

# King Edward VII School



## Course Outlines KS4

September 2023

This booklet contains an outline of each course at Key Stage 4 and the assessment requirements. It also has the examination board in brackets for each subject which will help you find specific course information online on the exam board website.

Details of specific assessment deadlines are published in the calendar available on the school website [www.kes.sheffield.co.uk](http://www.kes.sheffield.co.uk) and in the weekly bulletin which is emailed to parents and students.

**NEW GRADING FOR GCSE**

Below is a conversion of old GCSE grades to the new GCSE grading system.

New GCSE Grade	Old GCSE Grade
9	A*
8	A*
7	A
6	B
5	B/C
4	C
3	D
2	E/F
1	F/G
ELC2	U
ELC1	U
P Scale	U

The grading of 1-9 has been in place now for a number of years. Those working below grade 1 will be working at Entry Level and taking Entry Level Certificates (ELCs) where appropriate.

**Arabic GCSE  
(Edexcel)**

SUBJECT	COURSE DESCRIPTION
	<p>The Arabic GCSE course consists of activities that develop the four skills of listening, speaking, reading and writing. All skills are examined separately at the end of Y11 and each skill is worth 25% of the overall GCSE grade. There is no coursework or controlled assessment as part of this new curriculum. The topics they will study throughout Key Stage 4 are the following:-</p> <ul style="list-style-type: none"> <li>- Identity and culture: who am I?, daily life, cultural life</li> </ul>

	<ul style="list-style-type: none"> <li>- Local area, holiday and travel: holidays, travel and tourist attractions, town, region and country.</li> <li>- School: what is school like?, school activities.</li> <li>- Future aspirations, study and work: using languages beyond the classroom, ambitions, work.</li> <li>- International and global dimension: bringing the world together, environmental issues.</li> </ul> <p>Assessment: Students will take an exam paper at the end of Year 11 in each of the following skills: -</p> <ul style="list-style-type: none"> <li>- Listening (25% of final mark)</li> <li>- Speaking (25% of final mark)</li> <li>- Reading (25% of final mark)</li> <li>- Writing (25% of final mark)</li> </ul> <p>There are both Foundation and Higher papers in each skill, although students are not allowed to mix entries between skills, so they will be entered for all Foundation or all Higher. There will also be mock GCSE speaking exams in Y10 and Y11 to prepare students for the rigours of these exams.</p>				
<p><b>Fine Art GCSE (AQA Art and Design)</b></p>	<p>In Art at GCSE you are encouraged to work in a range of two- and three-dimensional media (including digital processes) over the duration of a two-year course.</p> <p>The two-year course is 3 lessons per week.</p> <p>We explore and research the work of a variety of artists and craftspeople and this will inspire your own ideas. The main areas we focus on are:</p> <p><b>Drawing</b> – pencil, charcoal, pastels, pen, chalk etc., in a range of styles and scales.  <b>Digital Photography</b> – supported by development work using Photoshop CS4.  <b>Painting</b> – acrylic, watercolour and poster colour techniques.  <b>Printmaking</b> – intaglio (etching) and monoprint.  <b>3D</b> – includes construction techniques (card or mdf) and ceramics.</p> <p>The exam board (AQA) asks for a portfolio of work that represents the best aspects of what you have produced over the course. This coursework portfolio accounts for 60% of the overall award.</p> <p>The examination unit is started in the second half of the course – you have to respond to one of a series of questions set by the exam board. Preparation work is coursework based; a final piece of work is produced in exam conditions over 10 hours. This ‘examination’ unit accounts for 40% of the overall award.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><b>Coursework</b></td> <td>60% of the final grade</td> </tr> <tr> <td><b>Examination</b></td> <td>40% of the final grade</td> </tr> </table>	<b>Coursework</b>	60% of the final grade	<b>Examination</b>	40% of the final grade
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<p><b>Business GCSE (Edexcel)</b></p>	<p>What will students learn?</p> <p>They will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? They will learn how to develop an idea and turn it into a successful business.</p> <p>Students will understand how to make a business effective, manage money and see how the economy around us affects small businesses and all the people involved. Then students will move on to investigating business growth. How does a business develop beyond the start-up phase? Students will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business.</p>				

	<p>Students will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and as well as exploring how the wider world impacts the business as it grows.</p> <p>There are 2 exams in Year 11 summer:</p> <p>Paper 1 50% Paper 2 50%</p>
<p><b>Computer Science GCSE (OCR)</b></p>	<p>The course will give students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.</p> <p><b>Students learn:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking, analysis and problem-solving skills through the study of computer programming. For many students, it'll be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.</li> </ul> <p>Component 01 – Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.</p> <p>Component 02 – Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.</p> <p><b>Practical Programming</b></p> <p>Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular, component 02 (section B).</p> <p><b>Assessment</b></p> <p>Examination Unit 1: 50% of final grade – Examination at the end of Y11.</p> <p>Examination Unit 2: 50% of final grade – Examination at the end of Y11</p>
<p><b>SUBJECT</b></p>	<p><b>COURSE DESCRIPTION</b></p>
<p><b>iMedia (Cambridge Nationals) OCR</b></p>	<p>This qualification will assess the application of creative media skills through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualification will encourage independence, creativity and awareness of the digital media sector.</p> <p>Each of the three Cambridge Nationals Units are started in Year 10. There are two mandatory units and one optional.</p> <p>The two compulsory units are;</p>

	<p><b>Unit R093:</b> Creative iMedia in the media industry This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, Factors influencing product design, Pre-production planning and Distribution considerations</p> <p><b>Unit R094:</b> Visual identity and digital graphics This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: o Develop visual identity o Plan digital graphics for products o Create visual identity and digital graphics</p> <p>A choice of either:</p> <p><b>Unit R097:</b> Interactive digital media This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products. Topics include: o Plan interactive digital media o Create interactive digital media o Review interactive digital media</p> <p><b>Unit R099:</b> Digital games This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review digital games. Topics include: o Plan digital games o Create digital games o Review digital games</p> <p><b>Assessment</b> Students meeting the grading criteria for a Level 2 award will achieve a qualification that is worth the equivalent of one GCSE grade A*-C. The Cambridge National grade shown on their certificate will be a Pass, Merit, Distinction or Distinction*.</p> <p><b>Coursework</b> Students undertake on-going portfolios of work with regular teacher feedback. The strong coursework element (75%) suits students who prefer coursework to examinations. The assessment includes practical work, as well as pieces of written work.</p> <p><b>Examination</b> 25% of the course is externally assessed (RO93) – an exam taken in January/June of Year 11.</p>
SUBJECT	COURSE DESCRIPTION
<p><b>Drama GCSE (AQA)</b></p>	<p><b>The GCSE Drama course will enable students to:</b></p> <ul style="list-style-type: none"> <li>• Develop a wide range of performance styles and skills in order to create imaginative, meaningful and original performances.</li> <li>• Develop the ability to express their ideas and put them into action.</li> <li>• Develop their self-confidence, self-discipline and ability to work as part of a team.</li> <li>• Develop their research and planning skills and ability to work to and meet deadlines.</li> <li>• Develop their analytical thinking and evaluation skills, both spoken and on paper.</li> </ul> <p><b>Component 1: Understanding Drama – Written Exam – 40%</b></p> <p>Set and graded by AQA, there are 3 sections to the written exam:</p> <p>Section A: Knowledge and Understanding of Theatre Section B: Study of a Set Play Section C: Analysis and Evaluation of Live Theatre</p>

	<p>Students work practically exploring and performing extracts from a play prescribed by the exam board – currently ‘Noughts and Crosses by Dominic Cooke’. They learn about performance techniques and how to design set, costume, sound and lighting. They will learn how to write about their performance and design ideas and can take the play text into the exam.</p> <p>Students go to the theatre regularly during the course and will then write an analysis and evaluation of one of the performances that they have seen in their final exam.</p> <p><b>Component 2: Devising Drama – 40%</b></p> <p>In a group, students create their own, original piece of Theatre to be performed in front of an audience which can be the class or invited friends and family. Students can work as actors or designers. Their performance skills and ability to create an effective piece of drama will be assessed by their teacher. During the devising and rehearsal process, students keep a ‘Devising Log’ of what they can do; this is written up into a final piece of coursework which is also marked by the teacher. The whole component is then externally moderated.</p> <p><b>Component 3: Texts in Practice – 20%</b></p> <p>Students work in a group to perform two extracts from a play chosen by themselves and their teacher. They can work as actors or designers. Students are assessed on their performance skills and ability to interpret their character and the play.</p> <p>The extract is performed in front of an audience, usually their class, and a visiting AQA examiner.</p>
SUBJECT	COURSE DESCRIPTION
<p><b>Level 1/2 Vocational Award in Engineering (WJEC/Educas )</b></p>	<p>This course is made up of three units: two that are internally assessed and one that’s externally assessed.</p> <p>Each of the 3 Engineering Units are explained below: -</p> <p><b>Unit 1: Manufacturing engineering products</b></p> <p>In this unit you will have the opportunity to interpret different types of engineering information to plan how to manufacture engineering products. You will also develop knowledge, understanding and skills in using a range of engineering tools and equipment to manufacture and test a final product.</p> <ul style="list-style-type: none"> <li>• Internally assessed assignments</li> <li>• <b>40%</b> of the total course</li> </ul> <p><b>Unit 2: Designing engineering products</b></p> <p>Explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.</p> <ul style="list-style-type: none"> <li>• Internally assessed assignments</li> <li>• <b>20%</b> of the total course</li> </ul> <p><b>Unit 3: Solving engineering problems</b></p>

	<p>Introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.</p> <ul style="list-style-type: none"> <li>• Externally assessed task</li> <li>• <b>40%</b> of the total course</li> <li>• Completed in the Summer of Y11.</li> </ul> <p>You will develop a range of skills which are attractive to employers, colleges and universities including:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Learning independently</li> <li>• Research</li> <li>• Taking on responsibility</li> <li>• Time management</li> </ul>
<p><b>English Language &amp; English Literature GCSE (AQA)</b></p>	<p>The AQA GCSE English Language and English Literature courses are not tiered and students will be awarded a grade of 1 to 9 (1 being the lowest and 9 only being awarded to the top 3% of students in the country)</p> <p>Students follow the AQA exam board courses leading to two qualifications in GCSE English Language and GCSE English Literature. Final examinations will be sat in the summer of 2024.</p> <p><b>Reading and Literature:</b> Students analyse the language, techniques and ideas of writers in both fiction and non-fiction and use quotation effectively on both English Language papers. A Shakespeare play, a 19<sup>th</sup> century novel, a modern text and a cluster of poems will be studied for Literature. Additionally, students will be expected to respond to unseen poetry on paper 2.</p> <p><b>Writing:</b> Students are assessed on the use of Standard English, varied sentence structures and vocabulary for effect as well as their ability to match style to purpose and audience on both Language papers.</p> <p><b>Non-Examination Assessment: Spoken Language:</b> Students work individually and are assessed on their ability to plan a presentation, speak and respond appropriately, express complex ideas, explain the way they have crafted their work and use competent Standard English.</p> <p><b>Assessment</b></p> <p><b>English Literature:</b> 2 papers. 100% examination, Paper 1: 40%. Paper 2: 60%</p> <p><b>English Language:</b> 2 papers. 100% examination, each paper worth 50% of final mark.</p>

SUBJECT	COURSE DESCRIPTION
<p><b>Food Preparation and Nutrition GCSE (AQA (8585))</b></p>	<p>The GCSE Food Preparation &amp; Nutrition course in Y10/11 enables students to develop a wide variety of food preparation skills. They develop their recipe ideas and aim to produce high quality food products whilst learning the importance of safe, hygienic working practices.</p> <p>In Year 10, students will learn how to plan, prepare, cook and present food, whilst also considering the nutritional content of the dishes in relation to the task.</p>

	<p>Students will study an element of Food Science and Nutrition during the GCSE where they will gain an understanding of the working characteristics, the functional and the chemical properties of ingredients.</p> <p>Students will look at how food is grown, made or produced and learn how food reaches our shops. This theory forms the basis for revision for the written examinations.</p> <p>In Year 11, students will start their 'Food Preparation' NEA assessment which is worth 100 marks, this piece of work is written as a report/portfolio and a practical exam, and is worth 50% of the final examination mark.</p> <p><b>Assessment</b></p> <p><b>Written Examination</b></p> <p>50% of Final GCSE Grade Multiple choice questions (20 marks) Five questions, each with a number of sub-questions (80 marks)</p> <p><b>Non-Exam Assessment (NEA)</b></p> <p>50% of final GCSE grade NEA2 – Food Preparation Assessment (65%) Practical exam, 3 hours to prepare 3 complex dishes, based on a topic supplied by the exam board. Written folder recording and detailing choices made for the exam.</p>
<p><b>Foundation Learning</b> Pearson BTEC Entry 3 in Entry to Vocational Study</p>	<p>Foundation Learning is a practical and 'hands on' course based in and out of the classroom. It will allow students to work towards Entry level qualifications, which focus on developing essential skills including;</p> <ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Working with others</li> <li>- Improving their own learning</li> <li>- Research</li> <li>- Discussion</li> <li>- Presentation skills</li> </ul> <p>As well as gaining the qualification, students will gain skills to help them succeed in other subjects and progress at the end of Year 11.</p> <p><b>Assessment:</b></p> <p>The course is assessed through on-going assignments over the two years to create a portfolio of work accredited through Pearson (Edexcel). There is no examined content.</p>
<p><b>SUBJECT</b></p>	<p><b>COURSE DESCRIPTION</b></p>
<p><b>French GCSE (AQA)</b></p>	<p>The GCSE course consists of activities that develop the four skills of listening, speaking, reading and writing. All skills are examined separately at the end of Y11 and each skill is worth 25% of the overall GCSE grade. There is no coursework or controlled assessment as part of this new curriculum. The topics they will study throughout Key Stage 4 are the following:</p> <ul style="list-style-type: none"> <li>- Identity and culture: family, friends, technology, free time, customs and traditions.</li> <li>- Local, national, and international areas of interest: home, town, social issues, global issues, travel and tourism.</li> <li>- Current and future study and employment: school life, my studies, education, post-16, jobs, career choices and ambitions.</li> </ul>

	<p><b><u>Assessment</u></b></p> <p>Students will take an exam paper in each of the following skills highlighted below. There are both Foundation and Higher papers in each skill, although students are not allowed to mix entries between skills, so they will be entered for all Foundation, or all Higher. There will also be mock GCSE speaking exams in Y10 and Y11 to prepare students for the rigours of these exams.</p> <p><b>Listening - 25%</b> of final mark (by examination at the end of Y11)</p> <p><b>Reading - 25%</b> of final mark (by examination at the end of Y11)</p> <p><b>Speaking - 25%</b> of final mark (by examination at the end of Y11)</p> <p><b>Writing - 25%</b> of final mark (by examination at the end of Y11)</p>
<p><b>Geography GCSE (AQA)</b></p>	<p>Students are undertaking the GCSE Geography AQA specification. Over the two year course, students will complete three units:</p> <p style="padding-left: 40px;">Unit 1 – Living with the physical environment (35%) Unit 2 – Challenges in the human environment 35%) Unit 3 – Geographical applications (30%)</p> <p>In Unit 1 – Students will be taught three topics:</p> <ul style="list-style-type: none"> <li>- The challenge of natural hazards</li> <li>- The living world</li> <li>- Physical landscapes in the UK</li> </ul> <p>In Unit 2 – Students will be taught three topics:</p> <ul style="list-style-type: none"> <li>- Urban challenges</li> <li>- The changing economic world</li> <li>- The challenge of resource management</li> </ul> <p>In Unit 3 - Students will be taught two topics</p> <ul style="list-style-type: none"> <li>- Issue elevation, where students will learn how to use pre-released material for their examination</li> <li>- Fieldwork, students will be examined on their fieldwork enquires in an external examination.</li> </ul> <p>Spelling, punctuation and grammar will be assessed in all three units.</p>
<p style="text-align: center;"><b>SUBJECT</b></p>	<p style="text-align: center;"><b>COURSE DESCRIPTION</b></p>
<p><b>German GCSE (AQA)</b></p>	<p>The GCSE course consists of activities that develop the four skills of listening, speaking, reading and writing. All skills are examined separately at the end of Y11 and each skill is worth 25% of the overall GCSE grade. There is no coursework or controlled assessment as part of this new curriculum. The topics they will study throughout Key Stage 4 are the following:</p> <ul style="list-style-type: none"> <li>• Identity and culture: family, friends, technology, free time, customs and traditions.</li> <li>• Local, national, and international areas of interest: home, town, social issues, global issues, travel and tourism.</li> <li>• Current and future study and employment: school life, my studies, education post-16, jobs, career choices and ambitions.</li> </ul> <p><b><u>Assessment</u></b></p> <p>Students will take an exam paper in each of the following skills highlighted below. There are both Foundation and Higher papers in each skill, although</p>

	<p>students are not allowed to mix entries between skills, so they will be entered for all Foundation, or all Higher. There will also be mock GCSE speaking exams in Y10 and Y11 to prepare students for the rigours of these exams.</p> <p><b>Listening</b> - 25% of final mark (by examination at the end of Y11)  <b>Reading</b> - 25% of final mark (by examination at the end of Y11)  <b>Speaking</b> - 25% of final mark (by examination at the end of Y11)  <b>Writing</b> - 25% of final mark (by examination at the end of Y11)</p>				
<p><b>Graphic Communication GCSE (AQA)</b></p>	<p>In Graphic Communication you are encouraged to work in a range of two and three dimensional products (including digital processes) over the duration of a one year or two year course.</p> <p>The one year course is 5 lessons per week.  The two year course is 2 or 3 lessons per week.  We explore and research the work of a variety of graphic designers and craftspeople, and this will inspire your own ideas.</p> <p>The exam board (AQA) asks for a portfolio of work that represents the best aspects of what you have produced over the course. This coursework portfolio accounts for 60% of the overall award.</p> <p>The examination unit is started in the second half of the course – you have to respond to one of a series of questions set by the exam board. Preparation work is coursework based; a final piece of work is produced in exam conditions over 10 hours. This ‘examination’ unit as a whole accounts for 40% of the overall award.</p> <p>Students will develop their skills and techniques as well as their knowledge and understanding of graphic communication through:-  Advertising</p> <ul style="list-style-type: none"> <li>• Packaging design</li> <li>• Design for print</li> <li>• Illustration</li> <li>• Communication Graphics</li> <li>• Branding</li> <li>• Multimedia</li> <li>• Design for film and television</li> </ul> <p style="text-align: right;"><b>Assessment</b></p> <table style="margin-left: auto; margin-right: 0;"> <tr> <td style="padding-right: 20px;"><b>Coursework</b></td> <td>60% of the final grade</td> </tr> <tr> <td><b>Examination</b></td> <td>40% of the final grade</td> </tr> </table>	<b>Coursework</b>	60% of the final grade	<b>Examination</b>	40% of the final grade
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<p><b>Health &amp; Social Care BTEC Tech Award (Pearson)</b></p>	<p>Students will study the Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care. To achieve the qualification students will need to complete three components of study.</p> <p><b>Component 1: Human Lifespan Development (30% final grade)</b>  This component will be internally assessed and will have 6 hours to complete a total of 4 different tasks. Students will develop an understanding of human growth and development across life stages and the factors that affect it, including how individuals deal with life events.</p> <p><b>Component 2: Health and Social Care Services and Values (30% final grade).</b>  This will be internally assessed with 5 different tasks to be completed over 6 hours. Students will develop knowledge of the different types of health and social care services and barriers to accessing them whilst demonstrating care values.</p> <p><b>Component 3: Health and Wellbeing (60 marks, 40% final grade)</b></p>				

	<p>This component builds on the understanding of 1 and 2, students will demonstrate knowledge and understanding of factors that affect health and wellbeing, interpret health indicators, demonstrating knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans. This component is assessed externally and will be completed in year 11.</p> <p><b>Assessment</b></p> <p>Students meeting the grading criteria for a Level 2 award will achieve a qualification that is worth the equivalent of one GCSE. The BTEC grade shown on their certificate will be a level 1 or level 2 Pass, Merit, Distinction or Distinction*.</p> <p>Internal assessment includes practical and written work, external assessment will be in the form of a written exam.</p>
<p><b>History GCSE (AQA)</b></p>	<p>Students will study AQA GCSE History. The course is divided into four modules, each contributing 25% towards the final grade:</p> <ul style="list-style-type: none"> <li>• Germany 1890-1945: Democracy and Dictatorship</li> <li>• Conflict and tension between East and West: 1945-1972</li> <li>• Britain: Migration, Empires and the people, c.790-Present Day</li> <li>• Elizabeth England: 1568-1603</li> </ul> <p>The course is made up of both breadth and depth studies and includes a diverse range of English, European and world history. Students are encouraged to read around the subject and will be advised on further readings, books and films relevant to each topic.</p> <p>As a linear course, where examinations take place at the end of the course, regular revision is crucial. Support materials will be provided to help consolidate content studied in lessons and to help students keep their notes up to date and regular retrieval homework tasks are set via Seneca Learning. All lesson, homework and revision resources are available for students to access via Google Classroom, Satchell or the school MLE. The school library also has copies of all text books and revision guides to support independent study.</p> <p><b>Assessment</b></p> <p>Two examination papers, each lasting 2 hours.</p> <p>Paper 1:</p> <ul style="list-style-type: none"> <li>- Germany 1890-1945: Democracy and Dictatorship.</li> <li>- Conflict and tension between East and West: 1945 - 1972</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>- Britain: Migration, Empires and the people, c.790 - Present Day</li> <li>- Elizabeth England: 1569 - 1603</li> </ul>
<p><b>Mathematics GCSE</b></p>	



	<p>also need to answer some structured questions on set pieces of music that will have been studied during the course.</p> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• One composition in Y10 <b>worth 15%</b></li> <li>• One composition to a brief set by the exam board in Year 11 <b>worth 15%</b> of the GCSE</li> <li>• One solo performance in February of Y11 <b>worth 15%</b> of the GCSE</li> <li>• One ensemble performance in February of Y11 <b>worth 15%</b> of the GCSE</li> <li>• One 90 minute exam in June of Y11 <b>worth 40%</b> of the GCSE</li> </ul>
<p><b>Core PE (all students compulsory in Y10 and Y11)</b></p>	<p>In Core PE Y10 students continue to build on the work done at KS3. Activities include; Invasion Games (Football, Rugby, Netball, Hockey, Basketball), Net Games (Tennis, Badminton, Volleyball, Table Tennis), Striking and Fielding Games (Cricket, Rounders), Fitness, Athletics, Trampolining. Each activity is studied for approximately six weeks.</p> <p>In Y11 students have the opportunity to have some degree of choice about the activities they participate in but the subject remains compulsory as part of the school commitment to our Healthy School status.</p>
<p><b>PE GCSE (AQA)</b></p>	<p>GCSE PE should encourage students to:</p> <ul style="list-style-type: none"> <li>• Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.</li> <li>• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.</li> <li>• Understand how the physiological and psychological state affects performance in physical activity and sport.</li> <li>• Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.</li> <li>• Develop their ability to analyse and evaluate to improve performance in physical activity and sport.</li> <li>• Understand the contribution which physical activity and sport make to health, fitness and well-being.</li> <li>• Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.</li> <li>• Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways.</li> </ul> <p><b><u>Assessment</u></b></p> <p>PAPER 1:</p> <ul style="list-style-type: none"> <li>• <b>The human body and movement in physical activity and sport</b></li> <li>• Written exam (1 hour 15 minutes) <b>worth 30%</b> of GCSE</li> </ul> <p>PAPER 2:</p>

	<ul style="list-style-type: none"> <li>• Socio-cultural influences and well-being in physical activity and sport.</li> <li>• Written exam (1 hour 15 minutes) <b>worth 30%</b> of GCSE.</li> </ul> <p><b>Practical performance in physical activity and sport</b></p> <p>Internal assessment (external moderation) worth 40% of GCSE  Students are assessed as player/performer in three different activities (team, individual and a third from either team or individual) (30% of grade)  Plus written/verbal analysis and evaluation of performance (10% of grade).  60% is exam, 10% is coursework and 30% is practical performance.</p>
<p><b>Sports Science  Cambridge  National  (OCR)</b></p>	<p>Students will study the key aspects of Sport Science. It will equip the student with sound specialist knowledge and provide the opportunity to apply skills through a number of practical experiences. This will involve studying two mandatory units and one optional unit from a choice of two. The two mandatory units are:</p> <p><b>R180: Reducing the risk of sports injuries and dealing with common medical conditions.</b></p> <p>This is assessed by an exam and is worth 40% of your final grade. By completing this unit, the student will prepare as a participant to take part in physical activity in a way which minimises the risk of injury occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity and how to recognise the symptoms of some common medical conditions. Topics include: Different factors which influence the risk and severity of injury. Warm up and cool down routines. Different types and causes of sports injuries. Reducing risk, treatment and rehabilitation of sports injuries and medical conditions. Causes, symptoms and treatment of medical conditions.</p> <p><b>R181: Applying the principles of training: fitness and how it affects skill performance.</b></p> <p>This is assessed by a set assignment and is worth 40% of your final grade. By completing this unit, the student will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. The student will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include: Components of fitness applied in sport. Principles of training in sport. Organising and planning a fitness training programme. Evaluate own performance in planning and delivery of a fitness training programme.</p> <p><b>This is the optional unit we have chosen:</b>  <b>R182: The body’s response to physical activity and how technology informs this.</b></p> <p>This is assessed by a set assignment and is worth 20% of your final grade. By completing this unit the student will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide energy and movements needed to keep you exercising and in turn, how exercise helps develop both systems,, The student will also learn about relevant technology and how this assists in measuring changes in these systems. Topics include: The cardio respiratory system and how the use of technology supports different types of sports and their intensities. The musculo-skeletal system</p>

	<p>and how the use of technology supports different types of sports and their movements. Short term effects of exercise on the cardiorespiratory and musculo-skeletal systems. Long term effects of exercise on the cardiorespiratory and musculoskeletal systems.</p>
<p><b>PSHE (all students compulsory)</b></p>	<p>In PSHE students will consider and evaluate knowledge, attitude and beliefs concerned with their personal and social lives and develop skills and understanding which will help equip them to be responsible and make informed choices in life.</p> <p><b>Year 10:</b> In Y10 areas covered will include: sex and relationships education (SRE), mental health (eating disorders) and citizenship (awareness of sexuality and disability). <b>PSHE will be on a rotation with R.E.</b></p> <p><b><u>Assessment</u></b></p> <p>Assessment is continuous. It includes teacher observations, reflection, student self-assessment, group work feedback and activities which assess knowledge, understanding and skills gained. Students will have an opportunity to gain additional certification in a range of core skills including team work, communication skills and interaction with visitors.</p> <p><b>Year 11:</b> In Y11 areas covered will include: employability skills, finance in adulthood, death and bereavement, parenthood and emotional health (stress management), relationship and sex education.</p> <p><b><u>Assessment</u></b></p> <p>Assessment is continuous. It includes teacher observations, reflection, student self-assessment, group work feedback and activities which assess knowledge, understanding and skills gained. Students will be assessed against core skills including communication, listening, cooperation, assertiveness and empathy.</p>
<p><b>Photography GCSE (AQA)</b></p> <p><b>Year 10</b></p>	<p>In photography at GCSE you are encouraged to work in a range of lens-based and light-based media (including digital processes, animation and dark room techniques).</p> <p>The two year course is 2 or 3 lessons per week.</p> <p>The course is carefully structured to ensure you have a creative, rewarding and successful photography experience. We explore and research the work of a variety of artists and photographers and this will inspire your own ideas.</p> <p>The exam board (AQA) asks for a portfolio of work that represents the best aspects of what you have produced over the course. This 'coursework' portfolio accounts for 60% of the overall award.</p> <p>The examination unit is started in the second half of the course – you have to respond to one of a series of questions set by the exam board. Preparation work is coursework based; a final piece of work is produced in exam conditions over 10 hours. The examination unit as a whole accounts for 40% of the overall award.</p>

<p><b>RE GCSE (AQA)</b></p>	<p>Students study the AQA GCSE Religious Studies A course. The course is divided into two sections each comprising of four modules: the study of religions (Christianity and Islam) and thematic studies. Each section contributes 50% of their final grade. Students start the RE GCSE in Year 9.</p> <p>Each student's progress is assessed according to their effort and attainment in class. More formal assessment occurs at the end of each module when students are set an AQA exam board specimen exam question.</p> <p><u>In Year 9, students have already studied 3 AQA modules</u></p> <ul style="list-style-type: none"> <li>• Muslim beliefs and teachings</li> <li>• Theme: Human rights and social justice</li> <li>• Theme: Crime and punishment</li> </ul> <p><u>In Y10, students study three <b>AQA</b> related modules on a 3x9 weeks rotation with the PSHE Department</u></p> <ul style="list-style-type: none"> <li>• Christian beliefs and teachings</li> <li>• Theme: Relationships and families from a Christian and Muslim Perspective. Muslim practices</li> </ul> <p><u>In Y11, students complete their final <b>AQA</b> modules for the full GCSE certification:</u></p> <ul style="list-style-type: none"> <li>• Christian practices</li> <li>• Theme: Religion and Life from a Christian and Muslim perspective</li> </ul> <p><b><u>Assessment</u></b></p> <p>100% Examination - Two examination papers each lasting 1hr 45 mins at the end of the course in Year 11.</p> <p>Paper 1: The study of religion – Christianity and Islam</p> <p>Paper 2: Thematic studies</p>
<p><b>3D Design Art &amp; Design GCSE (AQA)</b></p>	<p>In 3D Design at GCSE you are encouraged to work in a range of two and three dimensional media (including digital processes) over a duration of a two year course. Creating 3-Dimensional outcomes.</p> <p>The two year course is 2 or 3 lessons per week.</p> <p>We explore and research the work of a variety of artists and craftspeople and this will inspire your own ideas. The main areas we focus on are:-</p> <p>Construction techniques, sketching and annotating in 2D online and by hand. Sculpture, ceramics, model making and product designing in a range of materials.</p>

	<p>The exam board (AQA) asks for a portfolio of work that represents the best aspects of what you have produced over the course. This coursework portfolio accounts for 60% of the overall award.</p> <p>The examination unit is started in the second half of the course – you have to respond to one of a series of questions set by the exam board. Preparation work is coursework based; a final piece of work is produced in exam conditions over 10 hours. This ‘examination’ unit accounts for 40% of the overall award.</p> <p><b><u>Assessment</u></b></p> <table data-bbox="459 443 1070 517"> <tr> <td><b>Coursework</b></td> <td>60% of the final grade</td> </tr> <tr> <td><b>Examination</b></td> <td>40% of the final grade</td> </tr> </table>	<b>Coursework</b>	60% of the final grade	<b>Examination</b>	40% of the final grade		
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<p><b>Triple Science GCSE (AQA)</b></p>	<p>The majority of students will complete the separate GCSE’s in Biology, Chemistry and Physics.</p> <p>If successful, each student will be awarded <b>three separate GCSE’s</b>, each with a <b>separate grade</b> for each science.</p> <p>The GCSE science courses comprise of two tiers of entry: Higher (Grades 9-4) and Foundation (Grades 5-1). 9 is the highest grade available.</p> <p>The exam board is AQA, and the course covers a broader range of content in each separate science, than the combined science GCSE. The extra content means the exams are slightly longer, but provides a broader knowledge base for students wishing to extend their science studies up to A Level.</p> <p>There is no coursework aspect to the courses.</p> <p><b><u>Assessment</u></b></p> <p><b>Six Examinations; One subject (two exams) will be sat at the end of Y10 and the other two subjects will be sat at the end of Y11.</b></p> <table data-bbox="459 1249 1485 1413"> <tr> <td>Biology Paper 1 = 50% (Units 1-4)</td> <td>Biology Paper 2 = 50% (Units 5-7)</td> </tr> <tr> <td>Chemistry Paper 1 = 50% (Units 1-5)</td> <td>Chemistry Paper 2 = 50% (Units 6-10)</td> </tr> <tr> <td>Physics Paper 1 =50% (Units 1-4)</td> <td>Physics Paper 2 = 50% (Units 5-8)</td> </tr> </table>	Biology Paper 1 = 50% (Units 1-4)	Biology Paper 2 = 50% (Units 5-7)	Chemistry Paper 1 = 50% (Units 1-5)	Chemistry Paper 2 = 50% (Units 6-10)	Physics Paper 1 =50% (Units 1-4)	Physics Paper 2 = 50% (Units 5-8)
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<p><b>Combined Science GCSE (AQA)</b></p>	<p>Some students are completing a double award GCSE in Combined Science. This has slightly less content than the above separate sciences, so the exams are shorter.</p> <p>If successful, each student will be awarded <b>two GCSE’s</b>. This will be an <b>average grade over the three Sciences</b>.</p> <p>The GCSE science courses comprise of two tiers of entry. Higher (Grades 9-4) and Foundation (Grades 5-1). 9 is the highest grade available. The course is made up of 24 units of work which <b>are all examined at the end of Y11</b> and there is no coursework aspect to the course.</p> <p><b>Assessment - Six Examinations</b> at the end of Y11 which count for 100% of the total GCSE</p> <table data-bbox="459 2085 1485 2175"> <tr> <td>Biology Paper 1 = 50%(Units 1-4)</td> <td>Biology Paper 2 =50% (Units 5-7)</td> </tr> <tr> <td>Chemistry Paper 1 = 50%(Units 1-5)</td> <td>Chemistry Paper 2 = 50% (Units 6-10)</td> </tr> </table>	Biology Paper 1 = 50%(Units 1-4)	Biology Paper 2 =50% (Units 5-7)	Chemistry Paper 1 = 50%(Units 1-5)	Chemistry Paper 2 = 50% (Units 6-10)		
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<b>Spanish GCSE (AQA)</b>	<p>The GCSE course consists of activities that develop the four skills of listening, speaking, reading and writing. All skills are examined separately at the end of Y11 and each skill is worth 25% of the overall GCSE grade. There is no coursework or controlled assessment as part of this new curriculum. The topics they will study throughout Key Stage 4 are the following:</p> <ul style="list-style-type: none"> <li>• Identity and culture: family, friends, technology, free time, customs and traditions.</li> <li>• Local, national, and international areas of interest: home, town, social issues, global issues, travel and tourism.</li> <li>• Current and future study and employment: school life, my studies, education post-16, jobs, career choices and ambitions.</li> </ul> <p><b><u>Assessment</u></b></p> <p>Students will take an exam paper in each of the following skills highlighted below. There are both Foundation and Higher papers in each skill, although students are not allowed to mix entries between skills, so they will be entered for all Foundation, or all Higher. There will also be mock GCSE speaking exams in Y10 and Y11 to prepare students for the rigours of these exams.</p> <p><b>Listening - 25%</b> of final mark (by examination at the end of Y11)</p> <p><b>Reading - 25%</b> of final mark (by examination at the end of Y11)</p> <p><b>Speaking - 25%</b> of final mark (by examination at the end of Y11)</p> <p><b>Writing - 25%</b> of final mark (by examination at the end of Y11)</p>				
<b>Textiles GCSE Art &amp; Design (AQA)</b>	<p>In Textiles Design at GCSE you are encouraged to work in a range of materials and fabrics (including digital processes) over a duration of a two-year course. Creating textiles - based outcomes.</p> <p>The two year course is 3 lessons per week.</p> <p>We explore and research the work of a variety of artists and craftspeople and this will inspire your own ideas. The main areas we focus on are;</p> <p style="padding-left: 40px;">Drawing, designing, sketching, annotating and manipulating fabrics by machine or hand. We produce textile creations in a range of ways suited to the Textiles/Art course.</p> <p>The exam board (AQA) asks for a portfolio of work that represents the best aspects of what you have produced over the course. This coursework portfolio accounts for 60% of the overall award.</p> <p>The examination unit is started in the second half of the course – you have to respond to one of a series of questions set by the exam board. Preparation work is coursework based; a final piece of work is produced in exam conditions over 10 hours. This ‘examination’ unit accounts for 40% of the overall award.</p> <p><b>Assessment</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><b>Coursework</b></td> <td>60% of the final grade</td> </tr> <tr> <td><b>Examination</b></td> <td>40% of the final grade</td> </tr> </table>	<b>Coursework</b>	60% of the final grade	<b>Examination</b>	40% of the final grade
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**Urdu  
GCSE  
(AQA)**

The GCSE course consists of activities that develop the four skills of listening, speaking, reading and writing. All skills are examined separately at the end of Y11 and each skill is worth 25% of the overall GCSE grade. There is no coursework or controlled assessment as part of this new curriculum. The topics they will study throughout Key Stage 4 are the following:

- Identity and culture: family, friends, technology, free time, customs and traditions.
- Local, national, and international areas of interest: home, town, social issues, global issues, travel and tourism.
- Current and future study and employment: school life, my studies, education post-16, jobs, career choices and ambitions.

**Assessment**

Students will take an exam paper in each of the following skills highlighted below. There are both Foundation and Higher papers in each skill, although students are not allowed to mix entries between skills, so they will be entered for all Foundation, or all Higher. There will also be mock GCSE speaking exams in Y10 and Y11 to prepare students for the rigours of these exams.

**Listening - 25%** of final mark (by examination at the end of Y11)

**Reading - 25%** of final mark (by examination at the end of Y11)

**Speaking - 25%** of final mark (by examination at the end of Y11)

**Writing - 25%** of final mark (by examination at the end of Y11)