

KS4 Curriculum Options 2022-2024



March 2022

Dear student and parents/guardians

This booklet contains an overview of how the timetable is organised for Key Stage 4 students, including compulsory and optional subjects.

Information is then provided for each individual subject to assist current Year 9 students in planning for the next academic year and making the best choices.

The procedures for selecting option choices will be explained at the Options Event on Thursday 24th March, 2022.

Key dates in the process are outlined below:

- The online Options Evening on Thursday 24th March, 2022 will give you the opportunity to find out more from subject teachers and to hear more about the options process and our Key Stage 4 provision.
- The initial 'Expression of Interest' options form must be submitted to the school by Thursday 31st March, 2022. Details on how to access and fill out this form will be made available at the Options Event.
- Some students will then have one to one meetings with a member of staff to discuss their options choices; students will be selected for these if there is a specific reason that their choices need to be discussed further.
- Confirmation of options agreed for each student will be sent to parents/guardians once we have considered all students' choices.

I hope this letter and accompanying booklet, together with the Options Evening, will address most issues that you may have, but please do not hesitate to contact me or the relevant subject leader via office@ruislihigh.org.uk should you need any further information.

Yours sincerely,



Ms L Horton
Assistant Headteacher

Key Stage 4 Curriculum 2022-24

There will be a number of compulsory subjects which students have to study as part of the National Curriculum:

- English Language (GCSE) and English Literature (GCSE)
- Mathematics (GCSE)
- Science - Combined or Triple (GCSE)
- Physical Education

All students studying Combined Science will continue to study GCSE Citizenship which was started in Year 9; this will NOT count as one of the option choices. Decisions about which students will be studying Triple/Combined Science will be made during the summer term.

In addition, students will be expected to study a further THREE subjects at GCSE level or equivalent.

Although students will be studying THREE GCSEs (or equivalent) for their options, they must choose FIVE in order of preference. This is to ensure that should the first three choices not be available, students have two other choices that can be studied. Students should make their choices in order from 1 (definitely want to do this option) to 5 (would do this option if the other choices are not available).

List of options subjects available for September 2022

Choose ONE subject from the left hand column and the remaining FOUR from the right hand column so you have FIVE in total.

<p><u>GCSEs</u> French Spanish Latin Computer Science History Geography</p>	<p><u>GCSEs</u> Art and Design - one of either:</p> <ul style="list-style-type: none"> ● Fine Art ● Textile Design <p>Computer Science Drama French Geography History Latin Media Studies Music PE Spanish</p> <hr/> <p><u>Vocational subjects</u> Enterprise and Marketing (OCR Cambridge Nationals) Health and Social Care (BTEC Tech Award) Sport (BTEC Tech Award) Travel and Tourism (BTEC Tech Award)</p>
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Whilst we aim to offer all the subjects listed, it is possible that should we not have staff expertise in a particular subject, then that subject will not run. In addition, if a subject is not selected by a specific number of students then it may not take place.

Every effort is made to ensure the accuracy of information about Key Stage 4 courses. Ruislip High School reserves the right to alter any element described as the needs of a developing curriculum dictate.

Compulsory GCSEs

GCSE English (AQA)

Students follow the AQA examination board, and all students sit both English Language and English Literature GCSEs. The specification is assessed by 100% terminal examinations in the summer of Year 11.

English Language

Explorations in Creative Reading and Writing

1 hour 45 minutes

80 marks

50% of English Language GCSE

Students read one piece of literary fiction and answer four questions analysing its content, language and structure and evaluating a statement about the text. They then write a creative piece of either descriptive or narrative writing.

Writers' Viewpoints and Perspectives

1 hour 45 minutes

80 marks

50% of English Language GCSE

Students read two linked non-fiction texts, one of which will be a 19th century text, and answer four questions analysing and comparing the writers' viewpoints and perspectives. They then produce a piece of writing presenting a viewpoint, linked to the given texts.

Spoken Language:

Non-examination assessment

Students create a presentation on a topic of their choice and respond to questions from the audience. Students are given a separate award for this qualification.

English Literature

Shakespeare and the 19th century novel

Closed book examination (students are not allowed copies of the texts in the examination)

1 hour 45 minutes

64 marks

40% of English Literature GCSE

Students answer one question on *Macbeth* by William Shakespeare and one on *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson. For both texts, students write in detail about an extract from the text and then write about the play or novel as a whole.

Modern texts and poetry

Closed book examination (students are not allowed copies of the texts in the examination)

2 hour 15 minutes

96 marks

60% of English Literature GCSE

Students answer one question from a choice of two on *An Inspector Calls* by JB Priestley. Students answer a question comparing two poems from the AQA 'Power and Conflict' anthology. Students also answer an extended question analysing an unseen poem and a short answer question comparing two unseen poems.

Extra information

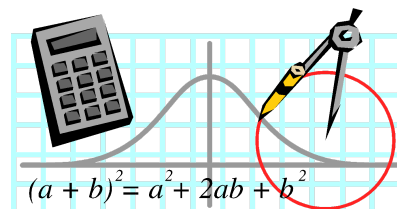
The English faculty offers trips and activities to enhance learning, including, where possible, a trip to see *An Inspector Calls* being performed and a visit from the Young Shakespeare Company to perform *Macbeth* in school. Students also take part in the Jack Petchey *Speak Out!* initiative where students are trained in public speaking and given the opportunity to speak out about a topic of their choice.

GCSE Mathematics (Edexcel)

This will be available at two levels, Higher (grades 9 - 5) and Foundation (grades 5 - 1). The qualification is 100% externally assessed by an examination (no coursework).

Both levels of examinations will include elements of the following:

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



Assessment

All students will be examined at the end of Year 11. There are three examination papers, each of them 1 hour and 30 minutes long. One paper is non-calculator and the other two are calculator based.

GCSE Science (AQA)

There are a number of opportunities provided by this course such as encouraging students to develop a critical approach to scientific evidence and exploring the implications of science for society. The aim is also to develop the scientific literacy needed for adult life to enable all students to engage with an increasingly scientific and technological society.

KS4 Science is delivered from term 1 of Year 9 to the end of Year 11. The examination board followed at KS4 is AQA and the Science GCSE courses available to be studied over this Key Stage are Combined Science Trilogy, where students will be awarded two GCSEs, and Triple Science, where Biology, Chemistry and Physics are taught as separate GCSEs and students are awarded three GCSEs. Both routes give you access to A-level Sciences.

For subject content for each GCSE Science Specification, please visit the AQA website:

GCSE COMBINED SCIENCE: TRILOGY (8464)

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

GCSE BIOLOGY (8461) GCSE CHEMISTRY (8462) GCSE PHYSICS (8463)

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Examinations

<u>Biology Trilogy</u>	<u>Chemistry Trilogy</u>	<u>Physics Trilogy</u>
Biology Paper 1 Topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics. Written exam: 1 hour 15 minutes • 70 marks • 16.7% of GCSE	Chemistry Paper 1 Topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. Written exam: 1 hour 15 minutes • 70 marks • 16.7% of GCSE	Physics Paper 1 Topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure. Written exam: 1 hour 15 minutes 70 marks • 16.7% of GCSE

<p>Biology Paper 2</p> <p>Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Written exam: 1 hour 15 minutes • 70 marks • 16.7% of GCSE</p>	<p>Chemistry Paper 2</p> <p>Topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Written exam: 1 hour 15 minutes • 70 marks • 16.7% of GCSE</p>	<p>Physics Paper 2</p> <p>Topics 22–24: Forces; Waves; and Magnetism and electromagnetism</p> <p>Written exam: 1 hour 15 minutes • 70 marks • 16.7% of GCSE</p>
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<u>Biology Triple</u>	<u>Chemistry Triple</u>	<u>Physics Triple</u>
<p>Paper 1 Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE</p>	<p>Paper 1: Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.</p> <p>Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE</p>	<p>Paper 1: Topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE</p>
<p>Paper 2</p> <p>Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE</p>	<p>Paper 2:</p> <p>Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and using resources.</p> <p>• Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE</p>	<p>Paper 2:</p> <p>Topics 5–8: Forces; Waves; Magnetism and electromagnetism; and Space physics.</p> <p>Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.</p> <p>• Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE</p>

There are no longer controlled assessments for Science GCSEs, although practical or 'Working Scientifically' skills will be assessed in the examinations. Students will complete at least 16 required practical experiments in class over Year 10 and Year 11. They will be assessed on knowledge of practical methods; 15% of marks in each exam will be based on practical methods.

Students will carry out summative and formative assessments, AO1 (Knowledge), AO2 (Application) and AO3 (Analysis, Working Scientifically) throughout the year which aim to assess all their scientific skills in addition to subject content.

Recommended revision guide:

COMBINED TRILOGY (one revision guide)

[Oxford Revise: AQA GCSE Combined Science Higher Revision and Exam Practice \(grade 5-9\)](#)

[Oxford Revise: AQA GCSE Combined Science Foundation Revision and Exam Practice \(grade 1-5\)](#)

SEPARATE (three revision guides)

[Oxford Revise: AQA GCSE Biology higher revision and exam practice](#)

[Oxford Revise: AQA GCSE Chemistry higher revision and exam practice](#)

[Oxford Revise: AQA GCSE Physics higher revision and exam practice](#)

Or a cheaper alternative: <https://www.cgpbooks.co.uk/secondary-books/gcse/science>

Useful websites

- **[BBC Bitesize GCSE](#)** - revision notes, tests and videos (choose AQA and either combined or separate sciences)
- **[Seneca revision](#)**: (choose AQA)
- **[Oak Academy](#)**: full video lessons
- Youtube channels: **[Free science lessons](#)**, **[Malmesbury education](#)** (for the required practicals) & **[Primrose Kitten](#)**
- S-cool revision <https://www.s-cool.co.uk/gcse>
- **[Exam question bank](#)**
- Apps: **[gojimo](#)**

GCSE Citizenship (AQA)

The GCSE in Citizenship is built around the concept of being topical and controversial. The course lends itself to students who have a passion for the news and what is going on in the world around them now. It is designed to enable students to try and change the world that they live in.

Students will study:

- Rights and responsibilities
- Life in modern Britain
- Politics and participation



The course also includes an element of active citizenship that students take part in and features in the examination.

The course is assessed entirely by examination. Students will sit two papers, each 1 hour 45 minutes in length. Each paper has a mix of question types: multiple-choice, short answer, source based questions and extended answers.

Due to the nature of the course and the topics covered, students are provided with general knowledge that would be useful for any career. The skills that students develop will aid them particularly if they were considering a role within politics, the charity sector, or public speaking.

GCSE Options

GCSE Art and Design (AQA)

- Art and Design: Fine art
- Art and Design: Textile design



The school offers Art and Design at GCSE levels in 2 different areas: **Fine art and Textile design.**

These qualifications are becoming increasingly popular and are supported by coursework guides and endorsed textbooks for all the major examination boards. We will follow the AQA Examination board for Art and Design. Students can choose **one of the two options**; Art and Design: Fine Art OR Art and Design: Textile Design. They **cannot choose more than one.** *

More information can be found on the AQA website:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Both courses are designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Students show this through their responses to a range of visual and written stimuli.

AQA's GCSE (9-1) in Art and Design (Fine Art) will encourage learners to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- Be confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent (such as mark making, drawing and mono-printing)
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- Develop an awareness of the different roles and individual work practices evident in the creative and cultural industries
- Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to student's own work
- Demonstrate safe working practices in art, craft and design.

AQA's GCSE (9-1) in Art and Design (Textile Design) will encourage learners to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative and intuitive capabilities when exploring and making images, textiles and patterns
- Be confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent (such as weaving, felting, stitching, appliqué, and printing)
- Develop knowledge and understanding of art textiles in historical and contemporary contexts, societies and cultures
- Develop an awareness of the different roles and individual work practices evident in the creative and cultural industries
- Develop an awareness of the purposes, intentions and functions of art textiles in a variety of contexts and as appropriate to student's own work
- Demonstrate safe working practices in textiles.

Assessment for Fine Art and Textile Design is based on two components. Component 1 is a Portfolio of practical work showing a personal response to a centre based starting point; this is worth 60% of the total GCSE. Component two is an externally set task providing students with a choice of seven themes. Students will make a response based on one of these themes. This paper will be available in January and the examination will be sat in April/May over 2 days (10 hours). This is worth 40% of the total GCSE.

There are four Assessment Objectives in AQA GCSE (1-9) Art and Design. Students are expected to demonstrate their ability to:

AO1- Develop Ideas through investigations, demonstrating critical understanding of sources

AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3- Record ideas, observations and insights relevant to intentions as work progresses.

AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Computer Science (OCR)

OCR's GCSE (9–1) in Computer Science (J277) will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- think creatively, innovatively, analytically, logically and critically.
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Assessment details

Content Overview	Assessment Overview	
<p>J277/01: Computer systems This component will assess:</p> <p>1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology</p>	<p>Computer systems (01)</p> <p>80 marks</p> <p>1 hour and 30 minutes</p> <p>Written paper</p> <p>This is a non-calculator paper.</p>	<p>50% of total GCSE</p>
<p>J277/02: Computational thinking, algorithms and programming This component will assess:</p> <p>2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments</p>	<p>Computational thinking, algorithms and programming (02)</p> <p>80 marks</p> <p>1 hour and 30 minutes</p> <p>Written paper</p> <p>This is a non-calculator paper.</p>	<p>50% of total GCSE</p>
<p>Programming Project</p> <p>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 their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.</p>	<p>Programming project (03/04)</p> <p>Non-Examination Assessment (NEA)</p>	<p>0% of total GCSE</p>

For more information, contact Mrs Carstens, Curriculum Leader for Computer Science.

GCSE Drama (AQA)

Component 1: Understanding of Drama (Written Exam 1hr 45 minutes)

Students answer three sections of questions on theatre roles and terminology, study of set text and live theatre response.

- Section A: Multiple choice theatre roles and terminology (4 marks)
- Section B: Four questions on a given extract from the set play that you study (44 marks)
- Section C: One question (from a choice) on the work of the theatre makers in a single live theatre production (32 marks)

Component 2: Devising Drama (Practical)

Students create, develop and perform a devised piece from stimulus material provided by the teacher. The devised piece must be performed using a specific genre. Students must choose one specialism, performer or designer. The devising log is each student's individual record of their contribution to the group process; it is an analysis and evaluation of the work created.

Component 3: Texts in Practice (Practical)

Performance of two extracts from one play. Students may contribute as a performer or designer.

How will I be assessed?

Component 1: Understanding of Drama Open Book Written Exam 1hr 45 minutes 80 Marks in total. 40% of GCSE

Component 2: Devising Drama Devising log – Process/Evaluation. 2,500 words if entirely written. Devising log can contain photographs and sketches. (60 marks) Devised performance – Performance/designer (20 marks) 80 Marks in total. 40% of GCSE

Component 3: Texts in Practice Performance of extract 1 (20 marks) Performance of extract 2 (20 marks) 40 Marks in total. 20% of GCSE

Extra-Curricular Opportunities

In Year 10 & 11 students attend regular theatre trips. Students will also get the opportunity to assist with, act in and direct regular school productions.

Careers for which this qualification would be useful

Acting, directing, marketing, public speaking, technical support, creative writing, teaching, law and many more.

Enterprise and Marketing Level 2 Certificate- J837 (OCR Cambridge Nationals)



This qualification is suitable for learners:

- aged 14-16 on a full-time study programme who wish to develop applied knowledge and practical skills in enterprise and marketing
- who want to progress onto other related study, such as qualifications in enterprise, marketing and business as it has been designed to meet the Department for Education's characteristics for a Technical Award

What will the learner study as part of this qualification and how will it be assessed?

All learners will study three mandatory topics as follows:	How will it be assessed?
R067: Enterprise and marketing concepts	Exam (40% of final grade)- <i>external assessment</i>
R068: Design a business proposal	Coursework (30% of the final grade)- <i>NEA</i>
R069: Market and pitch a business proposal	Coursework (30% of the final grade)- <i>NEA</i>

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

The first topic underpins the wider learning in this qualification. You will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic you will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

In the second topic, you will develop the skills to design a business proposal to meet a specific business challenge. You will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of your product proposal. The knowledge and skills developed by completing this unit will assist you in the third topic of this qualification.

In the third topic, you will develop the skills to create a brand identity and promotional plan for your specific business product proposal developed in the second topic. You will develop pitching skills in order to *pitch your business proposal* to an external audience. Finally, you will review your pitching skills and business proposal using your learning, self-assessment and feedback gathered.

Is Enterprise and Marketing the right subject for you?

Yes if...

1. you have the confidence to present/pitch your ideas to an external audience who will be assessing your work.
2. can work independently on research that needs to be done and collated in order for you to make decisions in regards to your business proposal.
3. your Maths skills are good as you will be required to calculate income, costs and profits and based on this make decisions.
4. your English writing skills are good as you will need to write the coursework independently and this includes detailed reports.

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.

Which subjects will complement this course?

This qualification is complemented by a range of GCSEs such as Business, Maths and English. It also complements creative subjects such as Art and Design.

For more information: Contact Mrs Carstens , Curriculum Leader for Business Studies.

GCSE Geography (AQA)



Year 11 students enjoying the GCSE Geography field trip in 2019

In GCSE Geography, students study a wide variety of interesting topical issues, helping them develop a broad understanding of today's ever-changing world. Geography is also a subject valued by employers, as students develop their literacy and numeracy skills. This is alongside many other transferable skills such as decision-making, report-writing and giving presentations. Students will also use computer software and learn to use a wide variety of maps at different scales. The course is taught by enthusiastic and knowledgeable subject specialists. Students are well supported with GCSE revision using the 'Megabook' revision guides written by the department. These special revision guides are available to students on paper and also digitally via students' Google Classrooms.

Field trip: Ruislip High organises a day field trip to the south coast in July of Year 10. The students study coastal change and management at Barton-on-Sea (Hampshire) and Hengistbury Head (Dorset). The purpose of the field trip is to carry out human and physical geography fieldwork in preparation for the Paper 3 examination (see below). All students will be expected to take part in this field trip and the cost will be approximately £25 to cover the coach transport.

Assessment: Students will sit three examinations at the end of Year 11:

Paper 1 examination: Living with the Physical Environment - 90 minutes examination (35% of the GCSE)

Section A: The Challenges of Natural Hazards

This includes studying the causes and management of extreme weather in the UK, tropical storms, tectonic hazards and climate change.

Section B: Physical Landscapes in the UK

This includes studying the diverse landscapes of the UK such as its major upland/lowland areas and river systems, coastal processes and landforms, coastal management, river processes and landforms, and flood management.

Section C: The Living World

This includes studying global ecosystems, tropical deforestation, the sustainable management of tropical rainforests, the characteristics and management of cold environments such as Svalbard and Antarctica.

Paper 2 examination: Challenges in the Human Environment - 90 minutes examination (35% of GCSE)

Section A: Urban Issues and Challenges

This includes studying trends in urbanisation, the opportunities and challenges of urban growth, major world cities, and how urban planning can improve the quality of life in poorer countries.

Section B: The Changing Economic World

This includes studying global variations in economic development and quality of life, transnational corporations, international aid, and the economic future of the UK.

Section C: The Challenge of Resource Management

This includes studying the global distribution of food, water and energy resources.

Paper 3 examination: Geographical Applications - 90 minutes examination (35% of GCSE)

Section A: Issue Evaluation

A resource booklet on a geographical issue will be available from March in the year of the GCSEs. Students will study the issue in the weeks leading up to the examination. The examination will then set questions assessing students' understanding of the booklet and their ability to make justified decisions.

Section B: Fieldwork

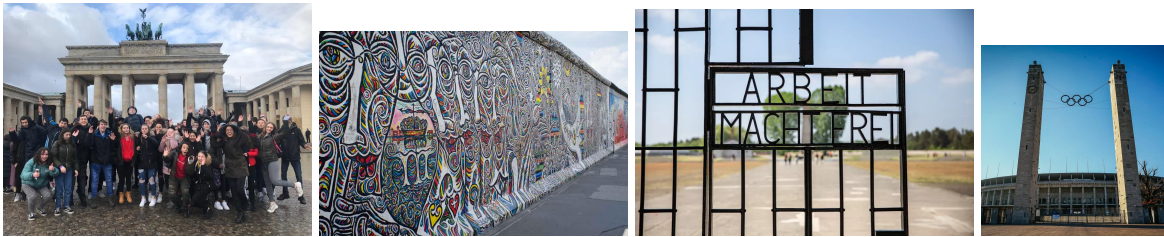
Students undertake two geographical fieldwork enquiries during the south coast field trip in July of Year 10. They will then write about their fieldwork methods, results and conclusions in the Paper 3 exam.

GCSE History (Edexcel)

Course Content

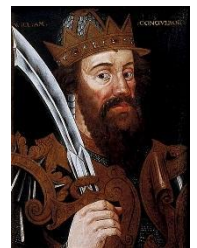
Students will follow the Edexcel (9-1) GCSE history course that includes a thematic study and a study of a historical environment, a period study, a British in- depth study and a modern in- depth study.

A variety of individual and group work tasks will be used to deliver the curriculum, using audio-visual evidence alongside traditional written documentation. There will be the opportunity to take part in a residential trip to Germany to visit major sites associated with the Cold War and Nazi Germany, including a visit to a concentration camp.



The first unit traces the history of Migration in Britain from c800 through to the present day. The students learn about the arrival of Viking settlers in England, the impact of the Reformation and how Britain’s industrialisation and its growing empire led to the arrival of migrants from its colonies and elsewhere during the eighteenth and nineteenth century. The unit looks at how migration continued into the twentieth century and was encouraged by the creation of the Commonwealth, government legislation following the Second World War and global events in the late twentieth and early twenty-first centuries. As part of this unit students will also investigate the locality of Notting Hill after the Second World War, showing how it became a centre for migration from the Caribbean, and about the influence of migrants in the development of the area, as well as the wider impact of events and activism that occurred in the region.

The second unit will incorporate the British depth study and the period study. For the British depth study students will look at Anglo-Saxon and Norman England c1060-1088. They will assess the Norman invasion, The Battle of Hastings and the subsequent victory of William. They will then go on to look at how William secured his power and how he changed the nature of Britain.



The period study will allow students to examine Superpower Relations and the Cold War between 1941 and 1991. They will investigate the increasing tension between the USA and The Soviet Union after WWII and the change in international relations brought about as a result.



The final unit is the modern depth study and will focus on Weimar and Nazi Germany between 1918 and 1939. It will look at the peace settlement in Germany at the end of WWI and the subsequent rise of Hitler and the Nazi party.

Assessment Method

All 3 units are assessed through written examinations. They will test the students' knowledge and understanding of the course and their ability to interpret source material. They will be required to show evidence of description, explanation, analysis and evaluation.

Paper 1 – British Thematic Study with Historical Environment = 1 hour 15 minutes (30%)

Paper 2 – Period Study and British Depth Study = 1 hour 45 minutes (40%)

Paper 3 – Modern Depth Study = 1 hour 20 minutes (30%)

Future Careers

A history GCSE will serve as a good foundation for a number of careers, particularly those that require skills of evaluation and analysis, such as research, journalism, law and the media. History qualifications are also held in high regard by institutes of further and higher education.

BTEC Tech Award: Health and Social Care (Pearson Edexcel)



BTEC Tech Awards are designed to be taught alongside GCSEs, giving students a glimpse into a professional sector whilst teaching them transferable skills for life:

- specifically designed for 14-16 year olds in schools
- graded across Level 1 and Level 2 to recognise the achievements of all students
- assessed using assignments and practical tasks to suit vocational students
- count in the 'open group' of Progress 8.

Course Overview

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing;
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them;
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

Why study Health and Social Care? About three million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Examination Board and Syllabus

Edexcel GCSE in Health and Social Care (2HSO2).

More information can be found on the Edexcel website:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>

Assessment

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the concepts that underpin the sector, through realistic tasks and activities.

Synoptic external assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

	Topic	Final assessment	Level
1.	Human Lifespan Development	Internal assessment	1 / 2
2.	Health and Social Care Services and Values	Internal assessment	1 / 2
3	Health and Wellbeing	External Synoptic assessment	1 / 2

Further Study and Careers in Health and Social Care: Health and Social Care GCSE would be a good foundation for studying a variety of courses at level 3: A levels in Health and Social Care, Psychology, Sociology, Biology or BTEC in Children's Care Learning and Development. It would also lead to a wider variety of apprenticeships or vocational courses at college. It would prove useful for careers such as social work; caring for others for example young children, the elderly or those with specific needs as well as early years; teaching; policing; health care assistants; doctors; nurses and many other related medical professions. It is important that students are interested in the course content from the outset and are prepared to complete an external placement.

GCSE Media Studies (Eduqas)

In GCSE Media Studies, students will have the opportunity to explore a wide range of media texts. They will develop an understanding of the techniques used by the media to communicate different messages and values to their audiences, and will be able to articulate their opinions in their written analysis. In addition, the subject offers students the opportunity to develop their digital technology skills and creativity through the Non-examined Assessment unit.

Exploring the Media – Component One (Examination)

For Component One, questions will focus on all areas of the media theoretical framework. Section A (media language and representation) focuses on a range of print media forms: magazines, marketing (film posters), newspapers, or print advertisements. Section B (industries and audiences) focuses on the following media forms: film, newspapers, radio, video games.

How it's assessed:

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



Understanding Media Forms and Products – Component Two (Examination)

For Component Two, students will analyse all areas and contexts of the media in relation to television (situation comedy) and music (music videos and online media).

How it's assessed:

- Written exam: 1 hour 30 minutes
- 60 marks
- 30% of GCSE



Component Three (Non-examined Assessment)

Students will work individually to create an original media production. The production will be linked to a theme provided by the exam board; students will then interpret the theme in their own way and make a print or video production to fit. Previous tasks have included creating a DVD cover and film poster for a spy film and creating a radio play for teenagers.

How it's assessed:

- 60 marks
- 30% of the GCSE
- Assessed by teachers and moderated by Eduqas

Which careers?

Media links directly to many careers and university courses, such as film production, PR and marketing, advertising, communications, digital media production, web design, etc.

Is Media Studies For Me?

Yes! If you...

- ✓ Enjoy watching and exploring a wide range of media
- ✓ Want to develop practical skills in handling media technology
- ✓ Are looking for a challenging course which will encourage you to work independently
- ✓ Want to develop your critical thinking skills and share your ideas with your peers
- ✓ Want further study opportunities including A Level Media Studies, Diploma in Creative Art and Media or a BTEC in Creative Media
- ✓ Want to pursue a career in the Media or develop skills useful in a wide variety of non-media careers.

GCSE Modern Foreign Languages

- French (Edexcel)
- Spanish (Edexcel)



All students are encouraged to study **French or Spanish** Key Stage 4. **They can only opt for the language they have been studying at Key Stage Three and/or Latin.** They will develop understanding of the spoken and written forms of the language, and the ability to communicate effectively in the spoken and written form. They will also develop an understanding of the countries and communities where the language is spoken. Students will visit different themes, building on what they have studied in KS3. Such themes include:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension



Students will be tested in four skills:

Listening and responding 25% - examination (Higher: 45 minutes, Foundation: 35 minutes)

Speaking 25% - conducted by the class teacher but marked externally
(Higher: 10-12 minutes, Foundation: 7-9 minutes plus 12 minutes preparation time)

Reading and understanding 25% - examination (Higher 1 hour, Foundation: 45 minutes)

Writing 25% - examination (Higher: 1h 20 minutes, Foundation: 1h 10 minutes)

All of the above examinations will take place at the end of Year 11.

A GCSE in a language will enable students to communicate effectively and cope with everyday situations in the country and to gain an understanding of what they see and hear. They will have a greater understanding of European culture and how others live. They will be able to deliver presentations on a number of topics, produce extended and creative pieces of written work and understand leaflets, signs, correspondence and spoken announcements.

Visits -

Spanish: A four day residential trip to Barcelona is organised bi-annually. The purpose of the visit is to find out more about Spanish culture, as well as using the target language in real situations and practical conversations with native Spanish speakers.

During this trip, students get the chance to explore the Ramblas and visit the Barcelona FC stadium. Students also get a full day at the Port Aventura theme park (Universal studios) as well as sampling some Spanish tapas one evening.

French: There is currently no French trip organised; however, the MFL Department shall be looking into running a potential residential to France.

GCSE Latin (OCR)

Students will develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret straightforward Latin. They will also develop their knowledge and understanding of Latin literature and its associated values and society through the study of adapted original texts. Latinists will apply their critical, analytical and reflective skills to evaluate evidence from a range of sources and develop insights into the relevance of the Latin language, its literature and Roman culture to the modern world.



Students will be tested in two aspects of the Latin language (three papers):

Latin Language 50% - final examination (1 hour 30 minutes)

Latin Literature Prose 25% - final examination (1 hour)

Latin Literature Verse 25% - final examination (1 hour)

A GCSE in Latin will enable the students to widen their knowledge of English grammar and vocabulary and to develop their metacognitive abilities across the board. Translating Latin texts is a rigorous mental discipline and potential further education places and employers will appreciate their attention to details, logic and work ethic when they notice that the students have studied Latin.

Visits:

A four day residential trip to Italy is organised bi-annually. This is a joint trip with Geography or Art. The purpose of the visit is to experience first-hand the power and advancement of the Roman civilisation and empire and to explore the fascinating Roman town of Pompeii. Pompeii is famous around the world for being destroyed and buried in ash from an eruption of Mount Vesuvius in 79 AD. Students will visit Mount Vesuvius as well as other areas of interest in the region such as the Amalfi Coast and Herculaneum.

GCSE Music (Edexcel)

The School follows the EDEXCEL GCSE Music Syllabus. The examination covers the three areas of Listening, Composing and Performing. Students studying for the GCSE music examination must be able to play an instrument or sing confidently as 30% of the course is based on performing skills.



Course Content

Listening

This aspect of the course is a written examination. The listening examination is 1 hour and 45 minutes in length. Students are asked questions on eight set pieces of music from a variety of styles and are expected to analyse and evaluate the music. In addition students will be required to answer questions on unfamiliar extracts of music.

Composing

Throughout the two-year course students learn how to compose and write their own music.

By the end of Year 11 students will create two contrasting compositions. One of the compositions will be set by the examination board and the other is a free choice.

Performing Skills

Performing accounts for 30% of the examination mark and all work will be recorded. Students need to be well prepared and ready to play or sing two pieces of their choice (one solo and one group piece).



Quick Assessment Reference Guide		
Performing	Listening	Composing
One solo performance and one ensemble/ group performance	Written Examination lasting 1 hour and 45 minutes	Create two compositions
30%	40%	30%

GCSE Physical Education (Edexcel)



GCSE (9-1) in Physical Education consists of two externally-examined papers and two non-examined assessment components. It is designed to give students in depth knowledge of a number of different topics involved in sport and exercise.

Overview:

Component 1 – Fitness and Body systems 36% - Units include applied anatomy and physiology; movement analysis; physical training and use of data

Component 2 – Health and Performance 24% - Units include health, fitness and well-being; sport psychology; socio-cultural influences and use of data

Component 3 – Practical Performance 30%

Component 4 – Personal Exercise Programme 10% - Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity.

Theory

The course is 60% theory, consisting of TWO examinations. One examination based on Component 1: Fitness and the body systems (1 hour 45 minutes - 90 marks). The second based on Component 2: Health and Performance (1 hour 15 minutes – 70 marks). Each exam consists of short and long answer questions.

Practical

The course is 40% Practical. The practical assessment consists of the students completing **3** physical activities from a set list. One of these must be a team sport, one must be an individual and one of their free choice. For the other 10% of the practical element students are required to select one physical activity/sport on which to plan a PEP to optimise/improve their performance in that activity.

Sports studied may include badminton, basketball, football, Gaelic football, swimming, table tennis and athletics. The school is also able to assess candidates in sports that are not available in school, for example skiing.

Requirements

Candidates should show aptitude in a range of physical activities. Candidates **MUST** take part in extra-curricular sports and be actively involved in a sports club or team outside of school. Candidates should also possess good literacy and science skills.

Format

Candidates will spend four lessons per fortnight on theory based study, with one practical lesson: Core PE time will be used as GCSE practical lessons.

BTEC Tech Award in Sport (Edexcel)

The BTEC Tech Award in Sport consists of three units of work, one of which is externally assessed and two units that are coursework based. It is designed to give pupils an in-depth knowledge of a number of different topics in sport and fitness.

Overview

Unit 1 - Preparing Participants to Take Part in Sport and Physical Activity - Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Unit 2 - Taking Part and Improving Other Participants' Sporting Performance - Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Unit 3 - Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity - Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Theory and Practical

The course is predominantly theory in nature, but due to the flexible coursework units, practical elements are taught throughout. There will be practical lessons throughout the two years, helping to explore different sports and build up skills needed to pass the non exam units.

Requirements

Candidates should show a keen love and interest for sport and have shown interest in taking part in extra curricular activities. Candidates should be aware of the theory element and look forward to developing skills in other areas such as ICT and Media.

Format

Candidates will have 4 hours of PE a week.

BTEC Tech Award in Travel and Tourism (Edexcel)



Introduction

The BTEC Tech Award in travel and Tourism consists of three units of work, one of which is externally assessed and two units that are coursework based. It is designed to give pupils an in-depth knowledge in a number of different topics in Travel and Tourism.

What will the learner study as part of this qualification and how will it be assessed?

Component 1: Travel and Tourism Organisations and Destinations

Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.

Component 2: Customer Needs in Travel and Tourism

Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

Component 3: Influences on Global Travel and Tourism

Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Pearson BTEC Level 1 / 2 Tech Award in travel and Tourism				
Component Number	Component title	GLH	Level	How Assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal-externally moderated
2	Customer Needs in Travel and Tourism	36	1/2	Internal-externally moderated
3	Influences on Global Travel and Tourism	48	1/2	External Synoptic