



THE PRIORY SCHOOL

KEY STAGE 4 INFORMATION BOOKLET 2019 – 2021

Dear Parent / Carer,

Over the course of the past few years we have worked carefully to develop a curriculum that is broad and balanced.

Our Year 9 students have been following a programme of self-assessment and guidance to enable them to make the decisions that will shape their remaining two years of full time education, at The Priory School. This booklet provides information on the courses available, the procedure for making choices and other important aspects of the curriculum in these years.

Our Key Stage 4 Curriculum model aims:

- i to allow all children to follow courses in a number of subjects and also have the opportunity to choose others that are not part of the core list.
- ii to provide courses with final examination objectives that are appropriate in terms of the academic ability of the individual student.
- iii to provide courses, which, whilst not part of an examination, will enable your son or daughter to gain an awareness of the broader picture of life beyond school.

When it comes to making the choices the three most important things to consider are **ability** within the subject, **enjoyment** of the subject and whether it is **relevant** to post 16 progression routes and future employment.

To start the process, it may be useful to discuss with your son or daughter some of the following points:

Do you have any idea about what career or profession you might want to follow?

Do you know what subjects or courses would lead towards the qualifications needed for that career?

When considering option choices and post 16 progression, you should look at Sixth form, college, or apprenticeship subject specific requirements. All students have already received some training on how to use the careers computer programme, Cascaid, which should provide some ideas on qualifications needed for specific courses. If they do not have a career in mind, focusing on enjoyment, interest and breadth will stand them in good stead. When you have read this booklet, please encourage your child to talk to subject teachers.

To assist this process, we have arranged an **Information Evening on Thursday 7th February 2019 at 7pm**, where Heads of Department of options subjects will be present to discuss with you the contents of the Key Stage 4 courses and you will be able to see the resources used in these courses.

Finally, many of you will have heard that schools will be measured on students' attainment across their 'best 8' subjects. Greater weighting will now be placed on the English Baccalaureate subjects which include the Sciences, Computing, Geography, History and Languages. Given the greater emphasis being placed upon these subjects by the government, and the likelihood that these may become entry requirements for college and university courses, our students will be required to take at least one of them as part of their 4 options choices. They can obviously take more than one if they wish and they may choose other Ebacc subjects in choices 2-7. There is no restriction on the number.

We currently run a system which allows us to gather student preferences before we design our option blocking system. **Whilst we try to guarantee as many students as possible their first four choices, this is not always possible due to staffing and timetable constraints. If a course does not have sufficient numbers it may not run, due to cost implications. In addition some practical subjects have restrictions on class size e.g. DT, which may affect a student's ability to follow the course if it proves to be popular. Therefore Students should be prepared to study any subject they place in their top 7 choices.** They should select a first choice Ebacc subject, and then a further 6 choices. **Students should not necessarily expect that they will receive their top 4 choices.**

For the first time this year students may opt to study Triple Science as an option – this leads to three separate GCSEs in Biology, Chemistry and Physics and will involve 7 hours of study a week – 5 in the Core Science block and two in an Option block. Students should consider carefully whether they wish to pursue this course. The Combined GCSE route still allows access to A-Level courses and Science-based degrees and is often the better route for allowing some students to access the higher GCSE grades whilst maintaining a breadth of choice at GCSE.

Changing of Options choices once the process is complete

- Once students are allocated to groups based upon their options choices – approximately Easter time within Year 9 - changes, will only be made up to the summer half term. There must be clear, academic reasons for the change relating to progression routes and career choices. Changes will not be allowed to be made based upon group dynamics, student friendships or teacher choice.
- Any changes at this time must be made in full recognition that subjects will be allocated to time slots in preparation for the following year’s academic timetable. Therefore the swap may not be possible or may affect the student’s other 3 subject choices due to clashes of subjects being taught at the same time. Classes, especially practical ones, have additional restrictions due to Health and Safety and rooming implications and are often full once students are allocated their initial choices. **A written, signed letter by the student’s parents stating the reasons for the change must be given.** Each case will be considered individually and decided upon before the summer half term.

No changes to options subjects can be made once the course starts in Year 10, unless they are for reasons outlined above and at the recommendation of the school. Students must be sure of their choices when they are made in Year 9 and apply themselves to these choices to the best of their ability.

Each child’s House tutor will review and guide students’ final choices to ensure that the courses selected are appropriate to ability, provide a range of subjects and allow each pupil to access their chosen post 16 pathway. **It is expected that students follow the professional advice given by their tutor** as this will be based upon a range of information about the level of demand of each specification and the appropriate balance of subjects to be taken. **These tutor and student meetings will take place on Wednesday 30th and Thursday 31st January 2019,** and will supplement the work that students’ have been following with their Life teacher this term. **A small group of students will follow the Personalised Learning route and study GCSE Citizenship. Parents and students will be approached separately by our SENCO. We would still encourage these students to choose an Ebacc subject alongside the Personalised Route.**

| Timeline | |
|---|---|
| Wednesday 30 th and Thursday 31 st January 2019 | Tutor/Student individual meetings |
| Thursday 7 th February 2019 | Key Stage 4 Options Evening 7pm |
| Friday 15 th February 2019 | Year 9 Reports issued |
| Deadline Monday 25 th February 2019 | Completed forms to be returned to Form Tutors by Monday 25 th February 2019 at the latest. |

Please return the form at the back of this booklet by **Monday 25th February 2019** to your child’s Form tutor.

We look forward to meeting you on 7th February when our Principal, Mr Barratt and I will be present to answer any questions you may have.

Yours sincerely,

Miss Bell
Deputy Principal

PROGRAMME

- 7.00 - 7.30pm Introduction and welcome in the School Hall with the Principal Mr M Barratt and Deputy Principal Miss A Bell
- 7.30 - 8.00pm Presentations from Department Heads:
- Geography - Mrs J Fathers
- History - Mr Jones
- French - Mrs Talbot
- 8.00 - 8.45pm An opportunity to attend a programme of presentations by subject staff

Our Careers Information & Guidance (IAG) adviser Mr P Stanton will be available to speak to in Room 2 should you have any questions

We hope you have an enjoyable and informative evening

EVENING PRESENTATIONS

| Room | 7.30-8.00pm | | Room | 8.00pm | 8.15pm | 8.30 |
|-------------|---|-----------|--------------|---|-----------------------|-----------------------------------|
| Hall | History | Geography | A1 | Graphic Communication | Graphic Communication | Graphic Communication |
| Room | 8 | 7 | A2 | Fine Art | Fine Art | Fine Art |
| | Staff will be present in their rooms once the presentations in the hall are over. | | Drama Studio | Drama | Drama | Drama |
| | | | Music Room | Music | Music | Music |
| | | | 1 | Child Development | Child Development | Child Development |
| | | | T4 | Design & Technology | Design & Technology | Design & Technology |
| | | | 4 | Food & Nutrition | Food & Nutrition | Food & Nutrition |
| | | | 9 | Business | Business | Business |
| | | | 10 | RP | RP | RP |
| | | | 17 | Creative Imedia | Computer Science | Creative Imedia/ Computer Science |
| | | | 15 | Spanish | Spanish | Spanish |
| | | | S4 | Triple Science | Triple Science | Triple Science |
| | | | 3 | PE | PE | PE |
| | | | 20 | Citizenship (Personalised Learning) Selected students only | | |
| IAG Adviser | | | 2 | Mr Stanton will be available should you require further information about post 16 options | | |

PASTORAL GUIDANCE, COUNSELLING AND CONSULTATION

We consider this to be of fundamental importance to the development of young people in their final two years of full time education.

CAREERS EDUCATION AND GUIDANCE

Life lessons during the Spring Term of Year 9 are devoted to a programme of careers education and guidance designed to achieve the following learning outcomes:

Self Development Students are encouraged to review and assess their own abilities, interests and learning progress, and to identify targets for developing their skills and aptitudes.

Career Exploration Students are introduced to the investigation and use of information sources to help with personal decision-making and developing a career strategy.

Career Management Students have the opportunity to relate their strengths and interests to career options and routeways and plan decision-making using relevant information.

The term's programme includes:

Taster and open evening events hosted by post 16 providers as well as a centralised information event.

As a result, students should be in a strong position to make informed and confident decisions about themselves and the opportunities open to them in terms of their learning and career objectives.

Careers Education and Guidance continues as a core element of the Life course in Years 10 and 11. Students have the opportunity to attend a variety of careers and further education talks by visitors, and to visit selected workplaces and local colleges. During Years 10 and 11, students are interviewed by the School's IAG Adviser and by their tutor to discuss their further education and career plans.

WORK EXPERIENCE

All students undertake one week of work experience in the Summer Term of Year 10. The aim is to give students experience of a work environment. They are expected to attend during normal working hours, participate as fully as possible in the general work routine and complete a diary of their experience for information. Students have in the past found this to be a most valuable and rewarding experience. Any parents who feel able to help either by offering a placement or by providing details of a suitable contact should get in touch with the Work Experience Administrator in the first instance.

USEFUL INFORMATION

KUDOS

This is a web based interactive careers education, information and advice site for students which allows them to explore their own career ideas and to establish (through completion of a questionnaire) a range of possible suitable career or job ideas. Students can access it either at school or at home and they will have their own access code to log in. It can be used for generating career ideas, exploring careers, courses and training and much more. Further information can be found here:

<https://kudos.cascaid.co.uk/#/>

Local further education/training providers:

| | |
|---|---|
| Shrewsbury College and Sixth Form College | https://www.scg.ac.uk/ |
| North Shropshire College | https://www.nsc.ac.uk/ |
| Telford College | https://www.telfordcollege.ac.uk/ |

Apprenticeships

| | |
|-------------------------------------|---|
| Shrewsbury College | https://www.scg.ac.uk/apprenticeships |
| County Training | https://www.ctapprenticeships.co.uk/ |
| The National Apprenticeship Service | https://www.gov.uk/apply-apprenticeship |

POINTS FOR STUDENTS TO CONSIDER

- Choose courses that you find interesting and enjoy doing, know your strengths.
- If you have a particular career in mind, choose ones that are suitable for that pathway.
- Or if you don't have a career in mind, choose a varied selection that will help you keep your options open.
- Consider the learning style and assessment method as well as the content, does this style suit your learning preference?
- Don't choose courses because your friends are choosing them. They will have different strengths and interest to yours.
- Use all of the resources available to help you make your decision and don't be afraid to ask us for advice!

DURING YEAR 11

Mock examinations are held and final controlled assessment deadlines have to be met. The results of these examinations and controlled assessments are jointly used to decide upon the suitability of each individual entry for GCSE.

Decisions have to be made about what to do after leaving school – further education, employment or training.

The process involves much discussion and consultation between staff, students, parents and the IAG adviser for the school.

The timetable for this is as follows: -

| | | |
|--------------------|-------------|---|
| Autumn Term | October: | Publication of brochures and Post 16 events in Shrewsbury and Shropshire |
| | November: | Interviews with one of: Form Tutor, Head of House or Deputy Principal as well as IAG Adviser about plans for the future |
| Spring Term | January: | Parents' Consultation Evening |
| | Early Feb: | GCSE entry decisions Completion of application forms for Further Education Further interviews for students still undecided about the future |
| | Mid Feb: | Examination entries to the Boards |
| | March: | Interviews for further education |
| Summer Term | May / June: | GCSE examinations Presentation of completed Record of Achievement |
| | | End of Compulsory full-time education at The Priory School: the last Friday in June |

Whilst still of compulsory school age children can only be employed in accordance with certain rules and regulations details of which can be obtained from school. The participation age has recently been increased to 18.

Students who attempt to leave school earlier than the date stipulated are not legally employable on a full-time basis and their parents therefore may be prosecuted for their non-school attendance. With the raising of the participation age, students will have to be in some form of education or formal training until they are 18 years old.

ABOUT THE EXAMINATIONS

a) The General Certificate of Secondary Education (GCSE)

For all subjects students receive a 1-9, with 9 being the highest grade and expected to exceed the A*. A “5” is predicted to be the new norm, however this will not directly correlate to a Grade C and may be of a higher standard.

9 - highest grade

8

7

6

5

4

3

2

1 – lowest grade.

Tiering:

Some GCSE subjects e.g. Maths, Science and MFL are examined through a foundation tier (covering grades 1-5) and a higher tier covering grades 4 to 9. **The majority of subjects (History, Geography, Religious Philosophy, Music, Art, and Physical Education, Design & Technology, Food Nutrition), have only one tier.**

Tiering provides students with the opportunity to show what they know, understand and can do by presenting them with question papers that are targeted at a band of attainment.

For each tier of entry the written question papers will:

- be at an appropriate level of difficulty for the range of grades available at that tier
- prompt the more able to respond at a greater depth
- provide opportunities for the less able to show what they know
- use appropriate language

NB The decision around tier entry lies with the classroom teacher and Head of Department, this is not a parental or student request, and is based on their in depth knowledge of the course and challenges of the paper.

ABOUT THE EXAMINATIONS

Controlled Assessments

There has been a significant shift with the new GCSE specifications to a removal of controlled assessment. Only practical subjects eg, Design & Technology, Music and Imedia have some elements left.

The majority of subjects' final assessment is now based on exams taken in Year 11. The removal of controlled assessment has also led to an increase in the number of exam papers to be sat by students for each subject.

b) Alternative Qualifications

Some courses will be certificated outside the structure of the GCSE examination but are approved by the Secretary of State.

Their focus will be on assessing how students can apply various skills to practical situations and enable them to gain appropriate and relevant accreditation. These are used in some subjects and details are provided with those of the other courses in this booklet.

KEY STAGE 4 CURRICULUM 2019 - 2021

| | English (Language and Literature) | Maths | Science (Trilogy) | PE | Life | Options |
|---|--|-------------|----------------------|----|------|---|
| Number of lessons per week. Each lesson is one hour. | 5 2 GCSEs | 4 1 GCSE | 5 2 GCSEs | 2 | 1 | 2 lessons per subject. 4 are selected. |

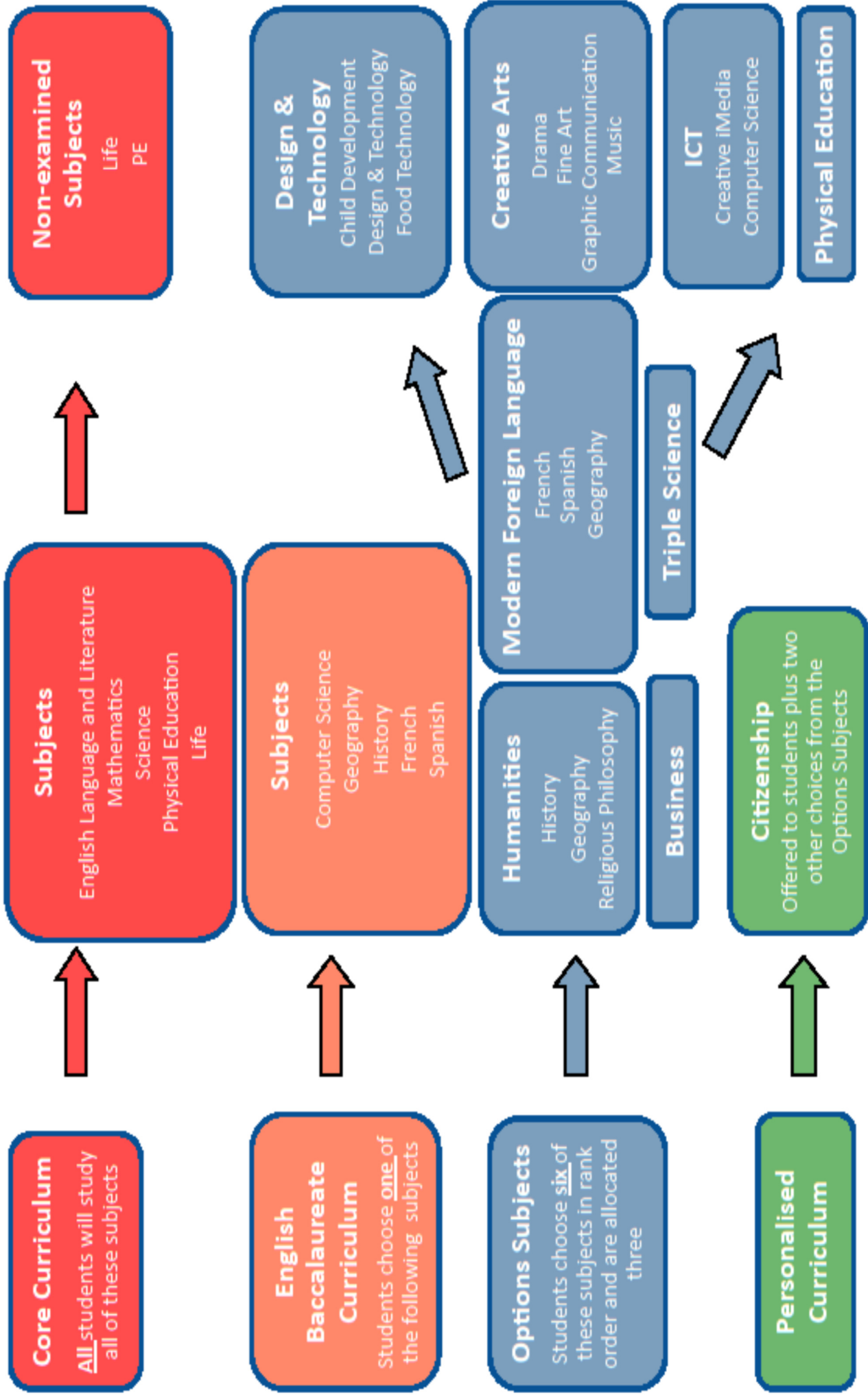
OPTIONS SUBJECTS

GCSEs:

Fine Art
 Business
 Computer Science
 Drama
 French
 Geography
 Graphics
 History
 Music
 PE
 Product: Food & Nutrition
 Product: Design & Technology
 Religious Philosophy
 Spanish
 Triple Science

Other qualifications:

National Certificate Creative Media
 GCSE Citizenship - Personalised Learning
 National Certificate Child Development



Statement of Assessment: Exam 100%**GCSE English Language: AQA**

No Tiers

Paper 1: Exploration in Creative Reading and Writing 1 hour 45 minutes

External Examination: 50% of total GCSE marks (no tiered papers)

Section A – 25%: Reading response to one literary text

Section B – 25%: Descriptive or narrative writing

Paper 2: Writers' viewpoints and perspectives 1 hour 45 minutes

External Examination: 50% of total GCSE marks (no tiered papers)

Section A – 25%: Reading non-fiction and one literary non-fiction text

Section B – 25%: Writing to present a viewpoint

Spoken language – no longer part of the overall grade but assessed separately:

- Presenting
- Responding to questions and feedback
- Use of Standard English

Outline of content of units / modules:

The examination demands the detailed analysis of a variety of non-fiction and literary non-fiction texts, and the ability to write for a variety of purposes and audiences.

The examination is closed-book, meaning that no texts are allowed into the exam hall.

Any other relevant info e.g. visits, requirements:

This course has to be taken with English Literature. Both subjects are examined at the end of Year 11.

There are no Controlled Assessment Tasks; this course is 100% final examination.

Entry Level Qualification:

Those students deemed as appropriate candidates by English Teaching staff may also be entered for AQA Entry Level Qualification or equivalent.

Statement of assessment: Exam 100%

Outline of content of units / modules:

GCSE English Literature: AQA: There are no tiered papers

Paper 1: Shakespeare and 19th century novel

External Examination: 40% of total GCSE marks 1 hour 45 minutes

Section A: Shakespeare (Macbeth)

Section B: 19th Century Novel (A Christmas Carol)

Paper 2: Modern Texts and Poetry

External Examination: 60% of total GCSE marks 2 hour 15 minutes

Section A: Modern Text (Anita and Me)

Section B: The Poetry Anthology

Section C: Unseen Poetry

Outline of content of units/ modules

In Section A of the first examination, students answer one question which is linked to an extract from Macbeth. In Section B, students answer one question on the text A Christmas Carol.

In the second examination, students answer one question on Anita and Me. They then answer a question which compares two poems from an anthology of poetry that students have studied. In the final section, students compare one unseen poem with another poem from the anthology of prepared poems.

Any other relevant info e.g. visits, requirements:

This course has to be taken with English Language. Both subjects are examined at the end of Year 11.

Wherever possible, students are taken to see theatre performances and films of the studied texts. Outside companies also come into school to run relevant workshops.

A trip to Poetry Live in Birmingham is organised where students can listen to studied poets in performance and receive advice from the AQA Chief Examiner.

Entry Level Qualification:

No Entry Level qualification is offered for Literature.

Statement of assessment: Exam(s) 100%

Exam Board: Edexcel

- Two tiers are available: Foundation and Higher
- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

| Tier | Topic area | Weighting |
|------------|---------------------------------------|-----------|
| Foundation | Number | 22 - 28% |
| | Algebra | 17 - 23% |
| | Ratio, Proportion and Rates of change | 22 - 28% |
| | Geometry and Measures | 12 - 18% |
| | Statistics & Probability | 12 - 18% |
| Higher | Number | 12 - 18% |
| | Algebra | 27 - 33% |
| | Ratio, Proportion and Rates of change | 17 - 23% |
| | Geometry and Measures | 17 - 23% |
| | Statistics & Probability | 12 - 18% |

Entry level Qualification:

We currently offer the AQA Entry level Mathematics qualification at Entry levels 1, 2 and 3 for those students for whom a traditional GCSE qualification is unsuitable.

AQA Level 2 Certificate in Further Mathematics

We also offer this qualification to students in set one only. This is an extra qualification and is taught alongside GCSE Mathematics, it is designed to stretch and challenge our highest achieving mathematicians. It complements GCSE Maths by encouraging students' higher Mathematical skills, particularly algebraic reasoning. AQA Level 2 Certificate in Further Mathematics emphasises higher order technical proficiencies, problem solving skills and rigorous argument. Students are introduced to calculus and matrices, and develop further their skills in Trigonometry, graphs and functions.

Statement of assessment: Terminal Exams 100%**Exam board : AQA Trilogy Combined Science (compulsory)**

- No controlled assessments. 15% of exam questions are based on practical skills.
- Maths marks within exams: 10% in Biology, 20% Chemistry and 30% Physics.
- 6 exams of 1hr 15min each; 2 biology, 2 chemistry, 2 physics.
- Students leave with a 'double' grade, eg. 9-9, 9-8, 8-8, 8-7.... On a 17 point scale.
- There are 16 'required' practical's across the three specialisms.
- A practical workbook will need to be purchased for these practical activities.
- 5 hours of curriculum time per week.

Subject content per area:**Biology**

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

Chemistry

- Atomic structure and the periodic table
- Bonding structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Statement of assessment:

There is no exam or written assessment for Core PE. Assessment is done throughout the year on the activities covered. However, although assessment still takes place, all that is required is that students give their full effort and have the right attitude to learning in all of their lessons.

In Key Stage 4, students are encouraged to refine and develop their knowledge, skills and understanding in a range of activities. They will experience participation in a variety of different roles, including performer, coach and official, thus allowing all students to find a role that suits their individual needs and abilities, and will allow them to continue to be involved in sport when they leave The Priory.

All students enjoy two hours of core Physical Education each week and like previous years will follow a set programme of activity. If the timetable allows, students may be given a choice where they can select from a range of optional activities during a half term in the year. The options may include;

| | | | | | | |
|----------|-----------|--------------|--------------|------------|---------|----------|
| Football | Netball | Basketball | Table-tennis | Volleyball | Cricket | Spinning |
| Dance | Boxercise | Badminton | Rugby | Tennis | Golf | Circuits |
| Zumba | Yoga | Trampolining | | | | |

In order to offer as wide a range of options as possible, we often have fully qualified external coaches working within the Program of Study, and, where this is the case, students have to pay to cover the cost of this. We endeavour to ensure that the cost of options in this circumstance does not exceed £4.00 per session. At all times, there is, of course, a good range of options which remain free of charge.

A number of the activities take place at venues off the school campus, and whenever possible we try to offer free transport to and from the venue using the school minibus.

In Key Stage 4 we continue to offer a wide range of extra-curricular clubs and fixtures, designed to cater for students of all ability, including house, school, county and national level competitions.



The Life and Citizenship syllabus will give opportunities to enable students to:

- Develop confidence and responsibility and make the most of their abilities
- Develop a healthy, safer lifestyle
- Develop good relationships and respect the differences between people
- Know and understand about becoming informed citizens
- Develop skills of enquiry and communication
- Develop skills of participation and responsible action

The syllabus is delivered by a variety of teaching staff and outside speakers and is an extension of the programme in Years 7, 8 and 9. The programme will include:

- Careers information and post 16 options
- Preparation and follow-up work for work experience
- Knowledge about health and safety in the workplace
- Knowledge about managing money
- Knowledge about the dangers of misusing drugs
- Knowledge about what is meant by safe and safer sex
- Understanding of different forms of contraception
- Understanding needs in relationships
- Knowledge about the organisations which offer support in relationships
- Understanding of different signs of stress
- Understanding of diversity within different ethnic groups
- Understanding of prejudice
- Understanding of the responsibilities of parents
- Understanding of their legal rights in a global context
- Understand that growing up involves freedom and responsibility
- Knowledge about how parliament and government make laws
- Knowledge about how to interpret media messages
- Understanding of issues about social and environment matters
- Knowledge about how to work effectively as part of a team
- How to be an active member of their school community

Statement of assessment: Exam(s) 100%

AQA GCSE Business

| Paper 1: Influences of operations and HRM on business activity | + | Paper 2: Influences of marketing and finance on business activity |
|--|---|--|
| <p>What's assessed</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Business operations • Human resources | | <p>What's assessed</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Marketing • Finance |
| <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE | | <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE |
| <p>Questions</p> <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks. | | <p>Questions</p> <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks. |

Outline of content of units / modules:

There is no controlled assessment and therefore all content will be examined via external exams. There will be 2 papers that have different content – shown above.

Students need to be aware of the impact ‘business in the real world’ and ‘influences on business’ have on the four functional areas of business: business operations, human resources, marketing and finance.

Over the 2 years of the course, students are building on what they learnt at Key Stage 3 and so will cover similar business concepts again but in a different context. Exam technique is similar however, there are a wider variety of challenging questions (6, 9 and 12 marks) and therefore structure of answers will take a bigger role in lessons.

10% of the course now has to be based on the ability to make calculations and therefore there will be plenty of practice on basic numeracy. Students will need to know basic calculations such as multiplication, addition and percentage change,

Any other relevant info e.g. visits, requirements:

Year 11: New York

Entry Level Qualification:

No Entry Level qualification is offered for Business.

Statement of assessment: 50% Exam**50% Controlled Assessment**

Cambridge Nationals are vocational qualifications that offer the same size, rigour and performance points as GCSEs.

This qualification is for students aged 14–16 who wish to develop applied knowledge and practical skills in Child Development.

Outline of content of units:

The course consists of three units: one examined and two internally assessed and externally moderated, comprising 50% for the exam and 25% for the other two units.

It has been designed to fit into the curriculum and form a key part of any student's Progress 8 and Attainment 8 approved subjects.

Unit 1

The first unit underpins all of the other learning in this qualification. All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications.

Unit 2

In Unit 2, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices. Evaluation skills are transferable skills which would be of use in further studies in most areas.

Unit 3

In Unit 3, students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development. These transferable skills will support further studies in many other subjects.

Other relevant information:

Cambridge Nationals provide two exam sessions a year, with opportunities for resits and the best mark counts.

Placements in local childcare facilities will take place for approximately 7 weeks.

External speakers and local visits form part of the programme of study.

Statement of assessment: Exam(s) 100%

| Paper 1 | + Paper 2 |
|--|---|
| <p>What's assessed</p> <p>Section A: Active citizenship</p> <p>Section B: Politics and participation</p> | <p>What's assessed</p> <p>Section A: Life in modern Britain</p> <p>Section B: Rights and responsibilities</p> |
| <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50 % of GCSE | <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 80 marks • 50 % of GCSE |
| <p>Questions</p> <ul style="list-style-type: none"> • Section A: Active citizenship questions: questions on the citizenship action of others and questions on the students taking citizenship action investigation (40 marks) • Section B: Politics and participation question (40 marks) • Question types: multiple-choice, short answer, source-based questions, extended answer | <p>Questions</p> <ul style="list-style-type: none"> • Section A: Life in modern Britain questions (40 marks) • Section B: Rights and responsibilities questions (40 marks) • Question types: multiple-choice, short answer, source-based questions, extended answer |



**GCSE (9–1) in
Citizenship (8100)
AQA**

Outline of content of units / modules:

Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

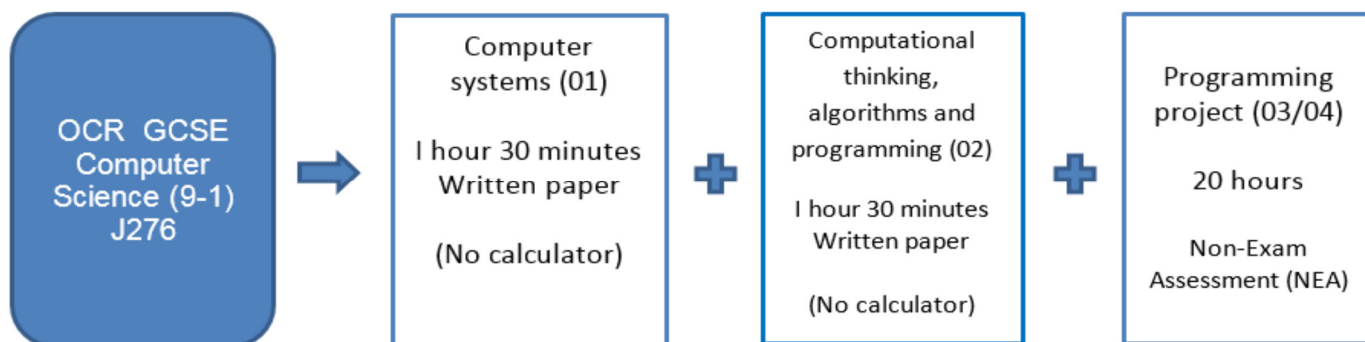
The overarching theme of this specification is ‘How citizens can try to make a difference’. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The skills, processes and methods underpin the specification.

The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the United Kingdom’s (UK’s) role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

The opening section of each theme outlines the ‘key concepts’. This is followed by four questions with associated content. The final key question of each theme relates to how citizens can try to make a difference.

Statement of assessment: Examination 2 x 50% Programming project**Outline of content of units / modules:****Component 01 Computer systems:**

- Systems Architecture (CPU, Embedded systems)
- Memory (ROM/RAM, Virtual memory, Flash memory)
- Storage (storage devices, magnetic, optical, solid-state, capacity)
- Wired and wireless networks (LANs/WANs, the Internet)
- Network topologies, protocols and layers (Wi-Fi, MAC/IP addressing, protocols)
- System security (threats, prevention)
- System software (operating systems, utility software)
- Ethical, legal, cultural and environmental concerns (issues, impact & legislation)

Component 02 Computational thinking, algorithms and programming:

- Algorithms (computational thinking)
- Programming techniques (variables, functions, sequence, selection, iteration, file-handling, arrays, data types)
- Producing robust programs (validation, testing, debugging errors)
- Computational logic (Boolean, logical, arithmetic operators)
- Translators and facilities of languages (compilers, IDE)
- Data representation (units, binary, hexadecimal, ASCII, compression)

Component 03 Programming project:

· The programming project is completed to help reinforce the content of the Computational thinking, algorithms and programming examination. Students will use the programming techniques learnt to produce a solution to a given brief. Students will work through:

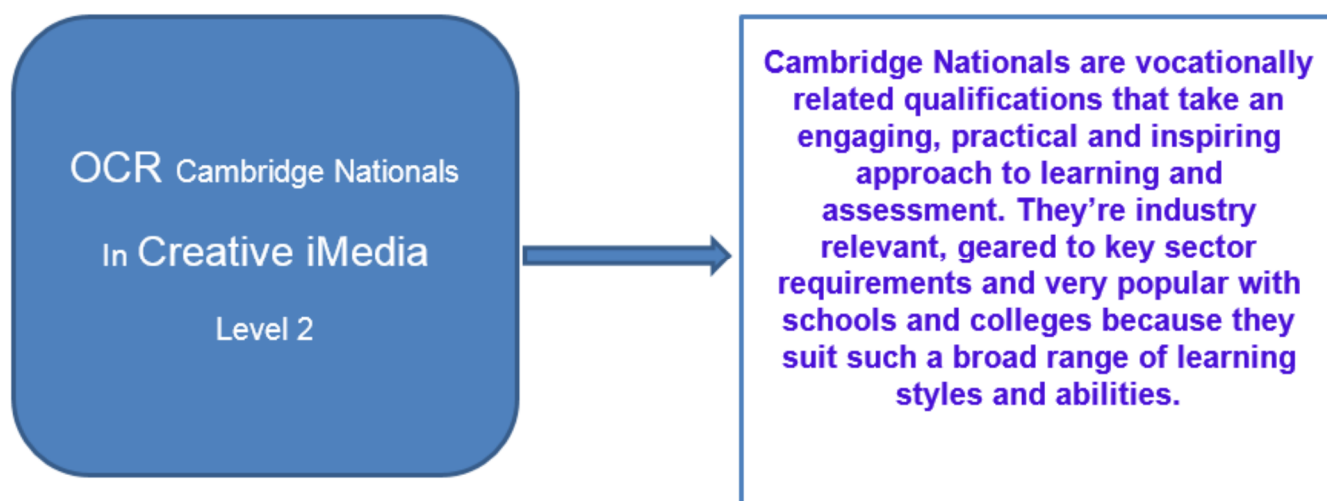
- Analysis
- Design
- Code Development
- Testing, evaluation and conclusions

Any other relevant info e.g. visits, requirements:

No prior knowledge of this subject is required and there are no prior qualifications required in order for learners to enter for a GCSE (9–1) in Computer Science. However, students will need to have good mathematical and problem-solving skills (ideally placed in top sets for Maths).

Students will have experienced an introduction to Computer Science, algorithms and basic programming skills using Python during the Key Stage 3 programme of study.

Statement of assessment: **25%: 1 externally marked exam – 1 hour 15 minutes**
 25% each: 3 controlled assessment units of work



Outline of content of units / modules:

Mandatory units that have to be completed are:

- R081 Pre-production Skills – written externally marked examination*
- R082 Creating Digital Graphics*

Two further units are then completed; these will be chosen by the centre from the following:

- R083 Creating digital characters
- R084 Story-telling with a comic strip*
- R085 Creating a multi-page website
- R086 Creating a digital animation
- R087 Creating interactive multi-media products*
- R088 Creating digital sound
- R089 Creating digital video
- R090 Digital photography
- R091 Designing a game
- R092 Developing digital games

**Current units being delivered*

Any other relevant info e.g. visits, requirements:

The qualification encourages creativity to produce a solution to meet the needs of a client, and practical skills using industry-standard software will be developed. Students will have had some experience of producing digital products using relevant software applications during the Key Stage 3 Programme of Study. This includes animation, website design, graphics, audio-editing, video-editing and multimedia presentations. Students do have to produce documentation for the units such as analysis, planning, design, testing and evaluation.

Lower ability students are also able to achieve the Creative Imedia qualification at Level 1.

Statement of assessment: **Exam(s) 50%** **Controlled Assessments 50%**

Unit 1: Written exam: 2 hours • 100 marks • 50% of GCSE

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

Questions

Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

Unit 2 Non-exam assessment (NEA): 30–35 hours approx • 100

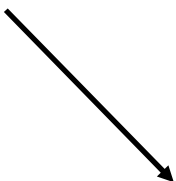
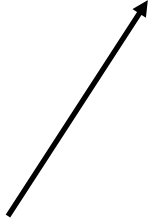
Task (s)

- Substantial design and make task

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating, developing, & realising design ideas
- Analysing & evaluating
- Students will produce a prototype and a portfolio of evidence

GCSE (9-1)
Design & Technology
AQA



Outline of content of units / modules

This course will help you to understand and appreciate the design and manufacture of existing products, making you a more discriminating purchaser. It will help you to be creative in your approach to work, develop sketching ability and use of digital technologies in designing and creating products. You will learn about iterative design practices and strategies used by the creative, engineering and manufacturing industries.

You will learn about important issues that affect design in the wider world such as sustainability, global issues and user-centred design. You will learn about a range of materials and components that can be used to create products including smart materials that respond to changes in light, temperature or pressure.

Material Costs - Students wishing to keep the practical work resulting from both their coursework and controlled assessment activities will be asked to make a contribution towards the costs of the materials used in their making.

GCSE Drama students will follow the AQA specification.

Statement of assessment: Exams: 70% written & performance, Controlled Assessment 30%

Outline of content of units/modules:

Drama is a two year course in which students will need to: demonstrate their knowledge and understanding of different genres and performance styles; use directing skills; demonstrate their acting skills (including the development of characters); understand technical aspects; explain historical, cultural and social contexts; use a range of performance and design conventions; evaluate rehearsal processes and work both collaboratively and independently.

With this in mind, students that wish to undertake this course need to be extremely motivated and capable of sustained independent study.

There are three modules to the Drama GCSE Syllabus:

Devised Performance 40%

- This component is internally assessed and externally moderated.
- This unit is assessed through a combination of practical and written work. The practical work requires students to use a stimulus/theme to create a devised performance piece in small groups. This piece is then performed to an audience and each student's performance skills are assessed.
- The written work requires students to produce a portfolio recording and explaining their devising process. The portfolio assesses each student's understanding of how devised theatre is created and their contribution to their group's piece.

Text Performance 20%

- This component is externally assessed by a visiting examiner.
- This unit is assessed through practical performance work.
- Students are required to perform 2 short extracts from a published play text. Students must perform both extracts from memory and develop their own individual characterisation.

Written Exam 40%

- This component is externally assessed.
- This unit is assessed through written work, under exam conditions.
- The exam consists of a combination of multiple choice, short-answer questions and extended responses. Students will be required to demonstrate an understanding of general theatre roles/terminology, play texts and live theatre productions.
- In preparation for the exam students will study a play text set by the exam board. This preparation will involve practical exploration of the play as actors, directors and designers. Students will also be required to watch at least one live theatre production and during the exam will be asked to evaluate different theatrical aspects of the production that they saw.

Any other relevant information

Students are expected to participate in extra-curricular activities, performances (including the school production), workshops and attending theatre excursions.

Entry Level Qualifications

Where the demands of GCSE Drama are too much we are able to offer selected students opportunities to study Drama at Entry Level. The examination board for these examinations is The London Academy of Music and Dramatic Art (LAMDA) and involves students travelling to Birmingham/Manchester to undertake their examination in speech, drama performance and/or communication.

Statement of assessment: Exam(s) 40% Controlled Assessment 60%

OCR**Unit 1 is the 'Portfolio'**

- To begin in the January of Year 10.

Unit 2 is the 'Externally Set Task'

- Approximately 10 weeks to plan, prepare and refine an idea.
To conclude with ten hours of controlled time in which to produce a final outcome.

Outline of content of units / modules:**Unit 1 'The Portfolio'**

- Developed from personal and / or teacher - devised starting points
- Split in to 4 areas. DEVELOP, REFINE, RECORD and PRESENT
- Produced under 'Controlled Assessment' conditions
- Prior to this, teachers lead 'workshop' activities aimed at building levels of skill and confidence in a variety of Fine Art disciplines

Unit 2 'The Set Task'

- In January of Year 11 students will select one question from an externally set paper, which they then produce a personal response to
- In the same way as The Portfolio, split in to 4 areas DEVELOP, REFINE, RECORD and PRESENT

Fine Art is the practice of creating work which is primarily for aesthetic, intellectual or purely conceptual purposes.

Learners explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes.

Learners explore practical and relevant critical and contextual sources such as the work of contemporary and historical fine artists.

Working to one or more areas of Fine Art is required, such as those listed below:

| | | |
|----------------------|----------|--------------|
| Painting and Drawing | Land Art | Installation |
| Photography | Printing | Mixed Media |
| Sculpture | | |
| Printmaking | | |

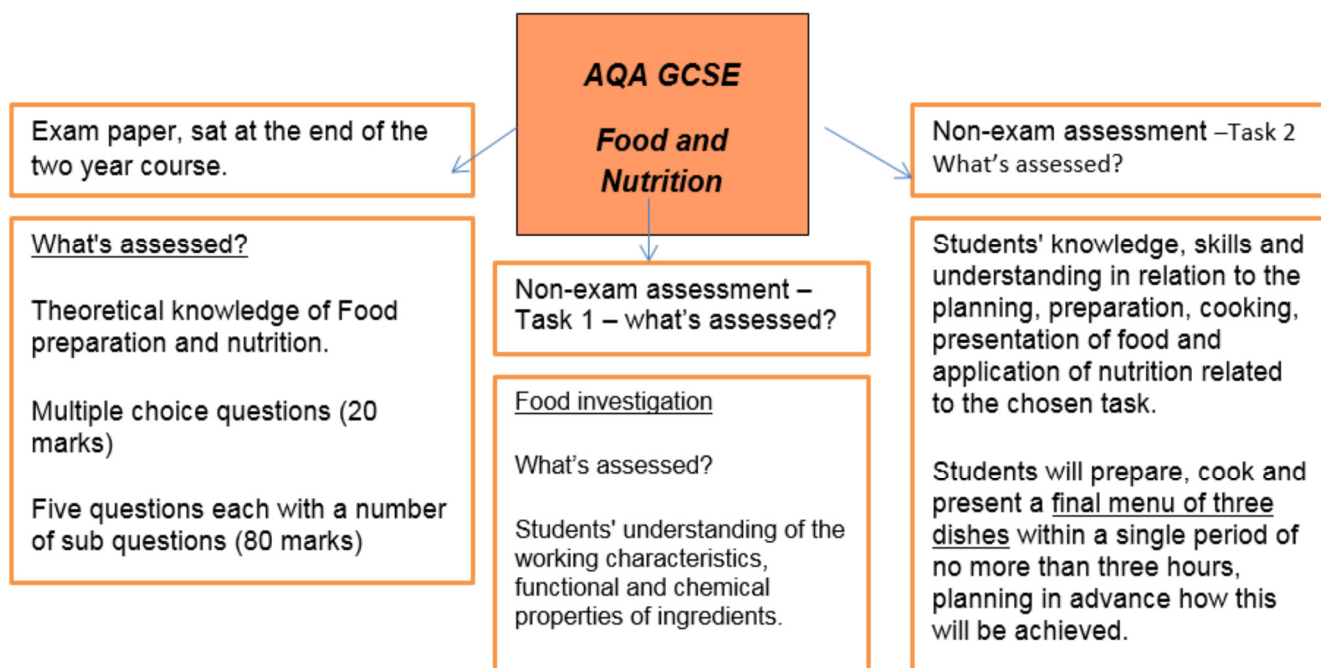
Any other relevant info e.g. visits, requirements:

- Cannot be taken with GCSE Graphic Communication.
- One trip to an art gallery / museum in the UK and possibly one trip to a foreign cultural city, such as Barcelona or Rome.
- Students will need to buy at least 2 A3 sketchbooks during the course. A good range of art materials such as pencils and water colour paints would come in very useful.

Entry Level Qualification:

No Entry Level is offered in Fine Art.

Statement of assessment: Exam(s) 50% Controlled Assessment 50%



This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

The students will build on the key skills they have developed at Key Stage Three and allow them to further progress with their further understanding about where food comes from, its potential and its effects.

Any other relevant info e.g. visits, requirements:

The majority of the specification should be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Students will be making food products each week and will need to research recipes and bring ingredients for these sessions.

Visits to local food producers will take place in Year 10.

Other routes including Food and Nutrition:

There is an option to take a Btec in home cooking skills if staff feel this course is more appropriate. It should be noted that this Btec does not count towards attainment but is a recognised vocational qualification at Level 2 that could enable to access a level 3 Btec post sixteen.

Statement of assessment: Exams 100%

The Pearson Edexcel GCSE (9-1) in French consists of four externally examined papers based on the following skills:

- Listening
- Speaking
- Reading
- Writing

Students in the current Year 9 will complete their speaking assessment in April/May 2021 and all other assessments in May/June 2021. Each paper is available at Foundation tier or Higher tier: students must be entered for the same tier across all papers. The use of dictionaries is not permitted in any paper.

Outline of Assessment:**• Paper 1: Listening and understanding (25%)**

Foundation tier: 35 minutes including 5 minutes reading time; 50 marks

Higher tier: 45 minutes including 5 minutes reading time; 50 marks

• Paper 2: Speaking (25%)

There are 3 elements to the speaking exam: a role play, a description of a photo and a conversation about a chosen topic. The class teacher will conduct the exam.

Foundation tier: 7–9 minutes plus 12 minutes preparation time; 60 marks

Higher tier: 10–12 minutes plus 12 minutes preparation time; 72 marks

• Paper 3: Reading and understanding (25%)

Foundation tier: 45 minutes; 50 marks

Higher tier: 1 hour; 50 marks

• Paper 4: Writing (25%)

Foundation tier: 1 hour 10 minutes; 60 marks

Higher tier: 1 hour 20 minutes; 60 marks

Outline of Content:

A French GCSE allows students to develop their ability to communicate with native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-speaking communities and countries.

The course is organised into five themes, each broken down into topics and sub-topics:

- **Identity and culture (Sept- Feb Year 10)**
- **Local area, holiday, travel (Feb- June Year 10)**
- **School (June-Sept Year 10)**
- **Future aspirations, study and work (Sept- Dec Year 11)**
- **International and global dimension. (Jan-Feb Year 11)**

Other relevant info:

We are lucky to have the expertise of a French Foreign Language Assistant. Students in Years 10 and 11 can benefit from regular conversation in small groups with a native speaker which undoubtedly helps improve performance in the Speaking test.

Homework

We expect students to spend at least 30 minutes a week learning vocabulary for a weekly class vocabulary test.

There will also be a weekly 30 minute written task set for homework, either a grammar task, some listening exercises, a translation or a piece of extended writing.

Statement of assessment: Exams 100% 3 Written Papers Fieldwork visits - 2

AQA – Geography (1-9) - 8035

Paper One (35%): Living with the Physical Environment

1 hr 30 minutes

88 marks (including 3 marks for SPaG)

Covers the key geographical themes of physical geography: natural hazards (volcanoes, earthquakes, extreme weather, climate change), rivers, coasts, ecosystems, rainforests and cold environments (the Arctic).

- Section A: answer all questions (33 marks)
- Section B: answer all questions (25 marks)
- Section C: answer any two questions from questions 3, 4 and 5 (30 marks)

Question types: multiple choice, short answer, levels of

+

Paper Two (35%): Challenges in the Human Environment

1 hr 30 minutes

88 marks (including 3 marks for SPaG)

Covers the key geographical themes of human geography: urban issues and challenges, population growth, our changing economic world, globalisation, resource management, energy issues, development and aid.

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)

Question types: multiple choice, short answer, levels of response, extended prose

+

Paper Three (30%): Geographical Applications

1 hr 15 minutes

76 marks (including 6 marks for SPaG)

Part 1 is an issue evaluation that involves an element of problem solving, testing candidates ability to apply their geographical understanding and skills to a real life issue.

Answer all questions (37marks)

Part 2 is based on fieldwork and will test candidates' general understanding of field work skills as well as questions about a piece of field work they have carried out.

Answer all questions (39marks)

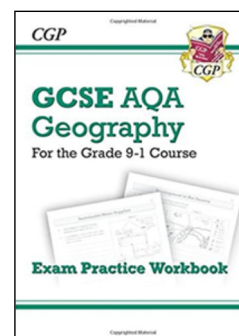
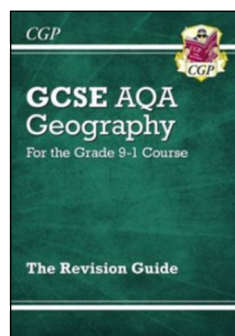
Question types: multiple choice, short answer, levels of response, extended prose

Any other relevant info e.g. visits, requirements:

Birmingham fieldwork, Coastal Study at Rhyl, Foreign Field Visit (tbc).

Entry Level Qualification:

No Entry Level qualification is offered for Geography.



Statement of assessment: **Exam(s) 40%** **Controlled Assessment 60%**
OCR

Unit 1 is the 'Portfolio'

- To begin in the January of Year 10.

Unit 2 is the 'Externally Set Task'

- Approximately 10 weeks to plan, prepare and refine an idea.
- To conclude with ten hours of controlled time in which to produce a final outcome.

Outline of content of units / modules:

Unit 1 'The Portfolio'

Developed from personal and / or teacher - devised starting points

- Spilt in to 4 areas. DEVELOP, REFINE, RECORD and PRESENT
- Produced under 'Controlled Assessment' conditions
- Prior to this, teachers lead 'workshop' activities aimed at building levels of skill and confidence in art, photography and image manipulation

Unit 2 'The Set Task'

- In January of Year 11 students will select one question from an externally set paper, which they then produce a personal response to.
In the same way as The Portfolio, split into four areas DEVELOP, REFINE, RECORD and PRESENT.

Graphic Communication involves the practice of creating work to convey information, ideas and emotions through the use of graphic elements such as colour, icons, images, typography and photographs.

Learners will explore practical and relevant critical and contextual sources such as the work of historical and contemporary graphic designers and the different purposes, intentions and functions of graphic communication.

Working from one or more of the following areas of Graphic Communication:

| | | | |
|-------------|------------------------|------------------|-------------|
| Typography | Communication graphics | Design for print | Advertising |
| Multi-media | Illustration | Package design | Signage |

Any other relevant info e.g. visits, requirements:

Cannot be taken alongside GCSE Fine Art.

One trip to an art gallery / museum in the UK and possibly one trip to a foreign cultural city, such as Barcelona or Rome.

Students will need to buy at least two A3 sketchbooks during the course. A good range of art materials such as pencils and water colour paints would come in very useful. A digital camera would be useful but not essential.

Entry Level Qualification

No Entry Level is offered for Graphic Communication.

Statement of assessment: 2 Exam papers - each of 1 hour 45 mins = 50% x2

We follow the AQA specification 'Explaining the Modern World' (8145).

Key Units:

1. Germany 1890-1945: Democracy and Dictatorship
2. Conflict and Tension in Asia, 1950-75: The Korean War and Vietnam War
3. A British depth study of a period of about 20-40 years – Norman England, c.1066-1100
4. A study over a long period of time – Health and the People, c.1000-the present day
5. The Historical Environment – The study of the battle site at Hastings (This forms part of the Norman England unit.)

Outline of content of units/modules:

What was Germany like before the First World War?

Why and how did Hitler come to power in 1933? What was life like in Nazi Germany? Was there any opposition to the Nazis?

Why did North Korea invade South Korea? Why did the UN send an army to support South Korea?

Why did the USA get involved in Vietnam? What were the tactics of both sides in the Vietnam War?

Why did the USA withdraw from Vietnam?

Norman England: Who claimed the throne in 1066 and why? Why did William win the Battle of Hastings? Who challenged William's authority? What was life like in Norman England?

What were the factors that led to improvements in medicine over the centuries? Who were the key individuals that made a difference?

Why did a battle take place at Hastings? Why and how was the environment important to the Battle of Hastings?

Entry Level Qualification:

There is no entry level qualification in History at Key Stage 4.

Statement of assessment: Exam 40% Non Exam Assessment 60%

| <u>Component</u> | <u>Marks</u> | <u>Weighting</u> | |
|--------------------------|---------------------|-------------------------|------------------------|
| Integrated portfolio | 60 - | 30% | Non-exam assessment |
| Practical component | 60 - | 30% | Non-exam assessment |
| Listening and appraising | 80 - | 40% | 1 hour 30 minutes exam |

Outline of content of units / modules:

Unit 1:

1 performance on an instrument, voice, or sequencing

1 composition

This unit is based on Area of Study 1 - 'My Music'

Unit 2:

1 group performance

1 composition based on one of the other Areas of Study - The Concerto through Time, Rhythms of the World, Film Music or Conventions of Pop

Unit 3:

A written Listening and Appraising paper in exam conditions based on any of the Areas of Study 2
- 5

Any other relevant info e.g. visits, requirements:

You can sing OR play an instrument, or use relevant software to create music. You do NOT have to be able to play an instrument to access GCSE Music. However, a secure knowledge and understanding of key musical elements is required.

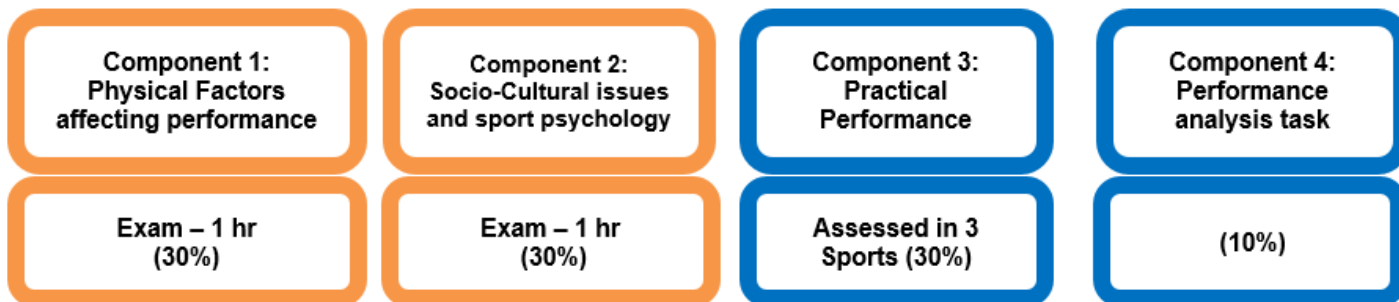
Entry Level Qualification:

No Entry Level qualification is offered for Music.

Statement of assessment: Two Exams 60%

Controlled Assessment 40%

Exam Board: OCR



Outline of content of units / modules

Theory

| Component 1: Physical factors affecting performance | Component 2: Socio-cultural issues and sports psychology |
|---|--|
| Content overview <ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Physical training | Content overview <ul style="list-style-type: none"> • Topic 1: Health, fitness and well-being • Topic 2: Sport psychology • Topic 3: Socio-cultural influences |
| The assessments consist of multiple-choice, short-answer, and extended writing questions. | |

Practical: Assessed in 3 Sports (1 from Team, 1 from Individual and 1 other from either group)

| Team Sports | | | Individual Sports | | |
|----------------------|----------|--------------|---|--|---|
| Association football | Handball | Netball | Amateur boxing | Golf | Rowing or Sculling or Canoeing or Kayaking |
| Basketball | Hockey | Rugby league | Athletics | Gymnastics Floor routines and apparatus only | Skiing or Snowboarding Outdoor/indoor on snow |
| Camogie | Hurling | Rugby union | Cycling Track or road cycling only | Equestrian | Swimming |
| Cricket | Lacrosse | Volleyball | Diving Platform diving | Rock climbing Can be indoor or outdoor | Trampolineing |
| Gaelic football | | | Can be either Team or Individual but cannot be assessed in both. | | |
| Badminton | | Dance | | Tennis | |
| Rowing | | Squash | | Table tennis | |

Any other relevant info e.g. visits, requirements:

Students are required to participate in a number of sports inside and outside of school in order to achieve their potential within this subject. Although this is very time consuming, students who are considering taking the subject should not find this a problem due to their love of physical activity and sport.

Entry Level Qualification:

The course has three components, the:

- Learning and performance of practical activities where they will be assessed in 3 areas.
- Analysis of performance.
- Understanding.

Statement of assessment: Exam(s) 100%

AQA Religious Studies spec A

Religious Studies is an option subject taught over two hours per week.

GCSE: Two examinations

| | | | |
|--|---|---|---|
| <p>Paper 1</p> <p>Topics: beliefs and teachings and practices of two religions (Christianity and Islam)</p> | <p>Each of the religions are examined by TWO 5-part compulsory questions (24 marks each question)</p> <p>There will be one question for each topic for each religion (four in total)</p> <p>Exam: 1 hour 45 minutes-96 marks (plus 5 for SPAG)</p> | <p>Paper 2</p> <p>Religious, philosophical and ethical studies in the modern world:</p> <p>Themes: Four chosen from the list below:</p> <p>Religion and relationships</p> <p>Religion and life</p> <p>The existence of God and revelation</p> <p>Religion, peace and conflict</p> <p>Religion, crime and punishment</p> <p>Religion, human rights and social justice</p> | <p>Each of the four themes chosen is examined by one 5-part compulsory question (24 marks each).</p> <p>Four questions in total</p> <p>Exam: 1 hour 45 minutes-96 marks (plus 5 for SPAG)</p> |
|--|---|---|---|

Entry Level Qualification:

No entry level qualification offered by AQA

Statement of assessment: Exams 100%

The Pearson Edexcel GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills:

- Listening
- Speaking
- Reading
- Writing

Students in the current Year 9 will complete their speaking assessment in April/May 2021 and all other assessments in May/June 2021. Each paper is available at Foundation tier or Higher tier: students must be entered for the same tier across all papers. The use of dictionaries is not permitted in any paper.

Outline of Assessment:**Paper 1: Listening and understanding (25%)**

Foundation tier: 35 minutes including 5 minutes reading time; 50 marks

Higher tier: 45 minutes including 5 minutes reading time; 50 marks

Paper 2: Speaking (25%)

There are 3 elements to the speaking exam: a role play, a description of a photo and a conversation about a chosen topic. The class teacher will conduct the exam.

Foundation tier: 7–9 minutes plus 12 minutes preparation time; 60 marks

Higher tier: 10–12 minutes plus 12 minutes preparation time; 72 marks

Paper 3: Reading and understanding (25%)

Foundation tier: 45 minutes; 50 marks

Higher tier: 1 hour; 50 marks

Paper 4: Writing (25%)

Foundation tier: 1 hour 10 minutes; 60 marks

Higher tier: 1 hour 20 minutes; 60 marks

Outline of Content:

A French or Spanish GCSE allows students to develop their ability to communicate with native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-and Spanish-speaking communities and countries.

The course is organised into five themes, each broken down into topics and sub-topics:

- **Identity and culture (Sept- Feb Year 10)**
- **Local area, holiday, travel (Feb- June Year 10)**
- **School (June-Sept Year 10)**
- **Future aspirations, study and work (Sept- Dec Year 11)**
- **International and global dimension. (Jan-Feb Year 11)**

Other relevant info:

We are lucky to have the expertise of Foreign Language Assistants in both French and Spanish. Students in Years 10 and 11 can benefit from regular conversation in small groups with a native speaker which undoubtedly helps improve performance in the Speaking test.

Homework

We expect students to spend at least 30 minutes a week learning vocabulary for a weekly class vocabulary test.

There will also be a weekly written task set for homework, either a grammar task, a translation or a piece of extended writing.

Statement of assessment: Terminal Exams 100%**AQA Triple Science Option**

- All three must be taken.
- No controlled assessments: 15% of exam questions are based on practical skills
- 2 exams per subject, each 1hr 45min.
- Maths content of exams; Biology 10%, Chemistry 20%, Physics 30%
- There are 8 required practicals for each subject.
- Separate practical workbooks will need to be purchased for practical activities.
- 7 hours of curriculum time per week; 5 hours alongside double students, plus 2 hours of option time

Subject content per area:**Biology**

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

Chemistry

- Atomic structure and the periodic table
- Bonding structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



OPTION REQUESTS 2019 - 2021

Name: _____

Form: _____

Please choose ONE of the Ebacc subjects listed below and then choose 6 in number order from the remaining subjects (please do not select a subject twice)

Ebacc subjects: please choose one (ensure you do not select it again below. Label it as number 1.)

Geography

History

French

Computer Science

Spanish

Other Subjects: please choose 6 and NUMBER them in the boxes in order of preference

2-7. Please DO NOT TICK the boxes.

Fine Art

(cannot be taken with Graphic Communication)

Music

Creative iMedia

History

Drama

Citizenship (Personalised Learning Offered) (Covers two options)

Food Technology

(We would advise only doing Food Technology or Design Technology)

Physical Education

French

Computer Science

Geography

Design Technology (We would advise only doing Design Technology or Food Technology)

Graphic Communication

(Cannot be taken with Fine Art)

RP

Child Development

Spanish

Triple Science

Business

Student's Signature: _____



Please return this form to your Form Tutor by **MONDAY 25TH FEBRUARY 2019**