



Rednock School



Quality, Partnership, Success

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Key Stage 4 OPTIONS

2020 – 2022

Year 9 Options Evening

Thursday 6th February 2020

Deadline for Return of Option Choices

Friday 28th February 2020

KS4 Options 2020 – 2022

Introduction

Dear Year 9 Student

Over the next few weeks you will be making important decisions in your education, and beginning to plan for your future career. The choices you make now are very important as they will form the basis of your future career options, so take the time to ask questions and seek advice and guidance from your Subject Teachers, Tutor and Community Leader.

This booklet provides details of the subjects offered in the school's Key Stage 4 curriculum from September 2020. It also contains some advice and guidance regarding your option choices. There will be an opportunity to speak to your subject teachers at the Key Stage 4 Options Evening on Thursday 6th February 2020 and I encourage you to attend this evening to ensure that you have as much information as possible to help you make your choices.

At Key Stage 4 there are two sections to your timetable, there is a group of subjects which are compulsory, known as the Core Curriculum, including English, Maths, Science, ICT, Life Skills and Ethics and Physical Education. Your option subjects make up the other section of your timetable.

We recognise that making these decisions can sometimes be difficult. Some students have a clear idea about the career pathway they wish to follow but most are unsure. It is important that you keep an open mind and choose a curriculum which is broad and balanced. By the time you receive this booklet you will have had the following:

- Key Stage 4 Options assembly to explain the options process;
- A sequence of Life Skills lessons called 'Investigating Careers';

Further resources that you can use to investigate your career plans are:

- A. The 'Careers' section of the Learning Resource Centre (LRC) in school
- B. www.careersbox.co.uk - an online careers film and video library
- C. www.icould.com - an investigation resource of careers linked to school subjects
- D. <https://sacu-student.com> - register on this web site and take the SPARTAN test for a psychometric test that gives you career ideas
- E. UCAS - <https://www.ucas.com/> - Provides information on which courses are offered by universities and what the entry requirements are.

Please ensure that you spend time thinking carefully about your option choices and if you have any questions then go and speak to your Tutor, Skills Manager, Community Leader or Subject Teachers.

Mr S White
Assistant Head Teacher

Rednock School Curriculum 2020- 2022

All Key Stage 4 students will study a Core Curriculum and have the opportunity to select option subjects:

Core Curriculum	Qualification(s) Awarded
English Language	One GCSE
English Literature	One GCSE
Maths	One GCSE
Combined Science (Trilogy)	Two GCSEs
ICT	Non – examined subjects
Life Skills and Ethics	
Physical Education	

The Optional Curriculum at KS4 –

Choose one from	GCSEs	BTECs and Vocational Awards
<ul style="list-style-type: none">★ Geography★ History★ French★ German★ Triple science*	<ul style="list-style-type: none">★ Art & Design★ Business Studies★ Computer science★ Design & Technology★ French★ Geography★ German★ History★ Philosophy & Applied Ethics★ Physical Education★ Triple Science*	<ul style="list-style-type: none">★ Digital Creative Media Production★ Digital information technology★ Vocational PE★ Health & Social Care★ Music★ Performing Arts★ Catering and Hospitality

* All students will study Science at Key Stage 4 and those wishing to opt for Triple Science will currently demonstrate a flair and enthusiasm for the subject but will also meet the entry criteria, which have been set to give you the best chance of success.

Guidance on Making Choices

When making your option choices you need to consider the breadth of subject choices and their impact on the next stages of your education and future careers. You need to ensure that the range of subjects you choose will enable you to access courses both at Post 16 and at University and/or Apprenticeship routes.

Do	Don't
✓ Select subjects which you enjoy studying and are happy to participate in	✗ Select a subject because your friend is doing it, this is your choice
✓ Consider the mode of study which supports your learning style best e.g. practical or theory	✗ Select a subject because you like the teacher
✓ Select subjects at which you are successful	✗ Select subjects that are too similar – you should have a range of GCSEs for your future and to vary your learning
✓ Ask your parents & teachers for advice	
✓ Find out everything about a subject as you will be studying it for 2 years	

Types of Qualification and Methods of Assessment at Key Stage 4

The Key Stage 4 option subjects offered at Rednock School can lead to the award of a variety of qualifications at the end of Year 11 e.g. GCSE, BTEC and Vocational Awards.

The majority of GCSE subjects studied are now examined via 100% terminal exams at the end of Year 11. Some practical based subjects will be assessed through terminal exams and controlled assessment tasks or non-examined assessments e.g. Physical Education, Design and Technology, Computer Science and Art and Design.

Some students prefer an assessment system with fewer written examinations and a more practical approach. To support students who prefer this learning approach we offer a number of BTEC and Vocational courses which can be completed alongside any of the GCSE subjects offered. Through a BTEC or Vocational Award students develop knowledge and understanding by applying their learning and skills in work related contexts. Students develop responsibility for their own learning through completing portfolios of work to set deadlines and criteria. These programmes also enable students to enhance their key skills and provide a clear progression route through to Post 16 education. There is an externally examined component for BTEC and Vocational qualifications which can range from 25% to 40% of the overall qualification.

BTEC and Vocational Award courses available at Rednock School are:

- Level 1 / Level 2 BTEC Tech Award in Creative Media Production
- Level 1/ Level 2 BTEC Tech Award in Digital Information Technology
- Level 1 / Level 2 BTEC Tech Award in Music Practice
- Level 1 / Level 2 BTEC Tech Award in Health and Social
- Level 1 / Level 2 BTEC Tech Award in Performing Arts
- Level 1 / Level 2 Vocational Award in Hospitality and Catering
- Level 1 / Level 2 Vocational Award in Physical Education

Qualification Grading

GCSE qualifications will be graded using the numbers 1 – 9, with 9 being the highest and 1 the lowest. Where performance is below the minimum required to pass a GCSE, students will receive a U grade. The new grading scale was used for the first time at the end of the new GCSE courses in English language, English literature and maths in 2017. The chart below compares the new GCSE grading structure to the one used for the 'legacy' GCSEs. For example, a C sits between a 4 and 5 in the new grading structure:

Source: New GCSE grading structure, GOV.UK - Ofqual

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Level	BTEC Grade	GCSE Equivalent
2	Distinction *	8.5
	Distinction	7
	Merit	5.5
	Pass	4
1	Distinction	3
	Merit	2
	Pass	1.25

BTEC Grading

BTEC awards can be achieved at level 1 or level 2 depending upon the quality and challenge of the work completed and the grade achieved in the examined element. BTEC and GCSE grades are not directly equivalent, but the relative achievement can be compared in the table to the left.

Rednock Sixth Form

Rednock Sixth Form is the natural progression route from your Key Stage 4 studies. The Sixth Form provides a range of Advanced Level courses, Level 3 BTEC courses and an Employability course for students with different abilities and aptitudes which support higher education and careers beyond Post-18.

Entry to the Sixth Form (and to any other Further Education Establishment) will depend upon the grades you achieve at the end of Key Stage 4.

Key Stage 4 2020 – 2022

Core Curriculum

SUBJECT English Language and Literature (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Miss H Duncan	
GROUPING POLICY All students will follow two courses: English Language and English Literature (both with A.Q.A. exam board). Groups are set according to ability and the flexibility to move students between groups is maintained throughout the course.	
EXAM BOARD AQA	
ASSESSMENT: 100% External Examination	
Link to Specification: http://www.aqa.org.uk/subjects/english/gcse/english-language-8700 http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702	
COURSE CONTENT <ul style="list-style-type: none"> ● Creative writing ● Studying non-fiction texts (including 19th Century and modern texts) ● Writing transactional texts ● A Shakespeare play ● A 19th Century novel ● Contemporary and literary heritage poetry ● Either a modern drama or prose text ● Spoken Language <p>It is not possible to state exactly which texts students will be studying as this will vary from class to class. Please contact your child's English Teacher if you would like further information. The content will be assessed entirely through external examinations. There is no longer any coursework or controlled assessment element.</p> <p>What will my child learn?</p> <ul style="list-style-type: none"> • to demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately • to express himself/herself creatively and imaginatively • to become a critical reader of a range of texts, including multimodal texts, fiction and non-fiction prose, poetry and drama • to use reading to develop his/her own skills as a writer • to understand the patterns, structures and conventions of written and spoken English • to understand that texts from the British Literary Heritage have been influential and significant over time, and to explore their meaning and relevance today <p>What enrichment opportunities are available?</p> <ul style="list-style-type: none"> ● Students will be given a reading list at the beginning of the course that will complement their study of set texts. ● Where available, students will be given the option of seeing theatre productions of drama texts studied. 	
ASSESSMENT	
How will my child's work be assessed?	

New GCSEs, such as English Language and English Literature, will be graded 1 to 9, with 9 being the top grade. As there are no internally marked components, students can expect regular exam-style tasks that will be assessed through peer and self-assessment, as well as marked by their teacher. This will encourage students to understand the assessment requirements of each assessment objective.

AQA GCSE English Language 100% Examination (two exams)

Paper 1: Explorations in Creative Reading and Writing. (50%; 1hr 45mins)

- Reading unseen literature text
- Descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives. (50%; 1hr 45mins)

- Reading one unseen non-fiction text and one unseen literary non-fiction text (one of which will be from the 19th Century)
- Writing to present a viewpoint

AQA GCSE English Literature 100% Examination (two exams)

Paper 1: Shakespeare and the 19th Century novel. (40%; 1hr 45mins)

Paper 2: Modern texts and poetry. (60%; 1hr 45mins)

- Modern prose or drama text
- The poetry anthology
- Unseen poetry

Spoken Language

Spoken Language will no longer count towards the final grade in GCSE English Language. Instead, it will be recorded separately on each student's qualification certificate as an endorsement to the qualification.

ADDITIONAL INFORMATION

How can I support my child in this subject?

All parents are issued with a guide at the beginning of the course which outlines the GCSE in more detail and includes specific information regarding support.

The best way to support your child is to discuss regularly what they are learning in class. Discuss the texts they are studying, asking them to describe characters, themes and the historical or social context.

How can I support my child with exams?

The Literature exams are closed book, which means students cannot take copies of the texts into the exam with them. Therefore they need to know the texts very well. The best way to ensure this is for students to purchase their own copies of the set texts in order to highlight, annotate and turn them into a revision tool. Copies of set texts are available through the school.

There are a number of revision guides to purchase. York notes are particularly good for supporting the study of set texts. Other revision guides can be purchased through the school.

SUBJECT Mathematics (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr H Pugh	
GROUPING POLICY Set by Ability	
EXAM BOARD AQA	
ASSESSMENT: 100% External Examination	
Link to Specification: http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300	
COURSE CONTENT	
What will my child learn? The scheme of work follows the GCSE Curriculum 2015 and students will cover work on Number, Algebra, Ratio and Proportion, Geometry, Measures, Statistics and Probability.	
What will homework look like? Students will have one piece of homework a week. This will either be a written task or online.	
What enrichment opportunities are available? Gifted and Talented students take part in the UKMT Intermediate Maths Challenge.	
ASSESSMENT	
How will my child's work be assessed? Students self-assess their understanding of the work at the end of each unit. This is then marked by the teacher who gives feedback and sets further practice questions or extension questions as necessary. Common assessment tasks are given termly which will allow teachers to monitor students' progress throughout the course and find areas that extra study is needed on. Formal mock examinations will give students valuable exam practice as well as allow us to track their progress in the subject. The course is examined at the end of Year 11 in two tiers – Foundation and Higher. There are 3 examination papers and content from any part of the specification may be assessed: <ul style="list-style-type: none"> ● Paper 1 = Non-Calculator (33.3%) – 90 minutes ● Paper 2 = Calculator (33.3%) – 90 minutes ● Paper 3 = Calculator (33.3%) – 90 minutes Each examination paper will contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	
ADDITIONAL INFORMATION	
How can I support my child in this subject?	

- Be positive about learning Mathematics when speaking to your child, whatever your personal experience of Maths was.
- Discuss what your child is learning in Mathematics with them, and get them to focus on the process of “why” the Mathematics happens rather than concentrating on the answers.
- Help your child practice their numeracy. It is essential that they master their times tables, and formal methods of addition, subtraction, multiplication and division.
- Try to encourage your child to use Mathematics in everyday activities. For example, when you go to the supermarket you could play a game to see who could estimate the final bill the best.

How can I support my child with exams?

- Students need to make sure that they complete past papers, and then use that to analyse what topics they cannot solve.
- Test your child with the formulas that are needed for their exam

SUBJECT Combined Science (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Dr H Craig	
GROUPING POLICY Set by ability	
EXAM BOARD AQA	
ASSESSMENT: 100% External Examination	
<p>Link to Specification:</p> <p>Students follow the AQA GCSE Science Trilogy course. This is examined at the end of Year 11.</p> <p>http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</p>	
<p>COURSE CONTENT</p> <p>In Year 10 students will study the first half of the GCSE course, covering all three areas of Science. They will have two teachers, a main teacher who will teach two of the Science subjects, and a second teacher who will teach the third Science subject throughout the year. The topics studied will be as follows:</p> <p><u>Biology</u></p> <ol style="list-style-type: none"> 1. Cell biology: what are cells, what are they made of and how do they divide? 2. Organisation: how are cells organised into structures such as the heart? 3. Infection and response: how do bacteria and viruses cause disease? 4. Bioenergetics: students will study how plants and animals generate energy. <p><u>Chemistry</u></p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table: what is the structure of an atom and how was this discovered? 2. Bonding, structure and the properties of matter: how are atoms arranged into the molecules that make up the world around us? 3. Quantitative chemistry: how can chemists predict how much of a substance they will make? 4. Chemical changes: students will learn about different types of chemical reactions. 5. Energy changes: students will learn about how and why chemical reactions happen; why does burning a fuel create heat, for example? <p><u>Physics</u></p> <ol style="list-style-type: none"> 1. Energy: what is energy? How and why is it transferred? 2. Electricity: how do electrical circuits behave? How is electricity generated? 3. The particle model of matter: how do atoms and molecules behave in solids, liquids and gases? What happens when their temperature changes? 4. Atomic structure: everything in the universe is made of atoms; students will learn about their structure and how they were discovered. <p>In Year 11, students study the following topic areas:</p> <p>Biology - Homeostasis and response, Inheritance, Variation and evolution and Ecology</p> <p>Chemistry - The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources</p> <p>Physics – Forces, Waves, Magnetism and electromagnetism</p>	

What will homework look like?

Students will have one homework per week from their main teacher and one homework per fortnight from their second teacher.

What enrichment opportunities are available?

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

ASSESSMENT**How will my child's work be assessed?**

Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort and graded. We will also use mathematical techniques to track students' progress against prior attainment. All of those who we judge not to be progressing as we expect will be invited to attend a retest in the first instance, and then considered for additional support. In addition, students' progress will be assessed continuously through their classwork, homework and smaller in-class tests.

Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in the written examinations at the end of Year 11, however, students will need to have experienced the class practicals in order to answer the questions. Students who miss the practicals will be asked to catch up, and invited for additional support after school if they do not or cannot do this themselves.

Examinations will be at the end of Year 11.

There are six papers: two Biology, two Chemistry and two Physics, each worth 16.7% of the final qualification. Each of the papers will assess knowledge and understanding from distinct topic areas.

ADDITIONAL INFORMATION**How can I support my child in this subject?**

- Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.
- Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.
- Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete the homework. If they are stuck, encourage them to contact their teacher, who will be happy to help.
- Look through your child's Science book with them. Discuss the feedback they have received and how they can improve. Ask them to show you work that they are interested in or proud of.
- Encourage and help them to learn key words and formulae.

How can I support my child with exams?

- Help them to identify the material they need to revise.
- Help your child to plan their revision – a little, often is much better than cramming.
- Try to encourage your child to revise actively by condensing their notes, making mind maps, making revision cards. Ask them to identify specifically what they are learning then test them on it.

**Key Stage 4
2020 – 2022**

Option Choices

SUBJECT Art & Design – Fine Art (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr A Wallis	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 60% Portfolio; 40% Externally Set Assignment	
Link to Specification: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206	
COURSE CONTENT <u>What will my child learn?</u> <p>GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.</p> <p>This course enables students to develop their ability to actively engage in the processes of Art and Design, building creative skills and thinking through learning and doing, develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies within historical and contemporary contexts, societies and cultures. The AQA Art & Design course encourages students to develop a personal response to set project themes.</p> <p>All students undertake a minimum of three coursework units and an externally set exam unit in Year 11. The themes are designed as a common starting point and students are encouraged to develop work in personal and diverse ways. They will have the opportunity to work in a variety of media throughout the year including traditional and developing new technologies. A strong commitment to independent preparatory work and research is essential. In Year 10, students will develop two coursework units which they can extend in Year 11.</p>	
<u>What will homework look like?</u> <p>Homework or independent study in preparation for Year 11 and 6th Form approaches to learning. It may take the form of research tasks that support the work students complete in school, or practical drawing and painting, photography and digital media work in their sketchbooks. It may also require a visit to a location, gallery or exhibition.</p> <p>Examples of this would be to research artists and their work for theme pages, drawing and painting from supporting own sources, setting up and photographing own sources or undertaking a visit to record with a camera. Experimental work in a range of media is encouraged outside of the class environment.</p>	
<u>What enrichment opportunities are available?</u> <ul style="list-style-type: none"> ● Deep learning days when timetabled in Year 10 or 11. ● Gallery visits. ● Weekly Art extension classes after school. ● Independent classes at local arts centres. ● Independent visits to art galleries. ● Working with artists in residence. 	

ASSESSMENT

How will my child's work be assessed?

There are two components to be assessed:

- Portfolio of work 60%
- Externally set task 40%

Assessment is on-going with written and oral feedback and course work tutorials.

Literacy is an essential part of the new specification and school curriculum and is also taught and assessed within the art.

Students receive formal assessment grades on a 9 - 1 scale through the school reporting cycle and in their books in line with this new specification.

ADDITIONAL INFORMATION

How can I support my child in this subject?

A great deal of motivation is required. It is important that students undertake independent work and are prepared to spend enough time completing studies at home. Students who undertake this course will require some art materials for work at home.

How can I support my child with exams?

There is no examination in Year 10 as coursework is on-going. All students will undertake the externally set task in Year 11. This begins in January.

SUBJECT Business (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr I Cole	
COURSE LEADER Mrs G Evans	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 100% External Examination	
Link to Specification: http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/specification-at-a-glance	
COURSE CONTENT	
<u>What will my child learn?</u>	
<ul style="list-style-type: none"> ○ Business in the real world - The purpose of business activity, the role of business enterprise and entrepreneurship and the dynamic nature of business. ○ Influences on business - The importance of external influences on business and how businesses change in responses to these influences. ○ Business Operations - Students should understand the interdependent nature of business operations, human resources, marketing and finance. ○ Human Resources - The purpose of human resources, its role within business and how it influences business activity. Content will include everything from effective recruitment to motivating employees. ○ Marketing - The purpose of marketing, its role within business and how it influences business activity. Content will include identifying customers and methods used to promote products and services. ○ Finance - The purpose of the finance function, its role within business and how it influences business activity. Content will include everything from identifying sources of finances to analysing financial performance. 	
What will homework look like?	
Various tasks set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class and the review of marked work.	
What enrichment opportunities are available?	
<ul style="list-style-type: none"> ● Trips to visit businesses and learn from them; ● Guest speakers; ● Twitter articles; ● Deep Learning Day activities; ● Independent research. 	
ASSESSMENT	
How will my child's work be assessed?	
Students' classwork and homework will be systematically assessed throughout the course. This will include regular tests over the two years (internally assessed). These will be used to monitor and support progress and identify areas for students to develop.	

There are two examination papers which students will sit at the end of Year 11. The type of questions within each of these papers includes: multiple-choice, short answer, levels of response and extended prose.

Paper 1 will assess the units Business in the Real Work, Influences on Business, Business Operations and Human Resources (50%), 1 hour 45 minutes.

Paper 2 will assess the units Business in the Real Work, Influences on Business, Marketing and Finance (50%), 1 hour 45 minutes.

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Discussion of topics being covered;
- Trips to relevant localities with links made to learning;
- Access to ICT for independent research;
- Check that homework is being completed.

How can I support my child with exams?

- Revision techniques and timetabling;
- Encourage attendance at revision sessions after school;
- Encourage use of the electronic resources offered such as GCSE Pod.

SUBJECT Computer Science (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr A Birkett	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 100% External Examination	
Link to Specification: https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525	
<p>COURSE CONTENT</p> <p><u>What will my child learn?</u></p> <p>Computing is an enormous importance to the economy and the role of Computer Science as a discipline itself and as an ‘underpinning’ subject across science and engineering is growing rapidly.</p> <p>Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.</p> <p>Students studying this specification will learn how to create applications that:</p> <ul style="list-style-type: none"> ● Run on mobile devices ● Operate in a web enabled environment. <p>In addition they will:</p> <ul style="list-style-type: none"> ● Learn how to create simple computer games ● Gain an understanding of the fundamental concepts around creating software applications ● Have opportunities to work collaboratively. <p>The qualification gives students an understanding of key computing concepts and the fundamentals of programming. The course would best suit a student looking to study a science and / or a competent mathematician.</p> <p>It focuses on students creating applications, such as mobile and web apps and computer gaming. The students will create applications to solve problems based on real life scenarios and will test how well their solution meets the needs of the user.</p> <p><u>Units of Study:</u></p> <p><u>Course Specification:</u> https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525</p>	

ASSESSMENT

How will my child's work be assessed?

Component 1: Computational Thinking and Problem Solving

The content for this assessment will be drawn from subject content 3.1 and 3.2 in the Specification.

- Two Hours
- 90 Marks
- 50% of the GCSE
- Externally assessed

This component will include a range of types of questions from very short to extended answer.

Component 2: Computing Fundamentals

The content for this assessment will be drawn from subject content 3.3 to 3.8 in the Specification.

- One hour 45 minutes
- 90 Marks
- 50% of the GCSE
- Externally assessed

This component will include a range of types of questions from very short to extended answer.

Assessment Pattern:

This specification has one tier of assessment, with a single paper that covers all of the grades 1 - 9.

For assessments and subject awards for this specification there is a requirement that 100% of the assessment is terminal.

Progression Routes:

The demand for skilled Computer Science students is continually growing and outstripping supply. Computer Science graduates are highly in demand by employers both in the UK and abroad.

SUBJECT Design & Technology (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mrs A Brogan	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 50% Non-Exam Assessment; 50% External Examination	
Link to Specification: http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552	
COURSE CONTENT	
<u>What will my child learn?</u>	
<p>Core technical principles</p> <ul style="list-style-type: none"> • new and emerging technologies • energy generation and storage • developments in new materials • systems approach to designing • mechanical devices • materials and their working properties. <p>Specialist technical principles In relation to plastics, wood and metals:</p> <ul style="list-style-type: none"> • selection of materials or components • forces and stresses • ecological and social footprint • sources and origins • using and working with materials • stock forms, types and sizes • scales of production • specialist techniques and processes • surface treatments and finishes 	
What will homework look like?	
Various tasks set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class, the review of marked work.	
What enrichment opportunities are available?	
<ul style="list-style-type: none"> • Renishaw Teardown trip • Deep Learning Day activities • Independent research 	
ASSESSMENT	
How will my child's work be assessed?	
<p>Students' classwork and homework will be systematically assessed throughout the course. This will include termly tests over two years (internally assessed). These will be used to monitor and support progress and identify areas for students to develop.</p> <p>At the end of Year 11, students will sit one external examination which is worth 50% of the qualification.</p>	

External Examination:

- 2 hour exam totalling 100 marks.
- A mixture of multiple choice, short answer questions and extended response questions are used to assess a breadth of technical knowledge and understanding across the 3 key areas:
 - Core technical principles
 - Specialist technical principles
 - Designing and making principles

Non-Exam Assessment:

This is a substantial 'making' task which requires the application of the principles in the examination. It is worth 50% of this qualification. This unit is completed over approximately 35 hours. Students will be required to submit a practical piece and a portfolio of evidence.

ADDITIONAL INFORMATION**How can I support my child in this subject?**

- Discussion of topics being covered
- Trips to relevant museums
- Access to ICT for independent research
- Check that homework is being completed – Homework that has been set can be seen on Show My Homework from the school website

How can I support my child with exams?

- Revision techniques and timetabling
- Encourage attendance at catch up and revision sessions after school
- Encourage use of the electronic resources offered such as GCSEpod

SUBJECT French / German (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mrs V Wytchard	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 75% External Examination; 25% Externally Set Task (Speaking component)	
Link to Specification: http://www.aqa.org.uk/subjects/languages/gcse	
<p>COURSE CONTENT:</p> <p>French - Is one of the world's major international languages. Knowing French increases your chances of communicating in a non-English speaking country and the prestige of French art, music, literature, fashion, cuisine and cinema makes French a culturally important foreign language.</p> <p>German – Is spoken by over 150 million people, world-wide and is especially important in the fields of Business and Engineering. It is a great skill to have if you are going on to study Business, Geography, Travel and Tourism at College or University. Knowing some German will also allow you to fully understand the rich culture of German and Germany and get more out of your travels.</p> <p>What will be covered?</p> <p>We follow the AQA GCSE course for the French and German and over the course of the 2 years we cover the following themes:</p> <ul style="list-style-type: none"> ● Identity and culture (family, technology, free time, festivals and customs) ● Local, national and international areas of interest (home town, social issues, the environment, travel) ● Current and future study and employment (school life, jobs, future careers, post-16) <p>During the course, we aim to further develop the 4 skill areas of: speaking, listening, reading and writing.</p>	
<p>What will homework look like?</p> <p>Homework will take a variety of forms. It will be set weekly and students should aim to spend 45 minutes to an hour on it. It may take the form of a piece of writing, a piece of self or peer assessment, a reading activity with comprehension questions, preparation for a presentation, a listening activity, revision or some research on a cultural or grammatical theme. Alongside the set homework, students should be in the habit of learning vocabulary each week. The earlier they start this the more benefit it will have. Staff will often have vocabulary tests to encourage this.</p>	
<p>What enrichment opportunities are available?</p> <p>There are a variety of enrichment opportunities that could be / are made available to students at KS4, and as a department, we are open to suggestions from students as to what they would like to be involved in.</p> <p>These opportunities range from:</p> <ul style="list-style-type: none"> ● Catch-up sessions and workshops ● Residential trips to France and Germany ● Foreign film club ● Termly competitions within school 	

- Planning and running 'Language Days' and 'Cultural Evenings'
- Option to subscribe to Mary Glasgow foreign language magazines

ASSESSMENT

How will my child's work be assessed?

All external assessment of this course takes place at the end of the course. However, there will be regular formal and informal internal assessments to monitor student progress towards the final exam and to ensure they are clear about the expectations upon them. Students can choose to enter all exam papers at either higher or foundation level.

The final exams will include:

- **Paper 1 – Listening.** This will be a 35 minutes exam and will account for 25% of the final grade.
- **Paper 2 – Speaking.** This will last approximately 7-12 minutes and will account for 25% of the final grade
- **Paper 3 – Reading.** This will last approximately 45 minutes to 1 hour and will account for 25% of the final grade.
- **Paper 4 – Writing.** This will last approximately 1 hour to 1.25 hours and will account for 25% of the final grade.

ADDITIONAL INFORMATION

How can I support my child in this subject?

Whether you speak the language that your child is learning or not, you can support them in many ways. For example:

- Having a bilingual dictionary at home for them to use will help them to develop their dictionary skills.
- Students have access to their own course book online, therefore you can share/practise what your child has done in lesson and they can do extra activities from the pages to reinforce their learning.
- Encourage them to listen to the foreign language radio/ watch programmes on the Internet. This will allow them to practise their listening skills, develop confidence in pronunciation as well as develop an understanding of the culture.
- When watching films try to watch them in the foreign language with English subtitles or vice-versa.
- Test them often on the words they are currently learning.
- Get them to try to teach you a new grammar point they are learning.
- If you do speak the language, try to set aside some time each day/week that you communicate with them only in the language.
- Give them responsibility for dealing with day to day transactions when you are on holiday.
- Encourage your child to draft and check any written work they do, so that they focus on accuracy.

How can I support my child with exams?

Alongside all of the things mentioned above, which are great ways to support your child in the run up to exams, you could also help in the following ways:

In preparation for the Listening and Reading exams, you can encourage your child to do practice papers either from the exam board website or on BBC Bitesize.

If needed, your child will be offered Catch-up sessions or workshops in the lead up to exams and you will be notified about these. Invited students should attend these wherever possible in order to feel as confident as possible as they go into their exams.

SUBJECT Geography (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr M McCarthy	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 100% External examination	
Link to Specification: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035	
COURSE CONTENT	
<u>What will my child learn?</u>	
<p><u>Challenges in The Human Environment:</u></p> <ul style="list-style-type: none"> • Urban Issues and Challenges (Rio de Janeiro and Bristol) • Changing Economic World (The UK and Nigeria) • Resource Management (Food or Water or Energy) <p><u>Living with the Physical Environment:</u></p> <ul style="list-style-type: none"> • Challenge of Natural Hazards (Earthquakes, Volcanoes, Hurricanes and Flooding) • Challenges of Climate Change • Ecosystems (Tropical rainforests and Cold Deserts) • UK Physical Landscapes (Coasts and Rivers) <p><u>Geographical Applications;</u></p> <ul style="list-style-type: none"> • Fieldwork and Research – two distinct fieldwork opportunities will be examined based on the students’ personal experiences as well as their ability to manipulate and analyse secondary data • Issue Evaluation – a significant and contemporary issue from one of the taught topic areas will be investigated with the aid of a collection of resources which will be issued prior to the examination <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> • Photographic interpretation, Graphical Numeracy, Mapping including use of Ordnance survey and Geographical Information Systems (GIS) 	
What will homework look like?	
Various tasks set totalling approximately two hours per fortnight. These will include exam style questions, consolidation of work from class, the review of marked work.	
What enrichment opportunities are available?	
<ul style="list-style-type: none"> • Two Fieldwork Data Collection Days • Twitter articles • Deep Learning Day activities 	

- Independent research

ASSESSMENT

How will my child's work be assessed?

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

There are 3 examination papers which students will sit at the end of Year 11. The type of questions within each of these papers includes: multiple-choice, short answer, levels of response and extended prose.

Paper 1 will assess the units on The challenge of natural hazards, The living world, Physical landscapes in the UK and Geographical skills (35%), 1hr 30mins

Paper 2 will assess the units on Urban issues and challenges, The changing economic world, The challenge of resource management and Geographical skills (35%), 1hr 30mins.

Paper 3 will assess the units on Issue evaluation, Fieldwork and Geographical skills (30%), 1hr 15mins.

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Discussion of topics being covered
- Trips to relevant localities with links made to learning
- Access to ICT for independent research
- Check that homework is being completed

How can I support my child with exams?

- Revision techniques and timetabling
- Encourage attendance at revision sessions after school
- Encourage use of the electronic resources offered such as GCSEpod

SUBJECT History (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr M McCarthy	
COURSE LEADER Mrs R Redman	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 100% External examination	
Link to Specification: http://www.aqa.org.uk/subjects/history/gcse/history-8145	
COURSE CONTENT The GCSE History content comprises the following elements: <ul style="list-style-type: none"> ● one period study ● one thematic study ● one wider world depth study ● one British depth study including the historic environment 	
<u>What will my child learn?</u> <u>Understanding the modern world:</u> <ul style="list-style-type: none"> ● Germany 1890 – 1945: Democracy and dictatorship ● Conflict and tension, 1990-2009 <u>Shaping the Nation:</u> <ul style="list-style-type: none"> ● Migration, empires and people c.790 to the present day ● Restoration England, 1660-1685 	
What will homework look like? Variety of tasks set to cover approximately two hours per fortnight. This will include independent research, exam style responses, reading of set texts and the consolidation of work from class or the review of marked work with the aim of making improvements.	
What enrichment opportunities are available? <ul style="list-style-type: none"> ● Guest speakers ● Trips 	
ASSESSMENT How will my child's work be assessed? Student classwork and homework will be systematically assessed throughout the course to monitor and support progress and identify areas for students to focus development.	

The GCSE consists of two exams at the end of Year 11:

Paper 1: Understanding the Modern World (50% of GCSE), 1hr 45mins

- Questions which focus on two key developments in a country's history over at least a 50 year period.
- Questions which focus on international conflict and tension

Paper 2: Shaping the Nation (50% of GCSE), 1hr 45mins

- Questions which look at key developments in Britain over a long period.
- Questions on British depth studies incorporating the study of a specific historic environment

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Encourage reading around topics and watching relevant television programmes
- Discussion of classroom learning
- Check through homework task

How can I support my child with exams?

- Revision techniques and timetabling
- Encourage discussion of the exam style questions
- Ensure a range of active revision strategies are being used
- Encourage attendance at revision classes after school

SUBJECT Philosophy & Applied Ethics (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr M McCarthy	
COURSE LEADER Miss L Harris	
GROUPING POLICY Mixed Ability	
EXAM BOARD AQA	
ASSESSMENT: 100% External Examination	
Link to Specification: http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062	
COURSE CONTENT	
<u>What will my child learn?</u>	
To understand different religious and non-religious stances on social issues and to develop their ability to argue and analyse.	
<u>The Study of Religions: Beliefs, teachings and practices of Christianity and Islam</u>	
<i>Christianity:</i>	
<ul style="list-style-type: none"> ● Beliefs about the nature of God, creation, the afterlife and Jesus Christ and salvation ● Worship and festivals, the role of the Church in the local and worldwide community. 	
<i>Islam:</i>	
<ul style="list-style-type: none"> ● Beliefs of Sunni and Shi'a Islam, nature of God, predestination and judgement, life after death and the authority of the Prophet Muhammad and sacred texts. ● Worship, duties and festivals. 	
<u>Thematic Studies from the perspective of Christianity and Islam</u>	
<i>Relationships and Families:</i>	
<ul style="list-style-type: none"> ● Sex, marriage and divorce – sexuality, sexual relationships, contraception, marriage, divorce and remarriage ● Families and gender equality – role of parents and children, purpose of families, contemporary family issues (e.g. same-sex parents), gender roles and equality. 	
<i>Religion and life:</i>	
<ul style="list-style-type: none"> ● The origins and value of the universe – religious and scientific views of creation, value of the world and stewardship, environmental issues, use and abuse of animals. ● The origins and value of human life – sanctity of life, abortion, euthanasia, death and the afterlife. 	
<i>Religion, peace and conflict:</i>	
<ul style="list-style-type: none"> ● Religion, violence and terrorism – peace, justice, forgiveness, reconciliation, violence, terrorism, reasons for war, pacifism, holy war. ● Religion and belief in 21st century conflict – religion as a cause of war, nuclear weapons, weapons of mass destruction, religion and peacemaking, religious responses to war. 	
<i>Religion, crime and punishment:</i>	
<ul style="list-style-type: none"> ● Religion, crime and the causes of crime - Good and evil, reasons for crime, views about people who break the law, views about different types of crime. 	

- Religion and punishment – the aims of punishment, the treatment of criminals, forgiveness, the death penalty.

What will homework look like?

A variety of tasks may be set to take approximately 2 hours per fortnight. These tasks may include the reading of articles, researching information, small projects, practising exam technique, consolidating classwork or review of marked work.

What enrichment opportunities are available?

- Deep learning day activities
- Guest speakers
- Independent research

ASSESSMENT

How will my child's work be assessed?

Classwork and homework will be marked regularly in line with the school marking policy.

The GCSE is assessed through 100% external examination.

There are 2 exam papers:

Paper 1 - *The Study of Religion (beliefs, teachings and practices)*

- 1 hour 45 minutes
- 50% of GCSE

Paper 2 - *Thematic Studies*

- 1 hours 45 minutes
- 50% of the GCSE.

These exams will be taken in the summer of Year 11.

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Discussion of topics covered
- Discussion and encouragement to read around moral / ethical issues
- Access to ICT for research

How can I support my child with exams?

- Revision techniques and timetable
- Discussion and questioning using past papers
- Encourage a range of revision techniques

SUBJECT Physical Education (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Mr A Sykes	
GROUPING POLICY Mixed ability	
EXAM BOARD AQA	
ASSESSMENT: 60% External examination; 40% Practical Performance	
Link to Specification: http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582	
COURSE CONTENT	
<u>What will my child learn?</u>	
<p>Over the two years of the GCSE Physical Education (PE) course, students will study the following topics:</p> <ol style="list-style-type: none"> 1. Applied anatomy and physiology 2. Movement analysis 3. Physical training 4. Use of data 5. Sports psychology 6. Socio-cultural influences 7. Health, fitness and well-being <p>Students will be assessed across three sports and we strongly advise students to be participating in at least one of their chosen sports outside of school and to a good level. Video evidence of students taking part in their chosen sport may also be needed.</p>	
What will homework look like?	
Homework will range through a variety of different questions and challenges related to the specific topic studied within class time. Homework will be on a weekly basis.	
What enrichment opportunities are available?	
<ul style="list-style-type: none"> ● There is a range of extra-curricular clubs and practices. ● Fixtures against other teams on a local and regional level 	
ASSESSMENT	
How will my child's work be assessed?	
<p>Candidates will be formally assessed throughout the 2 years during practical lessons where they will cover a variety of different activities, along with an assessment in their selected practical areas. The 60% theory grade is exam based, two written papers covering the whole GCSE grades (1-9).</p> <p>Students will be assessed across three sports and we strongly advise students to be participating in at least one of their chosen sports outside of school and to a good level.</p> <p>Each paper will assess a set of topic areas and consist of a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</p>	

Paper 1: The human body and movement in physical activity and sport (30%), 1hr 15mins

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data (also in paper 2)

Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%), 1hr 15mins

- Sports psychology
- Socio-cultural influences
- Health fitness and well being
- Use of data (also in paper 1)

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Ensure that your child has the correct kit and equipment for each lesson to enable them to participate fully in the course.
- Revision guides will be given to pupils in year 11 to aid revision at home

How can I support my child with exams?

- Use of revision guide
- Question and answering

SUBJECT Triple Science – Biology (GCSE), Chemistry (GCSE) & Physics (GCSE)	YEAR 10 & 11
HEAD OF DEPARTMENT Dr H Craig	
GROUPING POLICY Grouped by ability for Chemistry and Physics and in mixed ability groups for Biology	
EXAM BOARD AQA	
ASSESSMENT: 100% External examination	
<p>Link to Specification: Students follow the AQA courses for GCSE Biology, GCSE Chemistry and GCSE Physics. This is examined at the end of Year 11.</p> <p>http://www.aqa.org.uk/subjects/science/gcse/biology-8461 http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 http://www.aqa.org.uk/subjects/science/gcse/physics-8463</p>	
<p>ENTRY REQUIREMENTS</p> <p>Students who have a Key Stage 4 target grade of a 6 and are currently on track to achieve this (as represented by an '=' progress indicator on their report) are more likely to achieve their full potential on this course. Any student that is keen to study triple science but has an end of key stage 4 target below a 6, or who is achieving below their grade 6 target will be considered on an individual basis.</p>	
<p><u>What will my child learn?</u></p> <p>Over the two years of the GCSE course, students will study the following topics:</p> <p>Biology</p> <ol style="list-style-type: none"> 1. Cell biology: what are cells, what are they made of and how do they divide? 2. Organisation: how are cells organised into structures such as the heart? 3. Infection and response: how do bacteria and viruses cause disease? 4. Bioenergetics: students will study how plants and animals generate energy. 5. Homeostasis: how do we regulate our blood sugar levels and body temperature? 6. Inheritance, variation and evolution: how did living things arise and how do we classify them? 7. Ecology: students will study how living things interact in a habitat, and the impact that humans are having on the environment. <p>Chemistry</p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table: what is the structure of an atom and how was this discovered? 2. Bonding, structure and the properties of matter: how are atoms arranged into the molecules that make up the world around us? 3. Quantitative chemistry: how can chemists predict how much of a substance they will make? 4. Chemical changes: students will learn about different types of chemical reactions. 5. Energy changes: students will learn about how and why chemical reactions happen; why does burning a fuel create heat, for example? 6. The rate and extent of chemical change: what determines how fast a chemical reaction happens? How can chemists speed up reactions? 7. Organic chemistry: all living things are based on long chains of the element carbon. This branch of chemistry looks at the different kinds of molecules that carbon can form, and their properties. 	

8. **Chemical analysis:** once a chemical reaction has occurred, how can you be sure of what the products are?
9. **Chemistry of the atmosphere:** how was the atmosphere that surrounds the Earth formed, and how are humans affecting its composition?
10. **Using resources:** students will learn the chemistry behind creating and using key materials such as metal alloys and fertilisers.

Physics

1. **Energy:** what is energy? How and why is it transferred?
2. **Electricity:** how do electrical circuits behave? How is electricity generated?
3. **The particle model of matter:** how do atoms and molecules behave in solids, liquids and gases? What happens when their temperature changes?
4. **Atomic structure:** everything in the universe is made of atoms; students will learn about their structure and how they were discovered.
5. **Forces:** students will learn about the different types of forces that act in the world around them, and how they affect the motion of objects.
6. **Waves:** we will look at different types of waves: light, sound and seismic waves.
7. **Magnetism and electromagnetism:** What are magnets and how are they used?
8. **Space Physics:** Students will learn about how the universe began, how stars like our sun formed, and explore theories for how the universe will end.

What will homework look like?

Students will be set one homework per week. This may be a written task to consolidate material learnt in class, revision for a test or the learning of key terminology.

What enrichment opportunities are available?

Talks from STEM ambassadors are organised regularly. Students also have the opportunity to take part in activities during British Science week, and in national 'challenge' tests arranged by the Royal Society of Biology and/or the Institute of Physics.

ASSESSMENT

How will my child's work be assessed?

Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort and graded. We will also use mathematical techniques to track students' progress against prior attainment. All of those who we judge not to be progressing as we expect will be invited to attend a retest in the first instance, and then considered for additional support. In addition, students' progress will be assessed continuously through their classwork, homework and smaller in-class tests.

Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in the written examinations at the end of Year 11, however, students will need to have experienced the class practicals in order to answer the questions. Students who miss the practicals will be asked to catch up, and invited for additional support after school if they do not or cannot do this themselves.

There are two written examination papers for each GCSE subject which students sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions

GCSE Biology:

- **Paper 1** – Assesses the topics on Cell biology; Organisation; Infection and response; and Bioenergetics (50% of GCSE), 1 hour 45 minutes

- **Paper 2** – Assesses the topics on Homeostasis and response; Inheritance, variation and evolution; and Ecology (50% of GCSE), 1 hour 45 minutes

GCSE Chemistry:

- **Paper 1** – Assesses the topics on Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes (50% of GCSE), 1 hour 45 minutes
- **Paper 2** – Assesses the topics on The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources (50% of GCSE), 1 hour 45 minutes

GCSE Physics:

- **Paper 1** – Assesses the topics on Energy; Electricity; Particle model of matter; and Atomic structure (50% of GCSE), 1 hour 45 minutes
- **Paper 2** – Assesses the topics on Forces; Waves; Magnetism and electromagnetism; and Space physics (50% of GCSE), 1 hour 45 minutes

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.
- Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.
- Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete the homework. If they are stuck, encourage them to contact their teacher, who will be happy to help.
- Look through your child's Science book with them. Discuss the feedback they have received and how they can improve. Ask them to show you work that they are interested in or proud of.
- Encourage and help them to learn key words and formulae.

How can I support my child with exams?

- Upcoming tests will be written in your child's planner. Help them to identify the material they need to revise.
- Help your child to plan their revision – a little, often is much better than cramming.
- Try to encourage your child to revise actively by condensing their notes, making mind maps, making revision cards. Ask them to identify specifically what they are learning then test them on it.

SUBJECT Health and Social Care (BTEC Level 1/Level 2 Tech Award)	YEAR 10 & 11
LEAD TEACHER Dr S Cunningham	
GROUPING POLICY Mixed ability	
EXAM BOARD Pearson	
ASSESSMENT: 40% Externally Set Task; 60% Coursework	
<p>Link to Specification:</p> <p>http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf</p>	
<p>COURSE CONTENT</p> <p><u>What will my child learn?</u></p> <p>Students will study 3 components over the two years of study.</p> <p>Component 1: Human Lifespan Development - In this component, students will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them. This is an internally assessed component.</p> <p>Component 2: Health and Social Care Services and Values - At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. This means that you have been given health care from a person who was trained to give you care – they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are closely linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give students an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This is an internally assessed component.</p> <p>Component 3: Health and Wellbeing - In this component, students look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. Students will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, Students will explore the difficulties an individual may face when trying to make these changes. This is an externally set task.</p>	
<p><u>What will homework look like?</u></p> <ul style="list-style-type: none"> ● Homework tasks will be used to support the understanding of classwork, as well as to complete work towards assignments. 	

What enrichment opportunities are available?

- Students are encouraged to learn and make use of the **Sign Language Word of the Week**, as well as joining the British Sign Language Club.
- Students have the opportunity to go into care environments to support completion of assignments.

ASSESSMENT

How will my child's work be assessed?

There is one external set task which is sat in year 11 which assesses the content of Component 3 - Health and Wellbeing. This task is worth 60 marks and takes place under supervised conditions for a maximum of 3 hours. Components 1 and 2 are internally assessed through coursework. The units within this qualification are graded using the system Pass, Merit, and Distinction. It is possible for the student to be awarded a Level 1 qualification if they do not meet the requirements of the Level 2 criteria.

Students need to complete a range of coursework tasks successfully in order to pass each unit. Tasks vary in complexity with merit and distinction tasks providing greater scope and challenge than tasks aimed at the pass grade. Strict deadlines are set for the completion of each piece of coursework.

Students are provided with assignment briefs which outline the assessment criteria being targeted. There will be information on the tasks that need to be completed in order to achieve the criteria along with the deadline. There is a scenario for each assignment brief which is based on a vocational context.

As well as being assessed by the class teacher, each assignment is internally verified by another subject teacher, and at the end of year 11 will be externally moderated. At the end of the course, the points are totalled, and this determines the final grade for the subject.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Ensure that you are aware of your child's assignment deadlines. These will also be placed on Show My Homework.
- Encourage your child to watch programmes to do with care environments, such as One Born Every Minute, 24 hours in A and E or Panorama.
- Talk with your child when using care services to see if they can identify what they have learnt in a real life environment.

How can I support my child with exams?

- Encourage the use of a revision guide and other relevant study resources
- Encourage them to attend after school revision sessions.

SUBJECT: Creative Media Production (BTEC Level 1/Level 2 Tech Award)	YEAR: 10 & 11
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HEAD OF DEPARTMENT: Mr A Wallis

GROUPING POLICY: Mixed ability

EXAM BOARD Pearson

ASSESSMENT

Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production				
Component number	Component title	GLH	Level	How assessed
1	Exploring Media Products	36	1/2	Internal
2	Developing Digital Media Production Skills	36	1/2	Internal
3	Create a Media Product in Response to a Brief	48	1/2	Synoptic External

Link to Specification:
<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

COURSE CONTENT:

What will my child learn?

The qualification allows students the opportunity to gain a broad understanding and knowledge, and develop skills, across the creative digital media sectors, e.g. moving image, audio production, games design, website design and publishing.

In Year 10, students focus on an internally assessed unit that will explore the different digital media sectors and the products they produce. They will understand the range of technological platforms used to distribute media, and how each sector has a common production process. They will also have the opportunity to develop practical production skills. Student understanding of digital media sectors and audiences will therefore form the basis of all other units and will provide a solid foundation on which to proceed with your own ideas for a digital media production.

Component 1: Exploring Media Products

Learners will develop their understanding of how media products create meaning for their audiences by examining existing products and exploring media production techniques.

Learning aim A: Investigate media products.

Learning aim B: Explore how media products are created to provide meaning and engage audiences.

Component 2: Developing Digital Media Production Skills

Learners will develop skills and techniques in media production processes by reworking existing media products from one, or all, of the following sectors: audio/moving image, publishing and interactive design.

Learning aim A: Develop media production skills and techniques

Learning aim B: Apply media production skills and techniques

Learning aim C: Review own progress and development of skills and practices.

In Year 11, students will:

Complete Component 2: Developing Digital Media Production Skills.

Start Component 3: Create a media product in response to a brief

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

AO1 Understand how to develop ideas in response to a brief

AO2 Develop planning materials in response to a brief

AO3 Apply media production skills and techniques to the creation of a media product

AO4 Create and refine a media product to meet the requirements of a brief

What will homework look like?

Homework will frequently take the form of learning lines for a practical assessment and research tasks that help support the work that students do in school e.g. researching the area of the media industry or analysing media products.

What enrichment opportunities are available?

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

How will my child's work be assessed?

All of the components will be completed as written and practical coursework and assessed by the subject teacher. Coursework will take the form of real life Performing Arts industry briefs that students will have to address. Evidence for these assignments will take the form of written and practical work.

Students work is assessed through a summative assessment that is the final mark for the student. They will not have the opportunity to make improvements to their work unless there are exceptional circumstances which are agreed with the BTEC QN and a new deadline will be set.

The external **Component 3** assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson. The external assessment contributes 40 per cent of the total qualification guided learning hours (GLH).

ADDITIONAL INFORMATION

How can I support my child in this subject?

A student opting for this course should have a good level of ability, aptitude, motivation and attendance, as well as an interest in the media related industries.

- Access to ICT for independent research
- Check that homework is being completed
- Support them with their organisation to enable them to meet deadlines.

SUBJECT BTEC Level 2 Tech Award in Digital Information Technology	YEAR 10 & 11
HEAD OF DEPARTMENT Mr A S Birkett	
GROUPING POLICY Mixed ability	
EXAM BOARD PEARSON	
ASSESSMENT: 1. Exploring User Interface Design Principles and Project Planning Techniques <ul style="list-style-type: none"> • internally assessed assignment(s) • 30% of the total course 2. Collecting, Presenting and Interpreting Data <ul style="list-style-type: none"> • internally assessed assignment(s) • 30% of the total course 3. Effective Digital Working Practices <ul style="list-style-type: none"> • Externally assessed exam • 40% of the total course 	
Link to Specification: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html	
COURSE CONTENT <u>What will my child learn?</u> During Component 1, you will: <ul style="list-style-type: none"> • explore user interface design and development principles • investigate how to use project planning techniques to manage a digital project • discover how to develop and review a digital user interface. During Component 2, you will: <ul style="list-style-type: none"> • explore how data impacts on individuals and organisations • draw conclusions and make recommendations on data intelligence • develop a dashboard using data manipulation tools. This is a theory unit and you will do an exam. To achieve this, you will: <ul style="list-style-type: none"> • explore how modern information technology is evolving • consider legal and ethical issues in data and information sharing • understand what cyber security is and how to safeguard against it. 	
ASSESSMENT How will my child's work be assessed? Internal assessment is through assignments that are set and marked by the teaching staff. <u>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</u> Exploring User Interface Design Principles and Project Planning Techniques	

Aim: how to project plan the design and development of a user interface

Assessment: internally assessed assignment(s)

Weighting: 30% of total course

Component 2:

Collecting, Presenting and Interpreting Data

Aim: process and interpret data and draw conclusions

Assessment: internally assessed assignment(s)

Weighting: 30% of total course

Component 3 Theory Work and Exam:

Aim: explore how organisations use digital systems and the wider implications associated with their use

Assessment: scenario-based external 1hr 30 min written exam where students demonstrate their knowledge to propose digital solutions to realistic situations.

Weighting: 40% of total course. You will have one opportunity to resit.

Progression Routes:

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying for a degree in the digital sector.

SUBJECT BTEC Level 2 Tech Award in Music Practice	YEAR 10 & 11
HEAD OF DEPARTMENT Mr J Andrews	
GROUPING POLICY Mixed ability	
EXAM BOARD Pearson	
ASSESSMENT: 40% External assessed component; 60% Internally assessed components	
Link to Specification: https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2017/specification-and-sample-assessments/Spec-BTEC-Tech-Award-in-Music-draft.pdf	
COURSE CONTENT	
<u>What will my child learn?</u> The areas covered as part of the BTEC qualification include: <ul style="list-style-type: none"> • Exploring music products and styles (30% weighting) During Component 1, students will: <ul style="list-style-type: none"> • Explore different styles and genres of music. • Take part in practical workshops to understand the music creation process. • Learn about the different roles within the music industry. • Investigate relationships between different areas of the music industry. • Music skills development (30% weighting) During component 2, students will: <ul style="list-style-type: none"> • Reflect on their progress, and on areas for improvement. • Choose a job role and explore the skills needed to fulfil it. • Develop a range of skills. • Apply skills and techniques in a music performance, creation or production. • Responding to a commercial music brief (40% weighting - externally assessed) During component 3, students will: <ul style="list-style-type: none"> • Choose an area of the industry that excites them (composer, performer, or producer). • Explore the brief and come up with possible responses and ideas. • Use relevant resources, skills and techniques to develop and refine musical material. • Present their final response (solo or in a group). • Review and reflect their approach to the brief and their final outcome. 	
<u>What will homework look like?</u> <ul style="list-style-type: none"> • Practising an instrument or voice • Research or written based activities • ICT e.g. designing a Facebook page, creating a CD cover 	
<u>What enrichment opportunities are available?</u>	

- Playing in a band
- Recording in a studio
- Swing Band
- Orchestra
- Ensembles
- Concerts at school and within the local community
- Work experience in the music industry
- Guest speakers/practitioners from within the music industry

How will my child's work be assessed?

Level 1 Pass/Merit or Level 2 Pass/Merit/Distinction grading awarded after work has been submitted. In addition, there will be formative written feedback earlier on during the assessment period to guide and support learners in the development of their skills.

There is an externally assessed task which assesses the content of Component 3 – Responding to a music brief. 3 hours of formally controlled assessment time is set by the exam board at the start of year 11 followed by a further 20 hours of informally controlled assessment time.

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice				
Component number	Component title	GLH	Level	How assessed
1	Exploring Music Products and Styles	36	1/2	Internal
2	Music Skills Development	36	1/2	Internal
3	Responding to a Commercial Music Brief	48	1/2	External Synoptic

ADDITIONAL INFORMATION

Students are strongly encouraged to work towards external performance/theory exams.

How can I support my child in this subject?

- Encourage them with their practice schedule
- Attend the concerts
- Read through rehearsal logs and other written assignments
- Visit a recording studio

How can I support my child with exams?

There is no external written examination to revise for.

SUBJECT Performing Arts (BTEC Level 1/Level 2 Tech Award)	YEAR 10 & 11			
HEAD OF DEPARTMENT Miss M Johnson				
GROUPING POLICY Mixed ability				
EXAM BOARD Pearson/EDEXCEL				
ASSESSMENT:				
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal
3	Performing to a Brief	48	1/2	Synoptic External
Link to Specification:				
https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf				
COURSE CONTENT				
<u>What will my child learn?</u>				
The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:				
<ul style="list-style-type: none"> ○ development of key skills that prove learners’ aptitude in performing arts, such as reproducing repertoire or responding to stimulus ○ process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance ○ attitudes that are considered most important in the performing arts, including personal management and communication ○ knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles 				
<u>In Year 10 students focus on;</u>				
Component 1: Exploring the Performing Arts				
Learners will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create performance.				
Learning aims A Examine professional practitioners’ performance work B Explore the interrelationships between constituent features of existing performance material.				
Start: Component 2: Developing Skills and Techniques in the Performing Arts				
Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire.				

Learning aims A Develop skills and techniques for performance **B** Apply skills and techniques in rehearsal and performance **C** Review own development and performance.

In Year 11, students will;

Complete: Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire.

Learning aims A Develop skills and techniques for performance **B** Apply skills and techniques in rehearsal and performance **C** Review own development and performance.

Component 3: Performing to a Brief

Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

AO1 Understand how to respond to a brief

AO2 Select and develop skills and techniques in response to a brief

AO3 Apply skills and techniques in a workshop performance in response to a brief

AO4 Evaluate the development process and outcome in response to a brief

What will homework look like?

Homework will frequently take the form of learning lines for a practical assessment and research/written tasks that help support the work that students do in school e.g. researching the background to their performance pieces, write ups of practical workshops undertaken in class and "Presentation" preparation. All written work will be submitted as an online logbook that is shared with the subject teachers.

What enrichment opportunities are available?

- Students will be encouraged to perform to the public as they will form their own theatre company.
- Students will also have the opportunity to work with "The Everyman Theatre" practitioners and others from independent companies.
- Competitions can be entered.
- Audition work can be supported by the Department.
- School Production.

ASSESSMENT

How will my child's work be assessed?

All of the components will be completed as written and practical coursework and assessed by the subject teacher. Coursework will take the form of real life Performing Arts industry briefs that students will have to address. Evidence for these assignments will take the form of written and practical work.

Students work is assessed through a summative assessment that is the final mark for the student. They will not have the opportunity to make improvements to their work unless there are exceptional circumstances which are agreed with the BTEC QN and a new deadline will be set.

The external **Component 3** assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson. The external assessment contributes 40 per cent of the total qualification (guided learning hours) GLH.

ADDITIONAL INFORMATION

How can I support my child in this subject?

A student opting for this course should have a good level of ability, aptitude, motivation and attendance, as well as a **passion for performing to an audience**.

Encourage your son / daughter to learn their lines and prepare their props and costumes for their performances. Get them to consider their characters and their use of voice and movement. Check their written logbook entries to ensure they are completing them in detail, with analysis and evaluation.

Encourage them to perform to you.

Taking your son / daughter to the theatre could also develop their performance skills.

How can I support my child with exams?

There is an exam in year 11 – Component 3.

- Visits to the theatre help students to appreciate theatre.
- Going through their lines and checking written work.

SUBJECT Hospitality and Catering (Level 2 Vocational Award)	YEAR 10 & 11
HEAD OF DEPARTMENT Mrs A Brogan	
GROUPING POLICY Mixed ability	
EXAM BOARD Eduqas	
ASSESSMENT: 40% External written examination; 60% Coursework	
Link to Specification: http://www.eduqas.co.uk/qualifications/hospitality-and-catering/	
COURSE CONTENT	
<u>What will my child learn?</u> Through the two units, students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about their career progression. Throughout the two year course you will learn about and be assessed on the learning objectives below. You will be taught these through a range of practical and theory activities. LO1 Understand the environment in which hospitality and catering providers operate. LO2 Understand how hospitality and catering provisions operate. LO3 Understand how hospitality and catering provision meets health and safety requirements. LO4 Know how food can cause ill health. LO5 Be able to propose a hospitality and catering provision to meet specific requirements.	
What will homework look like? <ul style="list-style-type: none"> ● Various forms of research ● Preparation to produce dishes ● Practical skills training ● Health & Safety and how to use various tools or equipment. 	
What enrichment opportunities are available? <ul style="list-style-type: none"> ● After school clubs & catch –up sessions. ● Involvement in local businesses. ● Local and regional competitions. 	
ASSESSMENT	
How will my child’s work be assessed? Student will complete two units. Unit 1 - In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section.	

Unit 2 - In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes. This unit will consist of practical based tasks.

ADDITIONAL INFORMATION

How can I support my child in this subject?

- Encourage reading around the subject and completing homework.
- Encourage attendance of after school clubs.
- Encourage and support them to cook at home.
- Ensure students have the ingredients needed for practical sessions.

How can I support my child with exams?

- Reading around the subject and completion of any homework set
- Ensuring they participate in practical lessons
- Support them with revision e.g. testing them on key terms or helping them to create a revision timetable.

