

# The Blue School

## Key Stage 4 Prospectus

2020 - 2022

This prospectus has been designed for screen reading in accordance with the guidelines published by the British Dyslexia Association. For your convenience each section starts on a new page.

If you would like a copy of this prospectus in a different format please do not hesitate to get in touch.

[www.theblueschoolwells.co.uk](http://www.theblueschoolwells.co.uk)

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Dear student,

This prospectus is designed to help you to understand the subject choices available to you as you begin your study toward GCSEs.

For the first time in your school career, you have choice. Whilst much of your timetable will remain compulsory – English, Maths, Science and PE – you will be able to decide what subjects fill the rest of your time. That means that you can create a timetable that focusses on your interests, your skills and the courses you need to progress to the next stage of your career.

Such a decision can feel daunting, but you will have numerous people who are able to support and guide you through this process. That guidance starts with your subject teachers. Asking them about their subject is important in finding out both what you will study and how likely you are to succeed. Your tutors also know you well and can help to support this discussion. They can bring in the school's career advisors if necessary. Finally, do not be afraid to ask for advice from those that know you out of school, including parents. They can use their knowledge of you to help you shape the future that you wish to achieve.

Please note that all groups must be of a viable size to run. In rare circumstances, this may mean that we will have to switch to a reserve choice for an individual. The large number of students that we have in your year group allows us to offer a wide range of choices and provides flexibility.

Think hard about what you enjoy. Carefully consider the skills and qualities that you have. Keep in mind the career and lifestyle that you wish to create. If you are able to do these three things, you will make the right choices and begin the process of mapping your future.

I wish you every success.

Yours sincerely

Mark Woodlock  
Headteacher

## The Options Process for Y9 in 2019-2020

### Core subjects

The core compulsory examination subjects are English, English Literature, Mathematics and Science. All examinations will be taken in the summer of Year 11 and all of these subjects will be 100% examination. Students will receive nine hours per fortnight for each of these subjects. In addition, students will receive three hours of core PE every fortnight and one hour of World Studies per fortnight.

### Options

Students will make four choices from a list of subjects on offer. Each subject will be a single option and will receive five hours tuition per fortnight. Everyone will be studying for 9 or 10 qualifications.

All students are expected to choose at least one of the three humanities options. In addition, students need to select three other choices from the different blocks. Only one subject is permitted from each of the Design and Technology and Applied Learning Blocks.

On the options form, subjects included in the English Baccalaureate are indicated with an asterisk. This is one measure occasionally used by institutions to select applicants. In order to meet this requirement, students would need to study a Modern Foreign Language and either Geography or History.

### How has assessment changed?

Students taking their GCSEs have a new grading system for all their targets, reports, progress updates and GCSE examination certificates. This will be 9-1 with 9 being the highest.

We should avoid making comparisons between students on the old grade system and the new one because the actual content of the examinations and the way the students will be tested is different. The table below does however provide a guide.

NEW GCSE GRADING STRUCTURE									
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U	G	F	E	D	C	B	A	A*	
OLD GCSE GRADING STRUCTURE									

The BTEC grading system remains the same ranging from Distinction\* to Pass.

## Introduction and aims

AQA GCSE Art and Design offers fantastic opportunities for our students. It has enabled the Art Department to develop a more flexible and engaging course of study to best suit our students. Our approach to the new coursework requirements of a complete portfolio of work means that we are able to focus on the areas of Art and Design which allow our students to explore their own ideas and interests in a personal way, whilst also developing confidence through improving skills and exploring new techniques in order to be able to communicate their ideas effectively.

Students will build their portfolio of work in Years 10 and 11. In Y10 students explore 2 thematic projects. Component 1 'Self Identity' explores portraiture and the representation of the student's family, friends, and personality through a visual journey culminating in a Final Outcome. Component 2 'The Environment' explores drawing, painting, and sculpture using the natural world as a starting point. A research visit to a Bristol Gallery usually takes place to provide first-hand experiences on which to build ideas for a Final Outcome. At the beginning of Y11 students start a mock exam; research artists, complete photography and drawing and produce a Final Outcome. The mock exam completes the student's portfolio and is a fantastic warm up for the externally set task which begins after Christmas.

## Assessment pattern:

### UNIT 1: Portfolio of work

Controlled assessment - set by The Blue School

Marked out of 96

60% of total marks

The portfolio of work is selected from work undertaken over the whole course of study and must include more than one complete project.

A response to all assessment objectives is required in the portfolio as a whole.

Work presented is marked by The Blue School Art Department and moderated by AQA.

### UNIT 2: Externally set task

External assessment - set by AQA

10 hours of sustained focused study

Marked out of 96

40% of total marks

Students respond to their chosen starting point to produce a personal response. Question papers are issued by AQA in January. Students have unlimited preparation time which is supported through lessons and teacher guidance. A 10 hour period of sustained focused study completes the external assessment which takes place over 2 full days in the Art room in March.

A response to all assessment objectives is required.

Work presented is marked by The Blue School Art Department and moderated by AQA.

## Student responsibilities:

### Homework

Students are expected to complete 2 hours of homework per week; those who attain the highest grades often do more than this. Many homework assignments are of an individual and open ended nature and students should show a high degree of motivation and commitment. The Art Department will offer work schedules and checklists to enable students to plan and check their work effectively.

### Equipment

As a department, we provide a good range of high quality materials but many students provide further materials especially in the production of large ambitious pieces of coursework and photography. Students require 2 x A3 sketchbooks and an A2 folder. These are all available at cost price of £9 in total through the Art Department; all other standard materials are provided.

Access to the Internet and digital photography is an advantage, and as such we have recognised the need to make these facilities available for use within the department. Should students need to use these services exclusively at school there will be the need to work in extra curricular time.

### **At a glance: how to support the GCSE art student in your life...**

- **Check and support homework in sketchbook EVERY week.**

Students will **always** be set a weekly homework task relating to classwork. This should take at least an hour, some students spend a lot longer.

- **Discuss the work of the artists that students are studying to help with personal annotation.**

Some students find it difficult to analyse the work of artists in a personal way. The comments written in sketchbooks about artists' work are awarded higher marks if they are personal.

- **Materials, pens, collage materials, glue sticks.**

Being organised and having materials to use can make homework completion easier, quicker and more enjoyable. Try to gather suitable pens, pencils and even recycled materials such as wrapping paper together for use for art homework.

- **Internet access. Digital equipment.**

Students will need to access, print and take their own photographs for their work. Access to this at home would be advantageous. If this isn't possible, students do have access to computers, cameras and printing for no charge in school. They may need to be a little more organised to make sure they have the right research for the lessons in advance

- **Ask, probe, advise and enthuse about their ideas.**

As the course progresses, students will begin to develop their own personal ideas. At this stage encouragement and suggestions can help greatly to give students new ideas and confidence to develop their work.

## Introduction and aims

The BTEC Tech Award in Enterprise is an exciting course which has been designed to give a relevant and practical focus to the world of Business. Students will develop an understanding and appreciation of how business organisations operate, the key concepts and principles related to success in the world of business and the skills needed to work in business.

Business at The Blue School therefore provides an exciting opportunity for students to learn about previously unstudied material and to develop a broader suite of skills and knowledge, whether intended for future study or employment. Not only will students learn how businesses work and function, but they will also acquire important numerical skills in business finance. Upon completion of the course, there is a clear and distinct progression route into further study both in our 6<sup>th</sup> form or any other FE establishment. It is also an excellent preparation for employment.

Business is offered as a Level 2 qualification which is graded from Distinction\* to Level 2 Pass. This BTEC also provides a Level 1 qualification as shown below, which can be used towards the next phase of education or taken into consideration for future employment.

### Course content:

Our students study 3 components of work over the two year course. Two of these are coursework assessments and the other is an examined component. There are no optional units.

#### **Component 1 (EXPLORE) – Exploring Enterprises – (30% of the assessment)**

The student will examine different enterprises (businesses) to develop knowledge and understanding of their characteristics and the skills needed by entrepreneurs/business people.

#### **Component 2 (DEVELOP) – Planning for and pitching an Enterprise Activity – (30% of the assessment)**

Students will explore ideas and then plan and present a micro-enterprise activity using feedback to review their prepared business plan.

#### **Component 3 (APPLY) – Promotion and finance for Enterprise – External test – (40% of the assessment)**

Students will explore the different promotional methods used by businesses and the factors that influence how enterprises identify and target their market.

All 3 components link to each other so that students can identify and are given the tools to be able to identify what is needed to be successful in business.

### Skills development

The qualification also enables students to develop and build personal, learning and thinking skills throughout the unit delivery. Through exposure to real businesses, and specific case studies, students will be exposed to life outside the school, supporting current interests and future career choices. It is taught in dedicated computer suites and allows for the development of ICT skills, literacy and numeracy. Therefore the course is likely to appeal to students who have both an enquiring mind and who enjoy using ICT for their learning.

### For all the units:

Ultimately, the final grade will depend upon the degree of hard work and application that each learner gives to the course content. It is therefore expected that students will add to classroom time with independent, individual research to produce good quality and highly rewarded coursework.

“Design & Technology is about designing and making things that people want and that work well. Creating these things is hugely exciting: It is an inventive, fun activity.” This quote from James Dyson sums up this subject well. Students have an opportunity to specialise in the area of design which interests them the most. We aim to provide an exciting opportunity for all students.

The specialist options are:

- D&T Fashion & Textiles
- D&T Graphic Products
- D&T Product Design

Coursework design tasks are structured to relate to industry and wherever possible direct links are established. Coursework tasks will be in the form of complete design and make projects. The activities of designing and making are central to this subject and are common to all the specialist materials options. It is through designing and making that students will be helped to develop their knowledge, skills and understanding of Design & Technology.

Students will be involved in working with materials, designing and making good quality products which are fit for their intended purpose. Designing will involve the development, communication and evaluation of ideas with regard to considerations such as: cost, function, aesthetics, effect on the environment and economic, business, ethical and moral issues. Full use will be made of the well-equipped ICT suite and this will include databases, Desk Top Publishing (DTP), Internet access and research, Computer Aided Design (CAD), and Computer Aided Manufacture (CAM) which offers the opportunity to use the latest laser cutting technology, and rapid prototyping processes.

By working safely to manufacture a range of products, students will develop their skills, explore new processes, and learn about the selection and combination of materials. Developing an understanding of the technologies that enable products to work is of crucial importance and will form a part of all product development. Students are also encouraged to consider the effects and implications of technological activity.

### Assessment

The assessment pattern is the same for each of the specialist options and is in two parts. The coursework ensures that students' creativity is well rewarded and makes sure that designing and making is right at the heart of all that we do.

#### **Component 1: Written paper. 2 Hours. 50%.**

Section A: General questions that relate to the world of Design & Technology.

Section B: One question with a specific material focus.

#### **Component 2: 30 Hours. Non-examined component (NEC). 50%.**

A practical design and make project that is started at the end of Y10 and is completed in the spring term of Y11.

For more information, see the [EDUQAS website](#).

By selecting this Fashion and Textiles option you will experience and learn about an industry that is one of the largest in the world - £46 billion was spent on clothing just in the UK last year! You will be encouraged to explore your own creativity and develop your skills to produce a range of quality products while understanding the technical principles associated with a Design Cycle - analysing, designing, making and evaluating. The wider issues founded in the design and the technological world are also explored, including sustainability and ethical issues.

The focus in Year 10 is on practical activities and prepares you for the Non-Examination Assessment (NEA) coursework that commences at the end of Year 10. This piece of coursework is a sustained design and make task, based on a contextual challenge set by the exam board Eduqas. It accounts for 50% of the GCSE grade awarded (see previous page). It assesses students' ability to: identify, investigate and outline design possibilities; design and make prototypes; analyse and evaluate design decisions and relate wider issues to the technological world we now live in. At the moment the coursework is based on fashion clothing and in particular the fashion designer Matthew Williamson, who is famous for introducing digital printing to the catwalk. We want you to be creative, designing and making 'outside the box' so the products you produce are unique to you and no one else.

You begin Year 10 by producing a sketchbook that contains a huge range of manipulated and decorative samples and allows you to build confidence in how to use the sewing machine properly. You will print, transfer, embroider, laser, fold and manipulate and colour a range of fabrics and then decide which methods you will use to produce a bag based the 1920s era and Art Deco. You will undertake a short project based on a charity called 'Dress A Girl Around the World', You go on to understand how fabric can be cut and sewn to produce a 3D garment, using all the skills associated with clothing manufacture. You will be encouraged to use modern and unusual materials and components that reflect those used by professional designers. Looking at the fashion cycle as well as how clothes are mass manufactured within the industry forms part of the theory of this course as does the differences between fibres, yarns and fabric constructions.

Core knowledge and understanding that you are required to develop and apply over the two year period are listed below; some of which are learnt through practical projects, others are learnt through written/design exercises. In the department much of what is learnt is recorded on a revision card. These are collated over the two year period ready for your revision!

There are five clear topic areas in the examination paper:

1. Design and Technology and our World
2. Smart Materials
3. Systems
4. Materials – as well as textile materials you will need to associate the basic properties of woods, metals and plastics and understand why they are used for certain products. This is now a broad D&T GCSE and it is a requirement for you to be a well-rounded Product Designer. This also means you can combine any of these materials, along with textiles, in your final coursework project.
5. Fashion and Textiles – In-depth study.

For more information, see the [EDUQAS website](#)

This fairly new GCSE course replaces all previous Food qualifications (D&T Food, Food & Nutrition and Hospitality and Catering) – it harnesses the most popular aspects of these courses and is the only accepted qualification in Food by Ofqual. It will equip you with the knowledge, understanding and skills required to cook and also to apply the principles of food science, nutrition and healthy eating.

**Aim:** to encourage you to cook and enable you to make informed decisions about food and nutrition in order to be able to feed yourself and others affordably and nutritiously, now and later in your life. It will allow you to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

### **Course Content:**

#### **1. Food commodities**

You will cook with a variety of foods including cereals, fruit and vegetables, sugars, dairy, fats, meat/fish and vegetarian alternatives. You will look at the value of these ingredients in the diet, their working characteristics and you will experiment to understand the changes that occur scientifically during cooking.

#### **2. Principles of nutrition**

You will learn about macro and micro nutrients. Specifically you will learn about their function in the body, their main sources and the effects of deficiency or excess. You will also learn about the need for water in the body and the importance of hydration.

#### **3. Diet and good health**

You will research food spoilage and contamination whilst discussing the positive use of microorganisms in food production. You will explore how food should be stored and apply your knowledge of food safety when preparing and cooking food. Healthy eating will also be a focus.

#### **4. The science of food**

You will research why food is cooked and explore different cooking methods such as the use of an oven for baking, roasting, braising or the use of a hob for poaching, shallow frying, boiling. You will also examine the functional and chemical properties of food and their nutrients and how, for example, protein foods bring about coagulation, gelatinisation and emulsification.

#### **5. Where food comes from**

Some food choices relate to religion, culture, ethical and medical conditions. You will study traditional British food and international cuisine while learning sensory testing methods. You will also learn about the fast changing laws of food labelling in accordance with the EU and Food Standards Agency.

#### **6. Cooking and food preparation**

You will be required to use general practical skills and knife skills to prepare and produce a wide range of food products. You will have to show that you can use all food technology equipment proficiently while using all cooking methods to prepare, combine and shape food.

### **Assessment**

#### **Component 1: Principles of Food Preparation and Nutrition**

**Written examination: 1 hour 45 minutes**

**50% of qualification**

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

#### **Component 2: Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated**

**Assessment 1: 8 hours**

**Assessment 2: 12 hours**

**50% of qualification**

**Assessment 1: The Food Investigation Assessment (15%)**

A scientific food investigation which will assess your knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. For example you will investigate “how best to produce a thin, crispy pastry”. A report of 1500 words will be produced.

**Assessment 2: The Food Preparation Assessment (35%)**

You will prepare, cook and present a menu which assesses your knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides of A3.

**These assessments will be based on a choice of tasks released by Eduqas annually.**

Dishes cooked will include a wide range of dishes: main meal dishes, vegetable dishes, pastries, cakes, sauces, dishes for special diets, starters, desserts etc.

**It is expected that you will cook every week (the other lesson being theory based) in order to develop your practical skills and to produce a wide range of high quality dishes. You need to be aware you will be providing the ingredients and will need to remember them every week.**

**How can Parents Help?**

Allow your son or daughter to cook lots at home!

For more information, see the [EDUQAS website](#)

The Graphic Products' focus area is concerned with designing and making products that are mainly graphical in content.

**Typical products are:**

- Promotion Design that covers areas such as: point of sale display, packaging, posters and leaflets and CD covers.
- Product Design that covers areas such as: board games, pop-up books, cardboard engineering and novelty items.
- Environmental Design that covers architecture, exhibition design and interior design.

All these areas will involve students in the designing and making of real products for particular situations or clients and which can be tested in use.

Students will be provided with the opportunity to experience a wide range of techniques and skills including Computer Aided Design and Computer Graphics. Through their designing, students should develop an understanding of the implications of their work in relation to manufacturing processes and develop the ability to indicate how designs could be produced.

Students will have the opportunity to develop skills in a number of areas:

- **Computer Aided Design**  
Using industry standard software to develop graphic designs ready to print
- **Computer Aided Manufacture**  
Using the latest laser cutting technology to turn ideas into drawings, and drawings into products
- **Visual Drawing Systems**  
Drawings showing products, environments and systems in a form that can readily be understood
- **Architectural drawing and modelling techniques**
- **Graphic Design**  
Combining text digital photographs and artwork to communicate with impact
- **Packaging Design**  
Designing packaging and producing prototypes in full colour
- **Pictorial and Presentation Techniques**  
Drawing techniques to create 'lifelike' impressions
- **Technical Constructions**  
Drawings to accurately determine how a product might be formed or operate
- **Technical Drawing Systems**  
Drawings to communicate precise details and form of products, environments and systems
- **Information Graphics**  
Use of graphic techniques to convey information with impact
- **Modelling**  
To produce accurate models of proposed products, environments and systems.

For more information, see the [EDUQAS website](#)

Those selecting the Product Design focus area of Design and Technology will have the opportunity to experience and learn about a range of structural materials.

All design projects in this option will include a folio and manufactured item.

**Design projects will include working with a range of materials including:**

- Hardwoods
- Softwoods
- Semi-precious metals
- Thermoplastics
- Man-made materials
- Composite and smart materials.

The core of this course is learning to 'design and construct' through a range of materials. As the course progresses students will be given the opportunity to design and make in their preferred choice of material; for example jewellery for one student and a small furniture product for another.

Students develop the skills and knowledge required to:

- Identify and compose a design brief with specifications
- Produce ideas from research and the analysis of existing products
- Research topics such as: scales of production, CAD/CAM, ergonomics, anthropometrics, smart materials, new technologies, marketing, sales, costs and industrial manufacture
- Develop and refine the details of a proposed product through models and drawings
- Manufacture prototype products from woods, metals and plastics to high levels of craftsmanship
- Use ICT to record and communicate design ideas
- Use the latest laser cutting technology to produce components
- Use Computer Aided Design and Computer Aided Manufacturing facilities

For more information, see the [EDUQAS website](#)

## **'Be Creative, Be Confident, Be Inspired'**

### **Aims**

This course aims to give students the opportunities to develop:

- creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in drama.
- investigative ideas and notions in a practical and analytical way, finding new paths of presentation.
- understanding of drama forms and awareness of the drama contexts in which they operate.
- knowledge and understanding of drama within a social, cultural and historical context.

### **Knowledge and Understanding**

This specification requires students to develop knowledge and understanding of:

- the ways in which ideas, feelings and meanings are conveyed through the language of drama
- a range of drama forms by recognising them in the work of others and by applying them in practical drama activities
- at least one play by examining the ways in which practitioners use the language of drama to realise a text in performance
- the ways in which ideas in drama can be recorded and interpreted
- how plays and ideas in drama relate to their social, historical and cultural context

### **Skills**

This specification requires students to develop the following skills in drama:

- acting and/or design skills
- inter-personal and group working skills
- creative skills
- improvisation skills
- communication skills
- evaluative skills

### **Assessment**

#### **Component One: Devising 40%**

**Students are asked to devise a piece of theatre for the teacher examiner in groups of between 3-6. Students will complete a portfolio documenting their journey of creation. The portfolio can be presented as a piece of written work or as a recording.**

#### **Component Two: Performance from Text 20%**

**Students will be asked to present two extracts from a play in performance to an examiner. The play chosen is the school's choice and will reflect the skills of the students.**

#### **Component Three: Theatre Makers in Practice 40%**

**Students will complete a written paper of 90 minutes that includes two sections. Section A will ask the student to respond as a director, actor or designer, documenting their decision making of creating theatre from a studied text. Section B will ask the students to evaluate a piece of live theatre that they have watched whilst studying on the course.**

For more information, see the [Edexcel website](#).

## Level 1 Certificate in Engineering

This course is designed as an introduction to some aspects of basic engineering. It is for students who are genuinely interested in developing their appreciation of engineering and their practical engineering skills. They are probably individuals who are seeking employment in a practical trade. The course will also prepare students for Level 2 engineering courses at local colleges after the end of Year 11.

Students participating in this programme will need to be enthusiastic, eager to work hard and prepared to take pride in their work.

### Course Content

The course consists of:

- 1 mandatory unit: Working Safely in Engineering (3 credits). 30 Hours.
- 3 optional units: Developing Skills in Making Engineering Components Using Hand Tools (4 credits). 40 Hours.  
Developing Skills in Using a Bench/Pedestal Drilling Machine (4 credits). 40 Hours.  
Developing Skills in Planning and Making a Machined Product (6 credits). 60 Hours.

A minimum of 13 credits are required to achieve the certificate.

### Assessment

Practical Skills: This will be assessed based on making a number of pre-defined projects.

Underpinning knowledge assessed by: written tests; observation; recorded discussions.

Much of the course will be centred around developing skills through a series of projects, although there will also be some theory lessons.

All work will be subject to internal and external verification. This course has no final examination.

### How can Parents Help?

Parents can support students through encouragement and interest in their work, and where possible the purchase of finished products and the appropriate safety equipment.

### Homework

Homework will centre on consolidation of the underpinning knowledge that students are required to demonstrate.

For more information, see the [Pearson website](#)

All students will follow the GCSE English Language and GCSE English Literature courses where appropriate.

### **GCSE English Language**

The GCSE English Language course is assessed by 100% external examination. Schemes of work will explore a variety of themes, topics and texts which allow students to develop both analytical and functional skills.

#### **Overall Assessment Breakdown for GCSE English Language:**

##### **Paper 1: External Examination 50% of GCSE Explorations in Creative Reading and Writing**

Section A: Reading (one literature fiction text)

Section B: Writing (descriptive or narrative writing)

##### **Paper 2: External Examination 50% of GCSE Writers' Viewpoints and Perspectives**

Section A: Reading (one non-fiction text and one literary non-fiction text)

Section B: Writing (writing to present a viewpoint)

##### **Unit 3: Non-examination Assessment: Spoken Language 0% of GCSE**

Presenting, responding to questions and feedback, use of standard English.

### **GCSE English Literature**

The GCSE English Literature course is assessed by 100% external examination. Students will have the opportunity to experience a range of Literature with a wide variety of appeal drawn from contemporary texts and texts which have had a significant influence on our English (Welsh or Irish) literary and cultural heritage.

#### **Overall Assessment Breakdown for GCSE English Literature:**

##### **Paper 1: External Examination – 40% of GCSE Shakespeare and the 19<sup>th</sup> century novel.**

Section A: Shakespeare

Section B: The 19<sup>th</sup> century novel

In each section, students will answer one question on the play or novel. They will be required to write in detail about an extract and then to write about the play or novel as a whole.

##### **Paper 2: External Examination - 60% of GCSE Modern texts and poetry**

Section A: Modern texts (either modern prose or drama)

Section B: Poetry (from AQA anthology)

Section C: Unseen poetry

For more information, see the AQA website – [English Literature](#) & [English Language](#).

There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, environmental degradation and cultural cohesion, Geography is one of the most relevant courses you could choose to study. There is considerable evidence that Geographers are also highly employable. The course allows students to appreciate the physical and human situations that people around the world experience today. Events in the news are examined along with contemporary issues so that their impacts upon cultures and environments can be determined. In each of the themes students will consider how lifestyles and environmental management can become increasingly sustainable. Skills are practiced that should enable students to understand and empathise with real people in real places. Whatever your passion for the world – the environment, a fascination with landscapes both in the UK and elsewhere, or concerns about global inequality - Geography will provide you with knowledge and transferable skills that will reward **you** personally and advance you in the competitive world of work. There will be opportunities to learn outside the classroom in Geography – we are required to give students an experience of fieldwork both in a physical landscape and in a separate environment where human activities are affected by the physical landscape.

## Content and Themes

### Theme 1: Physical Environment

#### (A) Natural Hazards

- Tectonic – cause, effect and management
- Climatic – cause, effect and management
- Extreme Weather in the UK
- Climate Change

#### (B) Physical UK

- Relief
- Coastal landforms and management\*
- River landforms and management\*
- Glaciation, glacial landforms and management\*

#### (C) Living World

- Ecosystems
- Tropical Rainforest – characteristics, deforestation and management
- Hot deserts – characteristics, challenges and desertification\*\*
- Cold Environments – polar and tundra areas under development and at risk\*\*

### Theme 2: Human Challenges

#### (A) Urban Issues

- Population
- Urban Growth
- Urban Change
- Sustainability

#### (B) Economic World

- Variation in development
- Reducing the development gap
- Issues related to economic change
- Employment patterns

#### (C) Resource Management

- Distribution of resources
- UK demand
- Food – supply and demand\*\*\*
- Water – supply and demand\*\*\*
- Energy – supply and demand\*\*\*

\* Department will chose 2 from 3

\*\* Department will chose 1 from 2

\*\*\* Department will choose 1 from 3

### Theme 3: Geographical Applications

#### (A) Issue Evaluation

- (B) Fieldwork
- (C) Geographical Skills

## **Assessment**

### **Paper 1 - Living with the physical environment**

- 1hr 30min (35% of GCSE)
- Multiple choice, short and extended questions
  - (A) Natural Hazards
  - (B) Physical Landscape
  - (C) The Living World

### **Paper 2 - Challenges of the human environment**

- 1hr 30min (35% of GCSE)
- Multiple choice, short and extended questions
  - (A) Urban Issues
  - (B) Economic World
  - (C) Resource Management

### **Paper 3 – Geographical Applications**

- 1hr (30% of GCSE)
- Multiple choice, short and extended questions
  - (A) Issue Evaluation
  - (B) Fieldwork
  - (C) Geographical Skills

For more information, see the [AQA website](#).

This qualification is designed to provide an engaging introduction to the Health and Social Care Sector. It provides a suitable foundation for students who may be considering working in a caring profession such as: youth work, working with children, health care assistant, counselling or caring for the elderly. Many students would benefit from having the opportunity to experience and develop:

- Learning which is placed in a work-related context.
- A range of personal skills and techniques which are essential for successful performance in working life, including effective communication skills.
- A nationally recognised Level 2 (possibly Level 1) qualification in Health and Social Care.
- A suitable route of progression through to Level 3 (or 2) Health and Social Care at one of the local colleges or into an apprenticeship.

The examination for this course will take place in February.

### How does the course work?

The course is made up of three components: two internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn and develop their assignment skills as they move through the course.

### Teaching BTEC Tech Awards

#### Explore:

Human Lifespan Development	<ul style="list-style-type: none"> <li>• Internally assessed assignments</li> <li>• 30% of the total course</li> </ul>
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#### Develop:

Health and Social Care Services and Values	<ul style="list-style-type: none"> <li>• Internally assessed assignments</li> <li>• 30% of the total course</li> </ul>
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#### Apply:

Health and Wellbeing	<ul style="list-style-type: none"> <li>• Externally assessed task</li> <li>• 40% of the total course</li> </ul>
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### Style of Delivery

Teachers will use a rich array of resources and teaching approaches including:

- The use of real life scenarios and case studies.
- The opportunity to meet and talk to real health care professionals and visiting speakers.
- Visits to conferences and places of work to learn and observe.
- Participation in simulation or role play exercises to practise and develop skills.
- Creating/making activities to demonstrate the learning undertaken.

### Assessment

During Component 1, you will:

- Explore how individuals develop physically, emotionally, socially and intellectually over time.
- Investigate how various factors, events and choices impact individuals' growth and development.
- Discover how people adapt to life events and cope with making changes.

During Component 2, you will:

- Learn which health and social care services are available.
- Identify why people might need to use these services.
- Discover who's involved in providing these services.
- Explore what might stop people from accessing the services they need.
- Look at the care values the sector has to make sure people get the care and protection they need.

To achieve component 3, you will:

- Learn what 'being healthy' means to different people.
- Explore the different factors that might influence health and wellbeing.
- Identify key health indicators and how to interpret them.
- Assess an individual's health using what they've learned.
- Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available.
- Reflect on the potential challenges the person may face when putting the plan into action.

For more information, see the [Edexcel website](#).

## Why study history at GCSE?

The new Edexcel GCSE gives students an opportunity to study a range of different historical topics as well as developing a series of skills which are transferable into all walks of life. The course gives you the opportunity to consider different interpretations of historical events and encourages you to debate their significance. It also allows you to find out how people's lives have changed and how people in the past may have thought differently to us. Sometimes you may think society has changed, but on closer inspection maybe it hasn't.

By studying history you will be choosing a subject which is highly regarded by colleges, universities and employers. History allows you to develop many useful skills. You will be much more critical of what you read and hear in the news, and it will develop your ability to reason and argue your point of view with supporting information.

If you enjoyed history at KS3 then you will probably enjoy it even more at GCSE level.

## What will I learn?

You will study history from 4 different angles and each will be worth 25% of your final grade.

- Crime and punishment: 1000 AD - the present day with Whitechapel c 1890 – 1900, crime, policing and the inner city.
- Early Elizabethan England, 1558 – 1588
- Superpower relations and the Cold War, 1941–91
- Weimar and Nazi Germany 1918-1939

In the Crime and Punishment unit the focus is on change and continuity over time. We focus on what changes and what stays the same. We are looking at the nature of criminal activity (theft, poaching, smuggling, highway robbery etc), and the role of individuals (e.g. Guy Fawkes, Elizabeth Fry, Derek Bentley). We also consider the changing views of criminal activity, focusing specifically on why witchcraft was a crime in the 16<sup>th</sup> and 17<sup>th</sup> centuries but is not now. Included within this paper is the Historical environment study and we will look at Whitechapel. In this section of the course we study the police and area in 1870 – 1900 and consider the mystery of the Jack the Ripper murders.

The unit Elizabethan England offers students the chance to study a short but important period of our History. Students will look at the issue of the Queen's accession and consider how she ruled over her government and will consider the religious attitudes of both the government and the people and question how this changed England. We will discover what challenges there were to Elizabeth's throne both at home and abroad and consider the extent of these threats (e.g. Spanish Armada, Mary Queen of Scots). We will also consider the importance of the age of exploration and question the success of this towards the end of the Queen's reign.

After this we jump into more modern History and focus on Superpower relations and the Cold War. In this unit of study students will look at the origins of the Cold War and will consider where the tensions started and how they progressed and intensified with the creation of the Berlin Wall and the Cuban Missile Crisis. We will then consider the end of the crisis and question the effect of the fall of the Berlin wall and the collapse of the Soviet Union.

Life in Germany allows us to make an in-depth study of the changes that took place during the first half of the twentieth century. We consider how Germany was punished at the end of World War One, and how it managed to recover in the late 1920s. We also look at the role of the Wall Street Crash and the subsequent Depression in allowing the Nazis to gain power in Germany by 1933. Students will then consider what life was like in Nazi Germany, and how different groups were treated, including women, children and Jews.

## How will I be assessed?

Students will sit 3 exams. All four units will all be assessed through examination. The timings of the exams range from 1 hour 15 minutes to 1 hour 45 minutes. The course is linear and therefore the three exams will be taken at the end of the two years of study which will enable students to gain a grasp of history and what is expected of them before they sit the exams.

The course uses sources that will develop the skills of source analysis and interpretation of historical sources and events. Students will answer a range of sources questions and straight essay questions throughout these 3 exams.

Students will be well acquainted with the types of questions set before the exam through assignments in class and homework. Students are encouraged to give their opinions and make judgements about the significance of different historical events.

### **How will I learn?**

A variety of different learning and teaching styles are used in history. Students may produce mind maps and spider diagrams to collate information, but they also have to process this. Students will produce presentations on different questions in history, and they are encouraged to evaluate the importance of the evidence that they examine. Role plays and debates are used which allow students to develop their understanding of the topics studied. A number of film resources are used to allow students to gain an idea of the historical period they are studying. Students do, of course, need to produce extended pieces of writing, as this is how they will be assessed through examination, but these skills are developed over the course of the two years.

### **What can I do after I complete the course?**

Apart from enjoying the course and being able to impress your friends and family with your new found knowledge, history provides a solid basis for most A Level subjects. Students who have done well in history often study higher qualifications in subjects such as law, politics, economics and sociology, to name but a few. History links well with English and Modern Languages, but it also provides a good literary option for students pursuing mathematics or science. Many people who work in law, business and accountancy have studied history because of the skills it develops in reasoning and arguing your point. Many employers are also keen on history, as it shows that students are literate, and able to absorb and process large amounts of information.

### **Where can I find out more?**

You can always ask your history teacher, or you can look at the following websites:

- BBC Bitesize History
- Edexcel – History 2016 Specification.

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment.

## Overview

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The 'hands on' approach that will be required for learning has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills as is borne out by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

## Units of study

### Compulsory units

Students must take two compulsory units: the first of which is externally assessed through a written examination paper lasting 1 hour 15 minutes in duration, while the second is assessed through internally assessed tasks.

**Unit R081: Pre-production Skills** will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

**Unit R082: Creating Digital Graphics** will enable learners to understand the basics of digital graphics' editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

### Optional units

Students must also take two optional units, both of which will be assessed through internally assessed tasks. Of the available further units we intend to cover:

**Unit R084: Storytelling with a Comic Strip** will enable learners to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques.

**Unit R089: Creating Interactive Multimedia Products** will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

This course is designed as an introduction to **joinery and practical construction skills**. It is for students who are genuinely interested in working with materials and who wish to develop their ability as carpenters, joiners, furniture makers and craftsmen. Students opting for this subject are probably individuals who are seeking employment in the construction industry or similar related trades. There are opportunities to understand more about goal setting, project planning, risk assessment and what it means to work as part of a team, and to explore the range of job opportunities in the sector. All the content of the qualification relates directly to the skills, knowledge and understanding needed to enable students to progress to further study as part of an apprenticeship or college course. The course provides an opportunity for students to progress to Level 2 courses in a wide range of construction courses including Joinery, Bench Carpentry, Furniture Manufacture, Plumbing and Brick Laying. Many students progress onto full time courses or apprenticeships and part time courses at our local FE colleges.

Students taking this course must be prepared to take pride in their work, acquire patience and resolve in the development of woodworking techniques, and be committed to developing accurate and beautiful craft skills.

### Assessment

The units studied are:

Unit 1	F/502/3684	Producing a Timber Product	3 credits	30hrs
Unit 10	D/502/3692	Health and Safety and Welfare in Construction	4 credits	40hrs
Unit 14	R/502/3687	Developing Carpentry Skills	4 credits	40hrs
Unit 15	H/502/3693	Developing Joinery Skills	4 credits	40hrs

All work will be subject to Internal and External verification. This course has no final examination.

### Course Content

The majority of the course will be the development of joinery hand skills; selecting, preparing, cutting and finishing timber for the manufacture of a range of products. In addition, students will be taught and tested on Health and Safety issues including the Health and Safety at Work Act 1974 and COSHH regulations.

### How can Parents Help?

Parents can support students through encouragement and interest in their work, and where possible the purchase of finished products.

### Homework

Homework will centre on research and preparation for the unit tests.

For more information, see the [Pearson website](#)

This course aims to give students an opportunity to develop their mathematical knowledge with associated oral, practical and written skills so that they face mathematical situations with confidence in whatever context they are encountered. Students are also encouraged to develop, in particular, problem solving skills at the appropriate level.

The content of the course is related to the ability of individual students but encompasses the basic skills and methods required to deal with a wide variety of mathematical situations inside and outside the school. The course will cover topics in:

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

### Assessment

The assessment will be based on three externally assessed examinations at the end of the course. Students will tackle either the Higher Tier (grades 4 to 9) or the Foundation Tier (grades 1 to 5). The final decision for the Tier of Entry is made in January of Year 11. The first examination will be non-calculator but a calculator will be allowed for the other two examinations. It is advisable to purchase a scientific calculator so that the student becomes familiar with its use.

For more information, see the [Edexcel website](#).

Opting to study a GCSE language can make a positive impact on the choices open to you in the future. Many of our best Universities are requesting the study of a language at GCSE as an entrance requirement for any degree and British businesses are gradually realising their need for language expertise. Not only is the study of a language rewarding and challenging, it will also give you a better understanding of other cultures and enable you to consider competing in a shrinking international employment market place.

You may opt to study the language you are currently studying in Year 9. Unfortunately you cannot opt to start a new language at the beginning of the GCSE course.

**Themes covered in the GCSE:**

Identity and Culture

Local, national, international and global areas of interest

Current and future study and employment

You will improve your Speaking, Writing, Listening and Reading skills, gain a better understanding of the grammar which underpins a foreign language and extend your vocabulary knowledge for a wider context. The Assessment takes place at the end of the course when you have had the opportunity to improve all these skills and increase your grammatical and vocabulary knowledge. Your languages teacher will be happy to discuss the course with you and give you advice about the GCSE.

**Why take a language?**

"One language sets you in a corridor for life. Two languages open every door along the way." Professor Frank Smith.

"You live a new life for every new language you speak. If you know only one language, you live only once." Czech proverb.

"The UK is currently facing a shortfall in people who can speak foreign languages. If the UK is to remain competitive on the international stage, we need far more of us to develop our language skills." Vicky Gough, schools adviser at the British Council.

**Assessment**

For the AQA specification, the following skills are tested – both languages are the same format.

Listening	Reading	Speaking	Writing
Examination 25% weighting Foundation 35 minutes Higher 45 minutes Marked by AQA	Examination 25% weighting Foundation 45 minutes Higher 1 hour Marked by AQA	Examination 25% weighting Foundation 7-9 minutes Higher 10-12 minutes Conducted by class teacher. Marked by AQA	Examination 25% weighting Foundation 1 hour Higher 1 hour 15 minutes Marked by AQA
<p><b>All exams can be sat at foundation or higher Tier. Students must sit the same tier across all skills.</b>                      Foundation tier grades 1-5.                      Higher tier grades 4-9</p>			

**'Be Confident, Be Creative, Be Inspiring'**

This may be the right course for you if you enjoy:

- performing music
- playing an instrument or singing
- creating music on computers
- developing your knowledge of how many different types of music function

**What do I need to know, or be able to do, before taking this course?**

You will have already gained many of the basic skills needed for this course in your music lessons over the last three years. You will need to:

- be able to confidently play an instrument in time
- be a confident performer both individually and as part of an ensemble
- be able to appreciate and analyse music from a range of genres
- be familiar with a range of music notations

**What will I learn?**

You will learn how:

- to improve your performing skills
- to write music for you or others to perform, in any style
- to analyse music – looking at how, when and why music has been written

**How will I be assessed?**

<b>Component 1: Performing 30%</b>	<b>Component 2: Composing 30%</b>	<b>Component 3: Appraising 40%</b>
One solo performance and one ensemble performance that are at least one minute in length. Both performances must total at least 4 minutes.	Students will produce two compositions of at least three minutes combined duration. One composition will be to fulfil a brief, one will be a free composition.	A written exam paper over 1hr 45 minutes  Section A : Areas of study and dictation questions. Section B : An extended response comparing a set work to an unfamiliar piece of music.

For more information, see the [Edexcel website](#).

The course aims to enable students to achieve enjoyment and develop their physical fitness through purposeful physical activity. It also contributes to the social education of the individual by helping students to learn how to co-operate with each other and to work successfully as a member of a group.

In Y10 students are taught by gender and ability groups and cover a wide range of sports including some that are traditional team games and others that will be new activities to them.

In Y11 students select four activities on an 8-week basis. Choices are typically made from a range similar to that shown below. Details will be communicated to students in the summer term.

- Badminton
- Basketball
- Cricket
- Dodgeball
- Fitness & Weights
- Football
- Handball
- Hockey
- Netball
- Softball
- Tag Rugby
- Tennis
- Trampolining
- Ultimate Frisbee
- Volleyball

Every effort will be made to ensure that students receive their first choice of activity, however, groups are limited by size and so some students are likely to receive a different activity. We try hard to make this fair for all students.

In addition to the activities above, we also try to offer a number of activities using outside coaches. These are only available for Y11 students and currently include:

- Aerobics
- Yoga

There is a charge for these activities to cover the cost of instructors.

BTECs are work-related qualifications, suitable for a wide range of students, which are designed to accommodate the needs of employers as well as allowing progression to university. They provide a more practical, real-world approach to learning alongside a theoretical background. BTEC courses are recognised by schools, colleges, universities, employers and professional bodies across the UK and in over 100 countries worldwide.

The Level 2 BTEC Sport course will be taught following the Pearson specification and is worth the equivalent of one GCSE. It consists of five one-hour lessons per fortnight, two of which are usually theory lessons and the other of which is a practical lesson for approximately half of year 10.

### **Coursework & External Assessment**

There is a combination of on-line external assessment (25%) and internally set and assessed pieces of coursework (75%) for this qualification. The qualification is graded at pass, merit, distinction or distinction\* level. The overall grade is determined by the number of pieces of work at each level. All coursework is internally marked and verified and externally moderated to ensure that it is at the appropriate level.

### **Year 10**

In Year 10 lessons students will complete two of the three mandatory units: 'Fitness for Sport and Exercise' and 'Practical Sports Performance'. Each unit will be run for the entire year with the lessons divided between them.

Health and Fitness for Sport and Exercise has three learning objectives: know about the components of fitness and the principles of training; explore different fitness training methods; investigate fitness testing to determine fitness levels. Some of these lessons will involve teaching the concepts through practical activity. This unit is assessed externally via a 75-minute on-line exam, is marked out of 60 and counts towards 25% of the final grade. This exam is currently sat in the June of year 10.

Practical Sports Performance also has three learning objectives: rules, regulations and officials in two sports; description and application of skills, techniques and tactics in two sports; the ability to analyse your own performance in these sports. Students do not need to be highly competent performers in their chosen sports but do need to demonstrate good understanding of the concepts and content of the sports. This is assessed internally and suitable sports are selected by the school.

### **Year 11**

In year 11, students will complete the other two units. However, these will be completed one after the other, with 'The Sports Performer in Action' being completed before 'Applying the Principles of Personal Training'.

The Sports Performer in Action. In this unit, students will be taught about the short term responses and long term adaptations of the body systems to exercise and learn about the different energy systems used during sport performance. This is assessed internally.

Applying the Principles of Personal Training: In this unit, students will cover designing a personal fitness training programme; knowing about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training; implement a self-designed personal fitness training programme to achieve their own fitness goals and objectives; and finally review a personal fitness training programme

This unit will also involve a number of practical sessions and students will be carrying out their own fitness programme for 6 weeks in supervised sessions in school and in their own time outside of school. This is assessed internally.

For each of the internally assessed units there are a number of assessment criteria that have to be covered by students but methods of assessment are varied. It is likely that this will include assessment via presentations, written reports, videoed interviews, posters / leaflets etc. In all cases the students will have clear instructions as to which criteria need to be covered in their work and how they should cover them. Under new guidelines from BTEC it is important to understand that students will be limited to the number of attempts they can have, so must complete all homework tasks fully as these will help them with assignments.

All work will be marked by an internal assessor (the class teacher), before being checked by an internal verifier. It is also possible that their work will need to be sent off to an external verifier as part of BTEC standardisation.

Selection of these units has been made in order to best prepare students for either further study of sport (on either an A level or level 3 A 'level equivalent BTEC course) or for a career in the leisure industry following completion of compulsory schooling.

**Overview & challenges**

The heavy weighting towards internal assessment does not mean that the BTEC course is easy – far from it. Students will need to work to the best of their ability all year long so that all pieces of assessed work are of a high quality. They will therefore need to be able to organise their time effectively and meet deadlines. They will need to copy up any missed work immediately and work well independently. Attendance at school is critical for success. There is limited time to complete assessed work and missing these sessions, especially the ones involving other students in practical situations with others, is exceedingly disruptive and damaging to the overall grade.

For more information, see the [Pearson](#) website.

### Why study Philosophy & Ethics?

In a world where religion motivates so many people, finding out what ideas underpin those beliefs and actions remains important. This course is about how people try to establish what is true and what is right. Or wrong.

The UK population at the last census identified itself as being overwhelmingly Christian with growing minorities from other faiths and so this course is focused on examining the beliefs and practices of two faiths: Christianity and Buddhism. Several ethical and philosophical themes are explored from a variety of viewpoints including Christian ones. Many employers will be interested in people who can show an understanding of the impact a faith position can have on a range of issues.

Results have been consistently good over the last five years with the rate of 'good passes' being 85-95%.

### What is studied?

Four ethical themes:

#### Human Relationships

- What are ethics of sex, marriage & contraception?
- Why are some religious groups opposed to civil partnerships?
- How is it that males and females feel obliged to fulfil certain roles?

#### Peace & Justice

- What causes war and conflict?
- Can war be ethically justified? Can nuclear war?
- Should citizens obey a law they consider unjust?

#### Existence of God

- What is meant by the term 'God'?
- How have people argued for God's existence?
- Why have others argued that there is no God?

#### Religion and Life

- What are the ethics concerning abortion and IVF at the start of life?
- And at the end: suicide and euthanasia?
- Why are some groups so opposed to testing involving animals?

Two faiths are studied systematically: Christianity and Buddhism. Other faiths and world views are also considered.

### How are you assessed?

By two exams at the end of the course: one on the beliefs and practices of Christianity and Buddhism and one examining the ethical and philosophical themes

Both exams last 1 hour 45 minutes

There is no coursework.

For more information see the AQA website [www.aqa.org.uk](http://www.aqa.org.uk)  
(RS Syllabus A AQA 8062)

We currently offer the AQA GCSE Combined Science: Trilogy qualification which is the equivalent of two GCSEs. This qualification is suitable for all students, including those who wish to study Biology, Chemistry or Physics at A Level. It is intended to encourage students to develop their curiosity about the living, material and physical worlds and provide insight into and experience of how science works.

### List of syllabus content

#### Biology subject content

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

#### Chemistry subject content

- 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

#### Physics subject content

- Forces
- Energy
- Wave
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

### Assessment

There are six written examinations at the end of the course, two in Biology, two in Chemistry and two in Physics. Each examination will contribute equally to the final grades awarded, and will be in the form of a one hour fifteen minute written paper that will test distinct areas of specification, and will contain multiple-choice, structured, closed short answer and open response questions.

Each examination will be available at higher or foundation level, although students have to be entered at the same level for all examinations. The majority of final grades awarded will not be independent of one another and will consist of two identical numbers against the new 1-9 grading system e.g. 9, 9 or 3, 3.

For more information go to the AQA website; [www.aqa.org.uk](http://www.aqa.org.uk).

We currently offer the AQA Triple Science qualification and studying this qualification will enable students to receive separate GCSE qualifications in Biology, Chemistry and Physics. This course is not seen as a pre-requisite for studying a science at A Level.

### List of syllabus content

#### Biology subject content

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis
- Inheritance, variation and evolution
- Ecology

#### Chemistry subject content

- 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

#### Physics subject content

- Forces
- Energy
- Wave
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

### Assessment

There are six written examinations at the end of the course, two in Biology, two in Chemistry and two in Physics. Each examination will contribute equally to the final grades awarded, and will be in the form of a one hour forty five minute written paper that will test distinct areas of specification, and will contain multiple-choice, structured, closed short answer and open response questions.

Each examination will be available at higher or foundation level, although students have to be entered at the same level for both examinations in each subject. Students will be awarded a separate grade for each subject against the new 1-9 grading system, that will be independent of each other.

For more information go to the AQA website; [www.aqa.org.uk](http://www.aqa.org.uk).

## Key to Examination Boards

AQA	Assessment and Qualifications Alliance	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
EDEXCEL	Educational Excellence	<a href="http://www.edexcel.com">www.edexcel.com</a>
OCR	Oxford, Cambridge and RSA	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
WJEC	Welsh Joint Educational Committee	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>
Pearson	BTEC	<a href="http://www.pearson.com">www.pearson.com</a>