



# **Courses at Key Stage 4 2021/2023**

# Compulsory Subjects

# ENGLISH LANGUAGE

## Board: AQA 8700

The study of English helps you to communicate clearly, effectively and appropriately through both the written and spoken word. The more you are able to speak and write with confidence the more successful you will be, not just academically or in your future career, but in your personal life as well. English is therefore studied by all students.

### Course Content and Assessment

All students will study English Language and English Literature. The course is assessed by two examinations at the end of Year 11.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, 'Explorations in Creative Reading and Writing', looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, 'Writers' Viewpoints and Perspectives', looks at how different writers present a similar topic over time.

Spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The unit will get a separate mark from GCSE.

<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>Four questions on one literature fiction extract</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>descriptive or narrative writing</li> </ul>	<b>How it's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>one non-fiction text and one literary non-fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>writing to present a viewpoint</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"> <li>1 short form question (1 x 4 marks)</li> <li>2 longer form questions (2 x 8 marks)</li> <li>1 extended question (1 x 20 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>	<b>Questions</b> <b>Reading (40 marks) (25%)</b> – two linked texts <ul style="list-style-type: none"> <li>1 short form question (1 x 4 marks)</li> <li>2 longer form questions (1 x 8, 1 x 12 marks)</li> <li>1 extended question (1 x 16 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>

### Tiers of Entry

There is only one tier of entry. All students will do the same exam papers.

**What the course could lead on to:** The course is a good foundation for further study in the sixth form – in any subject. A high grade is necessary if you wish to study English at 'A' level or to continue your education at university. A good performance is also valued by employers.

# ENGLISH LITERATURE

Board: AQA 8702

All students will study the AQA English Literature GCSE. The study of literature not only extends your experience of reading and writing, it also develops your critical and analytical skills which will be of benefit to you generally, not just in your performance on this course.

## Course Content and Assessment

<b>Paper 1: Shakespeare and the 19th-century</b>	<b>Paper 2: Modern texts and poetry</b>
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Shakespeare</li><li>• The 19th-century novel</li></ul> <b>How it's assessed</b> <ul style="list-style-type: none"><li>• 1 hour 45 minute written exam</li><li>• 64 marks</li><li>• 40% of GCSE</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• Modern texts</li><li>• Poetry</li><li>• Unseen poetry</li></ul> <b>How it's assessed</b> <ul style="list-style-type: none"><li>• 2 hour 15 minute written exam</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>
<b>Questions</b> <b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.	<b>Questions</b> <b>Section A Modern texts:</b> students will answer one essay question from a choice of two on the modern prose or drama text studied.
<b>Section B The 19th-century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	<b>Section B Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
<b>Additional information</b>	<b>Section C Unseen poetry:</b> students will answer one question on each of two unseen poems and one comparative question.

Study of all of the texts involves note-making, essays and a range of analytical activities. There is plenty of group and whole class discussion and whenever possible theatre trips are arranged so that you gain as wide an experience of literature as possible. We also look at films to see how a particular piece transfers from page to screen.

### Tiers of Entry

There is only one tier of entry.

### What the course could lead on to:

Because the study of literature broadens your experience and develops your analytical skills, it is valued by a wide range of employers and educational institutions. A grade 5 is necessary if you are to study English at 'A' level.

# MATHEMATICS

## Board: Edexcel Linear (9-1)

Mathematics is a core subject and therefore compulsory. GCSE Mathematics changed in 2017 to a more demanding course designed to test student's ability to use and interpret mathematics as well as simply solving the problems. The volume of the subject content has also increased with the total time for the examinations is increasing from 3½ to 4½ hours. The new grading structure grades students from grade 9 to 1. In the assessments there's a greater emphasis on problem solving and mathematical reasoning, with more marks being allocated to these higher-order skills. The course will build on the work you have done in Years 7 - 9.

### Course Content and Assessment:

There remains the 2 different levels of entry for Mathematics

	Target grades
Foundation level	1 to 5
Higher level	4 to 9

The **actual** work you do will depend on which level you are going to be entered for. All students will follow a course which develops further their knowledge, understanding and skills in **Number**

- Properties and calculation
- Fractions, decimals and percentages
- Measures and accuracy

### Algebra

- Notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences

### Ratio, proportion and rates of change

### Geometry and measures

- Properties and constructions
- Mensuration and calculation
- Vectors

### Probability

#### Statistics

During Year 10, you will have regular assessments based on the work you have covered in class. These assessments will be used to make sure you are entered at the correct level as well as preparing you for tackling the GCSE Linear exam at the end of the course.

**At the end of Year 11 there will be three written exams. Two of the papers are calculator and one is non-calculator. All are 1 hour and 30 minutes long.**

These assessments will be taken in the summer of 2023

What the course could lead on to:

Mathematics is an essential requirement for almost any job. It is important therefore that you get the best possible grade at GCSE. If you enjoy mathematics you might consider taking it at A Level.

# Combined Science Trilogy

## Board: AQA 8464

Specification title:	<b>AQA GCSE Combined Science : Trilogy</b>
Aims/approaches adopted:	<ul style="list-style-type: none"> <li>• encourages students to develop a critical approach to scientific evidence.</li> <li>• explores the implications of science for society</li> <li>• is suitable as a basis for further study of science</li> <li>• aims to develop the scientific literacy needed by every citizen</li> <li>• The Combined Science course provides two GCSEs in Science.</li> </ul>
Outline of the content of the teaching units:	<p>The topics for each subject area will include</p> <p><b>Biology</b> - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, 'Inheritance, variation and evolution' and also Ecology.</p> <p><b>Chemistry</b> – 'Atomic structure and the periodic table', 'Bonding, structure, and the properties of matter', Quantitative chemistry, Chemical changes, Energy changes, 'The rate and extent of chemical change', Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.</p> <p><b>Physics</b> – Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure</p> <p>The teaching and learning of 'Working Scientifically' and practical assessment is integrated into teaching and learning of science content.</p>
Outline of the scheme of assessment:	<ul style="list-style-type: none"> <li>• Six exam papers, each one hour and 15 minutes which can be all Higher or all Foundation Tier.</li> <li>• 15% of the marks are for questions based on experiments, apparatus and their techniques.</li> </ul>
Progression to which Level 3 courses	<ul style="list-style-type: none"> <li>• All Science A Level subjects and BTEC Level 3</li> </ul>

# PHYSICAL EDUCATION

## General

All students follow a course in Physical Education at Key Stage 4.

### **COURSE AIMS - Making informed decisions about healthy, active lives.**

The course aims to provide enjoyable opportunities for participation in various physical activities conducive to a healthy lifestyle while further developing leadership skills and making informed choices about future participation.

### **CONTENT:**

All students will follow a curriculum, which offers as much choice as possible.

#### **Overcoming Opponents – invasion games, striking and fielding, net/wall games**

Hockey, Netball, Rugby, Football, Badminton, Basketball, Volleyball, Tennis, Lacrosse, Handball, Cricket, Table Tennis, Water Polo, Rocketball, Softball and Rounders

Students will play the full recognised version of a competitive game using more advanced strategies and tactics. Improvement of personal performance and co-operation with others will be equally important. An understanding of the rules will be acquired through performance, leading and officiating.

#### **Identifying and solving problems & Performance at maximum levels**

This will include competitive swimming, distance events, personal survival, resuscitation and recreational swimming as well as a varied outdoor adventurous activities including use of the climbing wall in small groups where possible.

#### **Exercising safely and effectively: Athletics, Aerobics and Circuit Training**

Students will plan, carry out and evaluate a personal training schedule. They will learn how to improve their performance and apply appropriate strategies.

In Year 11 they will have the opportunity to use the Fitness Suite at the Springfield Centre

#### **Accurate Replication**

*Trampolining:* Introduction of trampolining in a safe environment. Practice of the basic skills leading to sequence work. Working towards BTF Awards (Preliminary, bronze and silver) for those who wish to.

### **TEACHING GROUPS AND CONTINUITY:**

Students will learn and participate in mixed ability or pathway groups. The curriculum ensures that students of all levels of ability will be catered for and that the courses offered will provide a stimulus for future participation. Students are expected to continue from key Stage 3 progression and be able to lead and officiate warm-ups, skills-based activities and organise games/compositions/sequences from their own knowledge. The use of the Springfield Centre is a particular focus for students, especially in Year 11. All the work covered will be appropriate to developing a healthy, active lifestyle as an adult.

# **PEOPLE AND COMMUNITY STUDIES:**

## **Religion, Ethics and Philosophy**

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Personal, Social, Health & Economic education (PSHE)

PSHE education is a premium subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for adult life and work. PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In PSHE, the goal is to develop the self-awareness, confidence and skills that all young people need to thrive in a highly competitive world. Students will learn to understand and consider the consequences of their decisions and gain the knowledge and skills to seek advice on personal issues which will help to equip them

In PSHE, we help to develop the opportunities for all students to both develop and demonstrate that they can take responsibility for their own learning. Furthermore, we seek to help all students identify personal targets for their career choices. Students will develop their ability to evaluate alternative courses of action for health and wellbeing, and learn strategies for managing independent living including relationships with others. They will learn to clarify their views and opinions through discussions with peers and interaction with the subject matter in lessons delivered by teachers, health professionals and visitors to the school.

There is no formal assessment for PSHE

### **COURSE CONTENT**

PSHE is delivered through timetabled lessons once a fortnight by specialists and through the tutor programme, and will cover the following topics over Years 10 & 11:

- learning to learn;
  - revision techniques and preparation for examinations;
  - relationships and sex education;
  - alcohol and drugs education;
  - financial education;
  - crime and the criminal justice system;
  - living in the wider world as an independent adult;
  - employability and enterprise;
  - health and wellbeing including practical healthy eating.
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