15%)</li> <li>• Compose two compositions (30%)</li> <li>• Listening and Appraising Exam (40%)</li> </ul>		
Differentiation		
The course aims to ensure that all pupils receive the right kind of learning provision to meet their own needs at all ability levels and aspirations.		
Extra-curricular		
All pupils will have the opportunity to attend the extra-curricular ensembles.		
Qualities for success		
<p>This course encourages pupils to become:</p> <ul style="list-style-type: none"> <li>• Informed performers</li> <li>• Skilled composers</li> <li>• Understanding listeners</li> </ul>		
Beyond GCSE		
<p>AS or A level in Music, Music Technology</p> <p>Edexcel Level 3 vocational qualifications such as BTEC National in Music Performing, Music Technology or Performing Arts. Examples of jobs:- Primary or Secondary Teacher, Music Therapist, Music Technologist, Nursery Assistant Music Journalist, Music Producer, Sound Recording Engineer, Singer, Band Member, Composer, Concert Organiser, Arts Administration.</p>		

# PHYSICAL EDUCATION

Qualification	Exam Board	Levels of Entry
GCSE	AQA	GCSE grades 9-1
<b>Course Requirements</b>		
<p><b>As this course still has a strong practical element (30% of overall mark) it is important that your son/daughter understands the following requirements:</b></p> <ul style="list-style-type: none"> <li>• All pupils should be regularly involved in participation of school extra-curricular sport and/or sport outside of school preferably at club level or higher.</li> <li>• All pupils must have a keen interest in a number of different sports and enjoy being competitive.</li> <li>• All pupils must be willing to develop their leadership ability through participation in leading primary school sport events organised at the school or through helping coach the younger pupils.</li> <li>• All pupils must understand that the majority of time will be spent in <b>classroom</b> activities compared to participating in practical activities.</li> </ul>		
<b>Final assessment</b>		
<ul style="list-style-type: none"> <li>• 30% of the final mark is assessed through practical ability in three different sports (picked from a list, 1 individual, 1 team and 1 free choice).</li> <li>• Pupils must participate in competitive fixtures for the school or club to gain an assessment grade</li> <li>• 10% is a piece of Coursework to be handed in to a deadline.</li> <li>• 60% of the final mark is assessed through two, 1 hour 15 minute exams at the end of the 2-year course.</li> <li>• Pupils will spend lessons learning the theory content in a classroom and practical lessons practising, recording and analysing practical ability.</li> </ul>		
<b>Brief Specification Details</b>		
<p>The theory component of this course is based on the following sections:</p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul> <p>The Practical Course worth 30% of the overall mark is based on performance within three different sports split between at least two different categories of sport. Sports can <b><u>only be chosen from a list supplied by AQA and the school has the facilities to assess.</u></b></p>		
<b>What will I do in lessons?</b>		
<p>Lessons will be split between theoretical learning in the classroom and practical activities, however due to the nature of this course the <b><u>majority of lessons will be classroom-based.</u></b> Participation in regular sport and exercise is essential here.</p>		
<b>Homework</b>		
<p>Homework will be used to reinforce theory work and will be set regularly.</p>		
<b>On-going assessment</b>		
<p>One piece of controlled assessment which is based on analysis of performance. Pupils will also be continually assessed within practical sports before the final three sports are decided upon.</p>		
<b>Differentiation</b>		
<p>Pupils will be taught in mixed-ability groups. Pupils' needs will be met through varied teaching styles and tasks.</p>		
<b>Extra-curricular</b>		
<p>It will be <b><u>essential that pupils participate in extra-curricular sport</u></b> both to improve their skills and coaching/organising/officiating ability. Pupils must be willing to participate in activities in their free time at lunchtime, after school and outside of school time. A wider general interest in sport is essential.</p>		

### **Qualities for success**

- Enthusiasm and dedication.
- Ability to meet deadlines.
- A willingness to participate in sports clubs/activities in their own free time.
- A good level of fitness.
- A general appreciation, understanding and enjoyment for sport of all types.

### **Beyond GCSE**

The sport and leisure sector continues to grow. GCSE Physical Education is a very well recognised and well respected qualification. It will sit alongside other GCSE courses to enable options post 16.

# RELIGIOUS STUDIES

Qualification	Exam Board	Levels of Entry
GCSE	AQA syllabus specification A	Full course/Certificate GCSE grades 9-1
<b>Final Assessment</b>		
100% written examination		
<b>Brief Specification Details</b>		
<p>The pupils will be entered for either the AQA Certificate or full course GCSE. The syllabus includes:</p> <ul style="list-style-type: none"> <li>• Religious Beliefs and Practices</li> <li>• Moral and Social Issues</li> </ul>		
<b>What will I do in lessons?</b>		
<p>Lessons have a varied approach depending on the topic. There will be discussions and debates. Presentations and written essay work with a focus on literacy.</p> <p>Sample Topics that are covered in lessons.</p> <ul style="list-style-type: none"> <li>• Christianity and Islam</li> <li>• Origins of the Universe</li> <li>• Animal Rights and The Environment</li> <li>• Abortion, Euthanasia and Medical Ethics</li> <li>• Euthanasia and Hospices</li> <li>• Human Rights and Exploitation</li> <li>• Prejudice and Discrimination</li> <li>• Religion, War and Peace</li> <li>• Crime and Punishment - The Death Penalty</li> <li>• Causes of Poverty and Inequality</li> </ul>		
<b>Homework</b>		
Homework will be set on a regular basis.		
<b>On-going assessment</b>		
This will take the form of marking homework and class work. Pupils will receive regular exam question practice which will be marked according to GCSE standard.		
<b>Differentiation</b>		
GCSE Religious Studies is taught in groups according to ability. Some of the groups will be taught the full course examination – whereas some will only focus on the certificate reducing the amount of material in the time allocated.		
<b>Qualities for success</b>		
An interest in the issues that face the world. The ability to express own opinions and support views using evidence or examples. Tolerance and understanding to accept different points of view.		
<b>Beyond GCSE</b>		
A level course in Theology. It is important for every person to consider the deep questions that face human existence to help their development of individuality and spirituality. The need for tolerance and understanding of different cultures and opinions is necessary in everyday society.		

# SCIENCE

Qualification	Exam Board
GCSE	AQA
Levels of Entry	
<p>All pupils will begin the Science GCSEs whilst still in Year 9. As a consequence, pupils will finish Year 11 with either two or three GCSEs in one of the following combinations:</p> <ul style="list-style-type: none"> <li>• AQA Combined Science Trilogy( Foundation / Higher): sometimes called ‘double award science’, combined to equate to two GCSE s</li> <li>• AQA GCSE Biology, AQA GCSE Physics and AQA GCSE Chemistry: sometimes called the ‘Separate Sciences or ‘triple award Science’. Each subject a GCSE in its own right.</li> </ul> <p>Most pupils will follow the AQA Combined Science ‘Trilogy’ course.</p> <p><b>AQA Combined Science Trilogy</b></p> <p>Tiering:</p> <ul style="list-style-type: none"> <li>• Higher tier; target grades 4 to 9</li> <li>• Foundation tier; target grades 1 to 5</li> </ul> <p>The Combined Science ‘Trilogy’ GCSE is a double-award. Pupils will study all three Sciences (Biology, Chemistry and Physics) but will be awarded two GCSE grades based on their combined attainment across the three disciplines.</p> <p>Only pupils who have achieved consistent GCSE grades of 6 or higher for internal assessments will be entered for Higher tier terminal assessments at the end of Year 11.</p> <p>The Combined Science GCSE double award will use a 17 grade scale from 1-1, 2-1, 2-2...through to 9-9.</p> <p><b>AQA GCSE Biology, AQA GCSE Physics and AQA GCSE Chemistry</b></p> <p>Tiering:</p> <ul style="list-style-type: none"> <li>• Higher target grades 4 to 9 (offered)</li> <li>• Foundation target grades 1 to 5 (not offered)</li> </ul> <p>The group will start as a Combined Science group and individuals will only be entered for the separate science exams if they have consistently achieved the level of attainment required to do so.</p> <p>Due to the substantial extra content taught across the three separate GCSEs, the group studying for this course will need to work at a faster pace; there will be less time to teach new concepts and to consolidate learning. These pupils will need to be independent, well motivated and possess excellent mathematical and literacy skills. Consistent GCSE grades of 6 or higher MUST be achieved in internal assessments across all three Sciences if pupils are to remain on the course.</p> <p>Consequently only pupils who have consistently achieved grades of Extended/Excellence in Key Stage 3 Science assessments can be considered for this course. They should also have demonstrated the same high grades in English and Mathematics.</p> <p>AQA GCSE Biology, AQA GCSE Physics and AQA GCSE Chemistry awards offered will use a grade scale of 4 to 9 for each separate GCSE.</p>	
Final Assessment	
<p><b>AQA Combined Science Trilogy</b></p> <p>There will be six exams: two Biology, two Chemistry and two Physics papers. Each exam is 1 hour and 15 minutes.</p> <p><b>AQA GCSE Biology, AQA GCSE Physics and AQA GCSE Chemistry</b></p> <p>There will be six exams: two Biology, two Chemistry and two Physics papers. Each exam is 1 hour and 45 minutes.</p>	

# SPORT STUDIES

Qualification	Exam Board	Levels of Entry
National Certificate	OCR	Two tiers of assessment; Level 1 and 2. Both levels are awarded Distinction* to Pass (equivalent to GCSE 9-1)
Course Requirements		
<p>As this course still has a strong practical element it is important that your son/daughter understands the following requirements:</p> <ul style="list-style-type: none"> <li>• All pupils should be regularly involved in participation of school extra-curricular sport and/or regular sport outside of school preferably at club level or higher.</li> <li>• All pupils must have a keen interest in a number of different sports and enjoy being competitive.</li> <li>• All pupils must be willing to develop their leadership ability through participation in leading primary school sport events organised at the school or through helping coach the younger pupils.</li> <li>• All pupils must understand that their time will be split between classroom and practical activities.</li> </ul>		
Final Assessment		
<p>Pupils will complete 4 units. 1 of the 4 units is assessed through a final exam. The other 3 units are assessed through completion of unit tasks. Pupils will spend lessons learning the theory content in a classroom and practical lessons practising, recording and analysing practical ability.</p>		
Brief Specification Details		
<p>Pupils will complete the following 4 units</p> <ol style="list-style-type: none"> <li>1. <b>Contemporary Issues in Sport – examination unit.</b> - This unit sets the context of sport within the wider environment and how it reflects society and its values.</li> <li>2. <b>Developing Practical Skills</b> - Pupils will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity</li> <li>3. <b>Sports Leadership</b> - In this unit, pupils learn more about different leadership roles and styles</li> <li>4. <b>Sport and the Media</b> - In this unit learners look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years.</li> </ol>		
What will I do in lessons?		
<p>Lessons will be split between theoretical learning in the classroom and practical activities. Participation in regular sport and exercise is essential here.</p>		
Homework		
<p>Homework will be used to reinforce theory work and will be set regularly.</p>		
On-going assessment		
<p>Pupils will also be continually assessed within practical sports, they will choose 1 individual and 1 team sport to be assessed in for their final assessment. They will also have coursework to complete over the two years.</p>		
Differentiation		
<p>Pupils will be taught in mixed-ability groups. Pupils' needs will be met through varied teaching styles.</p>		
Extra - Curricular		
<p>It will be essential that pupils participate in extra-curricular sport both to improve their skills and coaching/ organising/ officiating ability. Pupils must be willing to participate in activities in their free time at lunchtime, after school and outside of school time. A wider general interest in sport is essential.</p>		
Qualities for success		
<ul style="list-style-type: none"> <li>• Enthusiasm and dedication.</li> <li>• Ability to meet deadlines</li> <li>• A willingness to participate in sports clubs/activities in their own free time</li> <li>• A good level of fitness</li> <li>• A general appreciation, understanding and enjoyment for sport of all types.</li> </ul>		
Beyond GCSE		
<p>The sport and leisure sector continue to grow. This is a new style of course but is very well recognised and is a well-respected qualification equivalent to GCSE.</p>		

# Access Arrangements at Weobley High School

Access Arrangements are adjustments made to assist candidates in examinations and controlled assessments during KS4. Your child may be entitled to this additional support if there is a history of need and if his/her results meet the strict criteria governed by the Joint Council for Qualifications.

Adjustments may include:

- **Extra Time**
- **Reader or Computer Reader**
- **Read Aloud**
- **Examination Reading Pen**
- **Word Processor**
- **Scribe**
- **Practical Assistant**
- **Braille or Enlarged Papers**
- **Supervised Rest Breaks**

In order to qualify for adjustments, there needs to be substantial evidence that your child requires support and that it is his/her normal way of working. Evidence will be gathered from records of any support that your child may have received during KS3 and/or from examples of classwork or internal tests. In some circumstances, medical evidence may also be used as evidence. Any evidence will be used to decide whether or not to assess your child.

Assessments to determine arrangements are conducted in October of Year 10 and, depending on results, any arrangements awarded will be implemented for subsequent internal and external examinations.

If your child is identified as a possible candidate for Access Arrangements, you will be sent a letter before the summer holiday or early in the Autumn Term to request consent for the assessments to be carried out. Any arrangements granted will be confirmed in writing.

Sally Ann Richardson  
Specialist assessor/SENDCo  
24 January 2022

### ***OPTION A***

<b>Geography</b>	GCSE (EBacc)
<b>History</b>	GCSE (EBacc)
Drama	GCSE
Art	GCSE

### ***OPTION B***

<b>Geography</b>	GCSE (EBacc)
<b>History</b>	GCSE (EBacc)
Food Preparation & Nutrition	GCSE
Design & Technology (DT)	GCSE
Computer Science	GCSE (EBacc)
Child Development	National Certificate

### ***OPTION C***

<b>French (higher)</b>	GCSE (EBacc)
Sport	GCSE / National Certificate
Music	GCSE
Art	GCSE
Information Technologies	National Certificate

### ***OPTION D***

<b>French</b>	GCSE (EBacc)
<b>German</b>	GCSE (EBacc)
Information Technologies	National Certificate