



# THE PRIORY SCHOOL

## KEY STAGE 4 INFORMATION BOOKLET 2022 – 2024



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 child 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 the subject specific requirements for A Level providers, colleges or apprenticeships. All students have already received some training on how to use the careers computer programme, Kudos, 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 their subject teachers.

As we are unable to hold our normal Information Evening to assist this process, we have replaced this with individual recordings by subject heads and students about each of the options subjects. These will be on our website from Friday 21st January and will be available for you to watch with your child leading up to the deadline for forms to be completed. There will also be a welcome video with some key information about the options process from me.

**Greater weighting will now be placed on the English Baccalaureate subjects which include Modern Foreign Languages, Maths, English and the Sciences, Geography and History.** 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 of Ebacc subjects students can take and we would strongly advise they take either History or Geography **and** French or Spanish.

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 receive 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 and should choose and order all 7 choices carefully.** 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.**

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 2 in an option block. Students should consider carefully whether they wish to pursue this course. The combined GCSE route will **not** prevent students from accessing A-Level courses and Science-based degrees and is often the better route for allowing 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 parent/carer 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 student will have a 1:1 consultation with either myself, Mrs White or another member of the Senior Leadership Team to ensure that the courses they are considering 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 during this meeting** 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 meetings will take place from 1st - 12th February** and will supplement the work that students have been following with their Life teachers this term. **A small group of students will follow the Personalised Learning route and study GCSE Citizenship; parents/carers and students will be approached separately by our SENDCo if this is the case. We would still encourage these students to choose an Ebacc subject alongside the Personalised Route.**

Timeline	
Friday 21st January 2022	Launch assembly and options videos go live on the school website
Monday 31st Jan to Friday 11th February 2022	Individual student meetings
Tuesday 8th February 2022	Year 9 Reflect and Progress reports issued
Monday 14th February 2022	Choices Form issued via Microsoft Forms
Monday 28th February 2022	Deadline for completed Microsoft Forms Options Choices

If you have any questions about the options process please direct them to me via [info@tpstrust.co.uk](mailto:info@tpstrust.co.uk).



Yours sincerely,  
 Mrs Knight  
 Deputy Headteacher

# 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.

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	<a href="https://www.scg.ac.uk/">https://www.scg.ac.uk/</a>
North Shropshire College	<a href="https://www.nsc.ac.uk/">https://www.nsc.ac.uk/</a>
Telford College	<a href="https://www.telfordcollege.ac.uk/">https://www.telfordcollege.ac.uk/</a>

### Apprenticeships

Shrewsbury College	<a href="https://www.scg.ac.uk/apprenticeships">https://www.scg.ac.uk/apprenticeships</a>
County Training	<a href="https://www.ctapprenticeships.co.uk/">https://www.ctapprenticeships.co.uk/</a>
The National Apprenticeship Service	<a href="https://www.gov.uk/apply-apprenticeship">https://www.gov.uk/apply-apprenticeship</a>

### 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 non examined 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: -

<b>Autumn Term</b>	October:	Publication of brochures and Post 16 events in Shrewsbury and Shropshire
	November:	Interviews with one of: Form Tutor, Head of House or Deputy Headteacher as well as IAG Adviser about plans for the future
<b>Spring Term</b>	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
<b>Summer Term</b>	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 now receive a Grade 1-9, with 9 being the highest grade which exceeds the old A\*. A “5” is considered the new benchmark by Government whilst a “4” is the equivalent of the old Grade C.

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

### **Non Examined Assessments (NEAs)**

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 2022 - 2024

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

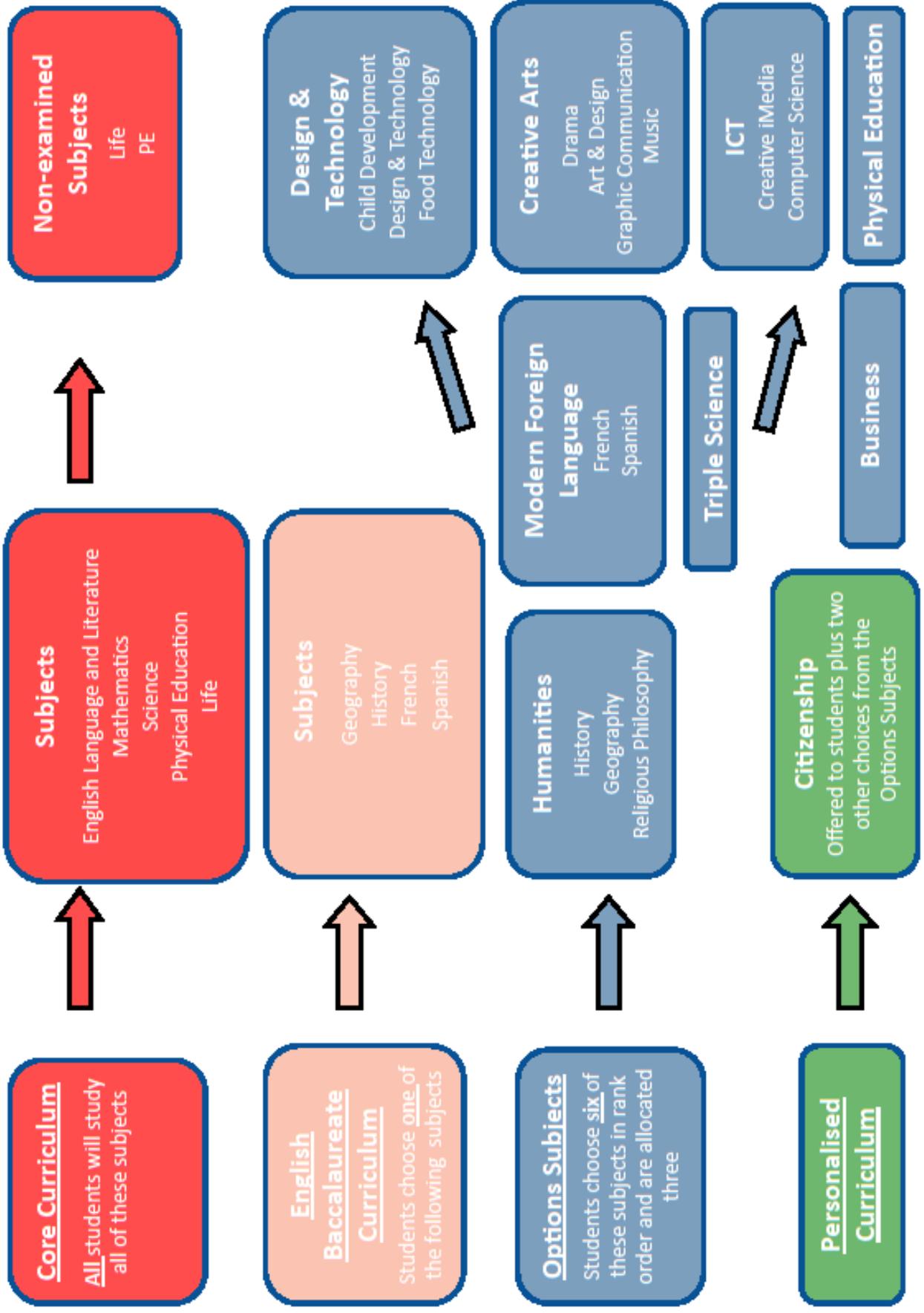
### OPTIONS SUBJECTS

#### **GCSEs:**

Art & Design  
 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 considered 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 19<sup>th</sup> century novel

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

**Section A:** Shakespeare (Macbeth)

**Section B:** 19<sup>th</sup> 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.

**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.
- 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

**Physical Education (Core PE)**

All pupils will have a compulsory two hours of PE a week.

There is no exam or written assessment for Core PE.

There is no assessment on practical performance like Key Stage 3. The assessment will be the attitude to learning scores (1-6), in line with the rest of the school. It is therefore required that students give their full effort and have the right attitude to learning in all of their lessons.

In Key Stage 4, students will participate in a range of sports. There is an emphasis on engagement, and participation, rather than a skill focus.

The intent of Key Stage 4 PE is to provide opportunities to build resilience; offer opportunities to compete against other schools, and within the house system; and empower students to develop healthy habits, and become lifelong participants of physical activity, by providing an engaging curriculum focusing on participation.

All students in Key Stage 4 follow a curriculum pathway which builds upon their learning in Key Stage 3. When students are in year 11, there will be opportunities to select the sports from a range of activities.

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

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.

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 and discrimination
- 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

The Life programme conforms to the statutory guidance on RSE with The school following the Shropshire 'Respect Yourself' programme. This is supplemented by resources from the PSHE Association.

**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 (under exam conditions) 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 Art & Design 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
- Assessed In the same way as The Portfolio, split in to 4 areas DEVELOP, REFINE, RECORD and PRESENT

**In Art, Craft and Design, students work in two or more disciplines from those listed below:**

**Fine Art;** drawing, painting, printmaking or sculpture

**Photography;** location or studio, the moving image

**Textile Design;** printed and digital textiles, fashion design or stitched and/or embellished textiles

**Three-Dimensional Design;** ceramics or jewellery

**Critical and Contextual Studies;** artistic movements, popular culture, natural forms

**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
- Students will need to buy at least 2 A3 sketchbooks during the course. A good range of art materials such as pencils, colour pencils and water colour paints would come in very useful.

**Entry Level Qualification:**

No Entry Level is offered

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

### Outline of content of units / modules:

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.

We complete Unit 1 in Year 9 and so students have already had a taster of the content of the GCSE course. Over the 3 years of the course, students are building on what they learnt in Years KS3 and so will cover similar business concepts again but in a different context and in more depth. 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 analyse data given in graphs and charts 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.

There are regular assessment 'checkpoints' testing knowledge, application of knowledge, analysis and evaluation as well as numeracy.

### Previous visits have included:

**Year 10:** Jaguar Land Rover

**Year 11:** Doncasters Shrewsbury

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

Paper 2
<b>What's assessed</b> Section A: Life in modern Britain Section B: Rights and responsibilities
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50 % of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Section A: Life in modern Britain questions (40 marks)</li> <li>• Section B: Rights and responsibilities questions (40 marks)</li> <li>• Question types: multiple-choice, short answer, source-based questions, extended answer</li> </ul>



**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:**

There are **two** examination papers that are **1 hour & 30 minutes** in length with a total of **80** marks, each having **50%** weighting of the final grade.

**Component 01 Computer systems:**

This paper consists of multiple choice questions, short response questions and extended response questions.

**Component 02 Computational thinking, algorithms and programming:**

This paper has two sections: Section A and Section B. Students answer both sections. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language studied in class (i.e. Python).

**Outline of content of units / modules:****Component 01 Computer systems:**

- 1.1 Systems Architecture
- 1.2 Memory & Storage
- 1.3 Computer networks, connections & protocols
- 1.4 Network security
- 1.5 System software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

**Component 02 Computational thinking, algorithms and programming:**

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages & Integrated Development Environments

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during the course. Programming is assessed in the Component 02 exam paper.

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

**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.

Post-16 opportunities include A-Level Computer Science. Careers opportunities include software development, cyber security and many more.

**2 Mandatory Units to be studied:****R093: Creative iMedia in the media industry (Examination)**

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

**R094: Visual identity and digital graphics (NEA Task)**

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

**Optional Units (1 further NEA task to be studied - chosen by the teacher)****R095: Characters and comics**

In this unit, students will learn to design and create original characters that convey emotion and personality. They will also learn to set characters within stories of their own making which flow logically and engage the reader, to use conventions of comics to tell characters' stories across multiple pages.

**R096: Animation with audio**

In this unit, students will learn to plan animations with soundtracks based on client briefs. They will learn to use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products.

**R097: Interactive digital media**

In this unit, students will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

**R098: Visual imaging**

In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs.

**R099: Digital games**

In this unit, students will learn to interpret client briefs to devise original digital game concepts. They will learn to plan digital games effectively and to use a game design document to create engagement among developers and clients, to create, edit, test and export playable digital games which they have designed.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/specification-at-a-glance/>

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

<b>Unit 1: Written exam:</b> 2 hours • 100 marks • 50% of GCSE	
<b>What's assessed</b>	<b>In addition</b>
<ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	<ul style="list-style-type: none"> <li>• at least 15% of the exam will assess Maths</li> <li>• at least 10% of the exam will assess Science</li> </ul>
<b>Exam Structure</b>	
<p><b>Section A</b> – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B</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.</p> <p><b>Section C</b> – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p>	
<b>Non-exam assessment (NEA):</b> 30–35 hours approx • 100 marks • 50% of GCSE	
<p><b>Choice of Contextual Challenges</b> that lead to a substantial design and make task</p> <p><b>Assessment criteria:</b></p> <ul style="list-style-type: none"> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating, developing, &amp; realising design ideas</li> <li>• Analysing &amp; evaluating</li> </ul> <p>Students will produce a prototype and a portfolio of evidence</p>	

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 the iterative design process 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** - Parents will be asked to make a contribution towards the costs of the materials used in prototyping and pupils will be provided with folders and AQA workbooks/revision guides.

**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. A high level of attendance is also crucial, particularly during practical work as students will be expected to create their performances as part of a team.

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.

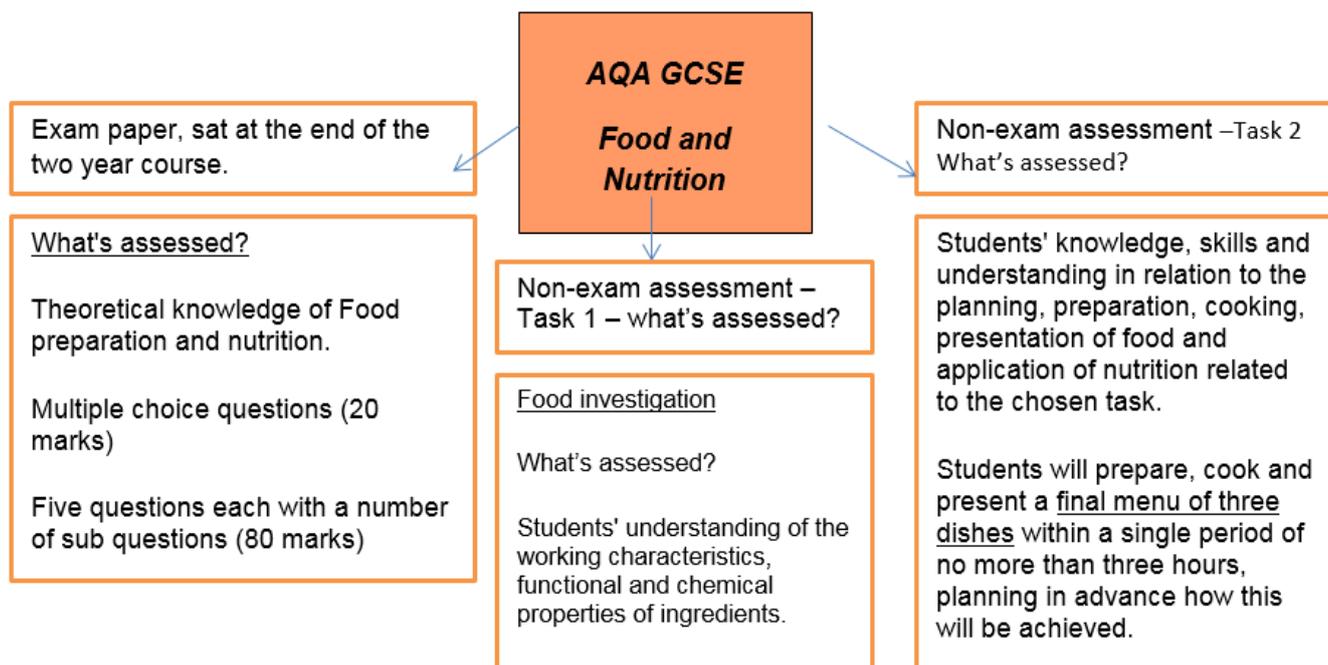
**Any other relevant information**

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) 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 2024 and all other assessments in May/June 2024. 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; 70marks

Higher tier: 10–12 minutes plus 12 minutes preparation time; 70 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– July Year 10)**
- **School (Sept-Oct Year 10)**
- **Future aspirations, study and work (Nov- 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 response, extended prose

+

**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. A resource booklet is studied in the weeks leading up to the exam.

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

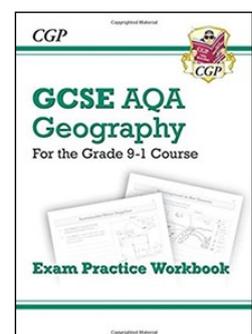
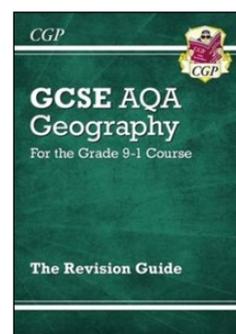
**Any other relevant info e.g. visits, requirements:**

Birmingham fieldwork, Coastal Study at Rhyl. Geography encompasses elements of a number of different subjects, therefore sits very well with Triple Science, History etc.

Please discuss with your Geography Teacher.

**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.  
Assessed 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.

Students 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

Students will need to buy at least two A3 folders during the course. A Digital camera and Adobe Photoshop would be useful but not essential.

**Entry Level Qualification**

No Entry Level is offered.

**Statement of assessment: 2 Exam papers - each of 2 hours = 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. The Historical Environment – Yorkshire after the Norman conquest, c1066–c1088, a site study. (This forms part of the Norman England unit.)
5. A study over a long period of time – Health and the People, c.1000-the present day

**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?

**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>	
Performance	72 -	30%	Non-exam assessment
Practical component	72 -	30%	Non-exam assessment
Listening and appraising	96 -	40%	1 hour 30 minutes exam

**Outline of content of units / modules:**

**Unit 1: Performing**

- 1 solo performance on an instrument or voice
- 1 ensemble (group) performance on an instrument or voice

**Unit 2: Composition**

- 1 free choice composition
- 1 composition based on a set brief set by Eduqas in year 11.

**Unit 3: Appraising**

A written Listening and Appraising paper in exam conditions based on any of the Areas of Study 1-4

- 1 - Musical Forms & Devices
- 2 - Music for Ensemble
- 3 - Film Music
- 4 - Popular Music

**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 play an instrument to begin the course, however the standard instrumental performance level is grade 3. If you don't already play an instrument starting the course, you will struggle to get to this standard without additional instrumental tuition.

**Entry Level Qualification:**

No Entry Level qualification is offered for Music.

Statement of assessment: Two Exams 60%, Controlled Assessment 10%, Practical Assessment 30%

Exam Board: OCR

<p><b>Component 1</b></p> <p>Physical Factors affecting performance</p> <p>Exam – 1 hr</p> <p>(30%)</p>	<p><b>Component 2</b></p> <p>Socio-Cultural issues and sport psychology</p> <p>Exam – 1 hr</p> <p>(30%)</p>	<p><b>Component 3</b></p> <p>Practical Performance</p> <p>Assessed in 3 Sports</p> <p>(30%)</p>	<p><b>Component 4</b></p> <p>Controlled assessment in class. Assessing and evaluating performance</p> <p>(10%)</p>
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## Outline of content of units / modules

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

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

TEAM SPORT	
Acrobatic gymnastics	Handball
Figure skating	Hockey
Futsal	Hurling
Ice hockey	Lacrosse
Inline roller hockey	Netball
Sailing	Powerchair football
Sculling	Rowing
Water polo	Rugby League
Association football	Rugby Union
Badminton	Squash
Basketball	Table cricket
Blind cricket	Table tennis
Camogie	Tennis
Cricket	Volleyball
Dance	Wheelchair basketball
Gaelic football	Wheelchair rugby
Goal ball	

INDIVIDUAL SPORT	
Amateur boxing	Rock climbing
Athletics	Sculling
Badminton	Skiing
Boccia	Snowboarding
Canoeing	Squash
Cycling (track or road)	Swimming
Dance	Table Tennis
Platform diving	Tennis
Equestrian	Trampolineing
Golf	BMX cycling
Gymnastics	Cross country running
Kayaking	Figure skating
Polybat	5k and 10k
	Sailing

### 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. **It is recommended that students compete in a minimum of 2 sports outside of school, and a 3<sup>rd</sup> sport in extra-curricular sport.** Students must record all fixtures in a competitive log.

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><b>Paper 1</b></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><b>Exam:</b> 1 hour 45 minutes-96 marks (plus 6 for SPAG)</p>	<p><b>Paper 2</b></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><b>Religion and life</b></p> <p>The existence of God and revelation</p> <p><b>Religion, peace and conflict</b></p> <p><b>Religion, crime and punishment</b></p> <p><b>Religion, human rights and social justice</b></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 3 for SPAG)</p>
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**Entry Level Qualification:**

No entry level qualification offered by AQA

**Statement of assessment: Exams 100%****Please note that Spanish is only available to students who have been studying it in Year 8 and 9**

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 final speaking assessment in April/May of year 11 and all other assessments in May/June of year 11. 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; 70 marks

Higher tier: 10–12 minutes plus 12 minutes preparation time; 70 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:

- **Local area, holiday, travel (Sept– Oct Year 10)**
- **School (Nov-Dec Year 10)**
- **Identity and culture (Feb- June 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.
- 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

