

Queen Elizabeth High School, Hexham

Year 9 Guidance Booklet

Key Stage 4 Courses

Commencing June 2022



Queen Elizabeth
High School
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Contents

Welcome	5
Timetable of events	6
The Key Stage 4 curriculum for examination in 2024	7
What should you think about when making your choices?	10
Guidance on making your choices	12
Compulsory subjects with a qualification	13
Compulsory subjects without a qualification	21
Option subjects	24

Welcome from Miss Platts, Assistant Headteacher

Dear Student,

We hope you are enjoying your first year at Queen Elizabeth High School; we are really impressed by the start you've made to your studies. If you have older brothers and sisters who have taken GCSEs in the past, you might notice some differences to the qualifications that are now studied.

We continue to offer our students a large number of high quality qualifications at Key Stage 4, and moving onto your next step at 16 is still dependent on you doing well across a range of subjects in Years 10 and 11. It remains our aim to ensure that all of our students complete their Key Stage 4 studies with the 8 or 9 excellent qualifications necessary for progression into our Sixth Form, college or apprenticeships.

You may have heard a lot about the removal of BTEC/OCR courses in the Sixth Form. This does not affect GCSE level qualification. For entry into Sixth Form we will continue to treat BTEC/OCR qualifications as equivalent to GCSE qualifications.

This booklet contains a lot of information about the courses available. Please read it carefully, because the subjects you choose will be taken for the next two years and you won't be able to change them. This is an exciting time where you can make decisions about your curriculum to suit your interests and abilities. There are some subjects which you must take, but you will receive advice and guidance from your teachers and your December data about your remaining option subjects. The staff at our school have a lot of experience of advising students about the courses that will suit them best.



On Monday 10 January 2022 there will be an opportunity to attend a virtual guidance evening where further information will be provided about the courses available and additional general guidance to support the whole process.

Good luck,

R.E. Platts

Miss R Platts
Assistant Headteacher (Achievement & Progress KS4)

Timetable of Events 2021–22

The timetable of events is as follows:

Wednesday 15 December 2021	Data available online.
Monday 10 January 2022	Assembly to explain the curriculum, prospectus published online and Year 9 Virtual Guidance Evening for parents/carers to hear about the Key Stage 4 curriculum.
Wednesday 26 and Monday 31 January 2022	Parents' Evening for Options and New Subjects
Monday 14 March to Friday 27 May 2022	Timetable and Year 10 classes constructed. Parents will be contacted if further discussion is required about option choices or combinations of subjects.
Monday 6 June 2022	We aim to start the new timetable on this date. Please make every effort to ensure that you have chosen carefully. In exceptional circumstances we may allow students to change course before the end of June but this is not always possible due to class sizes. We will not allow any changes to be made after four weeks of the new timetable starting.



The Key Stage 4 Curriculum for Examination in 2024

Changes at Key Stage 4

The Government has phased in significant changes to GCSE qualifications over the last few years. This means:

- A new grading system from 1 to 9 (9 being the highest grade).
- More challenging subject content and assessments (for example, 20% of the grade for English Language is awarded for spelling, punctuation and grammar).
- A new 'accountability' system that means that students must take a specific combination of compulsory subjects and options to ensure they have the best chance of success and progression at the age of 16.

Types of qualification

GCSEs

GCSEs are primarily assessed through exams, but may still involve coursework, practical or oral assessments in some subjects. These will take place throughout Years 10 and 11. Almost all GCSEs have written examinations taken at the end of Year 11. It is important for students to choose courses that suit their needs and abilities, for example taking practical or coursework-based courses may help to balance the workload and assessment during Years 10 and 11, and ease the pressure slightly at the end of the GCSE course.

BTEC/OCR

These courses are made up of units of work. Each unit is assessed and there are fewer written examinations than in most GCSEs. BTEC and OCR courses do have an examination component too, but these exams often take place during, rather than at the end, of the course and the marks for these exams form a smaller percentage of the overall qualification marks.

You can achieve a pass, merit, distinction or distinction* on BTEC/OCR courses. These are the equivalent to good grades at GCSE.

Please note that all of our qualifications (GCSEs and all BTEC/OCR courses) provide progression to further study in our Sixth Form or to apprenticeship or other training. They have all been accredited under the new accountability framework for students and schools.



The Key Stage 4 Curriculum for Examination in 2024

It is important that students attain good grades across all eight (or nine) of their GCSE and BTEC/OCR subjects. The grades in these subjects will help them to progress to our Sixth Form or onto college courses or apprenticeships at 16. The combination of subjects that students must take is as follows:

- English Language and English Literature
- Mathematics
- Science x 2 or 3
- One further English Baccalaureate subject (see next page for more details; this is from a choice of Computing, Geography, History, French, German, Latin and Spanish)
- Two further choices (that could also include further English Baccalaureate subjects listed above)

Compulsory subjects leading to a qualification

English
Language

English
Literature

Maths

2 or 3
Science GCSEs

Compulsory subjects which do not lead to a qualification

Physical Education
(can also be taken
as a GCSE)

Personal, Social,
Health & Economic
Education

A choice of options, each of which leads to a qualification

Option 1
(an EBacc
subject)

Option 2

Option 3



The Key Stage 4 Curriculum for Examination in 2024

The English Baccalaureate (EBacc)

The English Baccalaureate is not a subject in its own right, but is achieved by students who gain six good passes in:

- English
- Mathematics
- Two sciences (or one science and Computing)
- Modern or ancient language
- Geography or History

Whilst we are not insisting all students study the full EBacc suite of qualifications (English, maths, two sciences, geography or history and a language), it is important that you are aware of the Government's ambition for 75% of students to be studying the full EBacc from September 2022 and up to 90% by September 2025. As of August 2021, the national figure for students taking the full EBacc was 39% (there are no national figures available for 2020). You should consider whether or not taking this suite of subjects is important for you.



What should you think about when making your choices?

When making your choices, take into account:

1. Your strengths and interests

- Use your December data to judge where your strengths lie and think about which subjects you enjoy. Don't just base it on the teacher, as teaching staff are likely to change in Year 10.
- How the course is assessed – is it coursework? Is it practical? Or is it end of course exam? Each subject page explains how the course is assessed.
- How the course is taught – is there a lot of writing? Is there a lot of practical work?
- Will you be able to cope with all exams being at the end of Year 11? If you would prefer to complete some of your qualification during the academic year, then consider subjects that have a higher degree of coursework or practical examination.

2. Your future plans

- What would you like to do after your GCSEs? There are some subjects that you cannot study in the Sixth Form (e.g. languages) unless you have studied them at GCSE. In addition, in our experience, there are a number of subjects which are more difficult to pick up at A Level if you have not studied them at GCSE (e.g. Art, History and Geography). For further information about our Sixth Form, please read point 3 below.
- Most university courses do not require particular GCSEs, but we would advise taking certain GCSEs for some courses at university.
- Some apprenticeships would value certain vocational skills gained through GCSE and BTEC/OCR study.

3. Progression into the Sixth Form at QEHS

The Government has also reformed A Levels. The Sixth Form curriculum we offer is subject to review by the Trust Board each year too. However, students and parents/carers should find the following information useful:

- All the subjects we offer at Key Stage 4 are valuable in their own right and have been accredited to count for students. There will be a progression route into our Sixth Form for all students with grades at the sufficient level no matter what subjects they take at Key Stage 4.



What should you think about when making your choices?

- Our current minimum entry requirement in the Sixth Form is a minimum of five subjects at grade 4 (or equivalent) or better including English Language. Many A Levels require a particular average point score across all your subjects so it is important to choose options which will maximise this for you.
- Courses currently offered in the Sixth Form are as follows:

Based on a recent review of the curriculum by Trustees, the following A Level and Level 3 BTEC/OCR courses are currently offered, but will be subject to further review or student demand that can't be anticipated this far in advance		
A Level Courses		Level 3 BTEC/OCR Courses
Art and Design – Fine Art	Further Maths	Applied Human Biology
Art and Design – Graphics	Geography	Business
Art and Design – Photography	German	Creative Digital Media Production
Biology	History	Health and Social Care
Chemistry	Maths	IT
Classics	PE	Sport
Design & Technology: Product Design	Physics	
Drama	Psychology	
English Literature	Sociology	
French	Spanish	

- Don't be put off taking a course at GCSE level if it is not on the list of Sixth Form courses above. Our GCSE options provide progression routes into a number of related areas. For example, Textiles is a progression route on to other art courses; Religious Studies is useful but not a requirement for students wanting to take Sociology; Latin is useful but not a requirement for students who wish to study Classics; Design and Technology is relevant for students interested in Product Design but also for those interested in other design and/or science courses.
- It is also important to be aware that the subjects highlighted in green are open to students in Sixth Form, who have not studied them at GCSE.
- Please note: we can't guarantee that student demand will be high enough in the Sixth Form to run each language offered at GCSE level. In recent years we have had to review running different A Level languages on the basis of suitable demand once the Sixth Form progression process has taken place.

Finally, don't worry too much about the Sixth Form. Most students take things one step at a time. You will do well in Years 10 and 11 if you choose courses to suit your interests and abilities now!



Guidance on making your choices

Before you make your choices, please note the following:

- From your three options, at least one must be an EBacc subject (the subjects listed in green on page 24).
- It may not be possible to take a subject you didn't choose in Year 9 from Art, Dance, Drama, Music, and Technology. You can't take German, Latin or Spanish if you didn't take them in Year 9.
- You are only allowed to take one art subject (Fine Art, Graphic Communication or Textiles).
- It is not possible to take Drama and Performing Arts in combination.
- Students will be allowed to take Computing if they are in Sets 1 and 2 for Maths. Students in other sets may be considered for the course if they can demonstrate an interest in and enthusiasm for the subject, and have some experience of coding.
- Students and parents/carers should note the marks for effort, quality of work and ability to meet deadlines on the December school report. Students should choose subjects where these marks are 1 or 2. Students with marks of 3 or 4 will not be allowed to take these courses in Years 10 and 11 or, in exceptional circumstances, will be referred to senior staff and Curriculum Leaders for a decision.
- Further guidance about choosing a first and second choice of option subjects and how to submit these choices to school will be provided in January.
- Where we are unable to timetable a student's first or second choice of subjects, we aim to confirm this in early May to allow an additional choice of subjects to be made.



Compulsory subjects with a qualification



All students in Years 10 and 11 will take the following subjects that lead to a qualification:

Compulsory subjects with a qualification

English Language (GCSE)

English Literature (GCSE)

Mathematics (GCSE)

Science (2 or 3 GCSEs)

Additional information regarding science GCSEs:

All students are currently studying Biology, Chemistry and Physics throughout Year 9.

Based on the results of assessments throughout Year 9, students will be placed in sets at the start of Year 10 that will later determine whether students will follow a separate or combined science route.

High grades in either the combined course or the separate sciences will allow progression onto science subjects in the Sixth Form.

English Language (GCSE)

Curriculum Leader: Mrs H Howard

Exam Board: Edexcel

Specification Code: 1ENO

Course Details

You will follow a specification leading to a GCSE in English Language.

The English Language GCSE course assesses your ability to:

Read material and analyse what it says, how it says it and what it means (comprehension skills). To this end you will study a range of texts including 19th-, 20th- and 21st-century non-fiction texts. There will be a focus on analysing unseen texts across the centuries.

Write in a variety of different genres: letters, articles, speeches, reports, reviews. Your ability to write for various purposes will also be assessed; for example, to entertain, to argue a case, to persuade, to describe a scene, to create a narrative. There will be a focus on technical accuracy in written tasks; mainly spelling, punctuation and grammar.

Assessment

The course will be assessed by two final examinations on a selection of texts specified below. Both examinations will take place at the end of Year 11.

You will all sit the same examination which will be graded 1–9, with 9 being the top grade.

Assessment Details

Paper 1 (40% of the qualification)

Section A: Reading – A range of questions on an unseen 19th-century fiction extract.

Section B: Writing – A choice of descriptive or narrative writing tasks.

Paper 2 (60% of the qualification)

Section A: Reading – A range of questions on two thematically linked, unseen non-fiction extracts.

Section B: Writing – A choice of two transactional writing (letters, speeches, articles) tasks. There will be a thematic link to the reading extracts.

Spoken Language assessed separately.

English Literature (GCSE)

Curriculum Leader: Mrs H Howard

Exam Board: Edexcel

Specification Code: 1ETO

Course Details

You will follow a specification leading to a GCSE in English Literature.

Throughout the course, you will develop your ability to read more analytically in order to understand themes, ideas and characterisation.

You will read a wide breadth of literature, including poetry, prose and drama that is taken from different time periods.

The qualification is graded 1–9 (9 being the top grade).

Assessment

Paper 1

Section A: *Animal Farm* or *An Inspector Calls* or *Journey's End* (depending on class)
A choice of questions on character and theme.

Section B: *Macbeth*

Students are required to analyse a short extract from the play and also write a longer response to themes and ideas raised in the play.

Paper 2

Section A: *A Christmas Carol*

Students are required to analyse a short extract from the novel and also write a longer response to characters, themes and ideas raised in the novel.

Section B: Comparison of two poems from the Edexcel 'Relationships' cluster – one of which appears on the examination paper.

Section C: Comparison of two unseen poems.

Assessment Details

Paper 1 (50% of the qualification)

Section A: Shakespeare (*Macbeth*).

Section B: Post-1914 British play/novel (*Animal Farm*/*An Inspector Calls*/*Journey's End*).

Paper 2 (50% of the qualification)

Section A: 19th century texts (*A Christmas Carol*).

Section B: Poetry anthology (a cluster of poems exploring relationships).

Section C: Unseen poetry.

Mathematics (GCSE)

Curriculum Leader: Mr J Blair

Exam Board: AQA

Specification Code: 8300

Course Details

By the end of Year 10, your child will have completed the first part of their programme of study that will prepare them thoroughly for the rigours of the GCSE mathematics exam, which they will sit at the end of Year 11. Their set will dictate which tier (higher or foundation) that they will be entered for. Students will be awarded a grade from 1 to 9, with 9 being the highest. The exam will consist of three papers.

The course builds on the work covered in middle school, and consists of a broad range of topics in the following proportions:

Topic Area	Foundation	Higher
Number	25%	15%
Algebra	20%	30%
Ratio	25%	20%
Geometry	15%	20%
Probability and Statistics	15%	15%

Summary of Available Grades

It should be noted that students who fail to achieve the mark for the lowest grade available at each tier will be recorded as unclassified. This makes entry at the most appropriate level critically important.

Tier	Grade
Higher	9, 8, 7, 6, 5, 4
Foundation	5, 4, 3, 2, 1

Additional Information

We ask that all students purchase a scientific calculator, ideally a Casio FX-83 GTX, which is used in lessons and examinations. Calculators and also revision guides are available from the LRC; these are excellent resources to accompany the course.

Time has been built into the curriculum to revise at the end of Year 11. There will also be revision sessions that we encourage all students to attend.

Assessment Details

Paper 1 (33⅓% of the qualification)
Non-calculator paper, 1 hour 30 minutes (80 marks).

Paper 2 (33⅓% of the qualification)
Calculator paper, 1 hour 30 minutes (80 marks).

Paper 3 (33⅓% of the qualification)
Calculator paper, 1 hour 30 minutes (80 marks).

Combined Science: Trilogy (GCSE)

Curriculum Leader: Mr S Mawson

Exam Board: AQA

Specification Code: 8464

Course Details

Students on this course gain two GCSEs. The Combined Science course develops practical skills alongside knowledge and understanding. The practical tasks allow students to collect, select, analyse, and interpret data in a range of contexts. Examination questions use examples that are both familiar and unfamiliar to students but are linked directly to the course content.

Assessment

There are six exam papers, all 1 hour and 15 minutes long and worth 70 marks (16.7% each). They contain multiple choice, structured, closed short answer, and open response questions.

Students will have to complete 21 required practicals during the course which are set by the Examination Board.

Subject Content

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Chemistry

9. Atomic structure and the periodic table
10. Bonding, structure, and the properties of matter
11. Quantitative chemistry
12. Chemical changes

13. Energy changes
14. The rate and extent of chemical change
15. Organic chemistry
16. Chemical analysis
17. Chemistry of the atmosphere
18. Using resources
19. Key ideas

Physics

20. Energy
21. Electricity
22. Particle model of matter
23. Atomic structure
24. Forces
25. Waves
26. Magnetism and electromagnetism
27. Key ideas

Assessment Details

Biology	Paper 1: Biology topics 1–4 (see above), 1 hour 15 minutes, 70 marks (16.7%). Paper 2: Biology topics 5–7 (see above), 1 hour 15 minutes, 70 marks (16.7%).
Chemistry	Paper 1: Chemistry topics 9–13 (see above), 1 hour 15 minutes, 70 marks (16.7%). Paper 2: Chemistry topics 14–18 (see above), 1 hour 15 minutes, 70 marks (16.7%).
Physics	Paper 1: Physics topics 20–23 (see above), 1 hour 15 minutes, 70 marks (16.7%). Paper 2: Physics topics 24–26 (see above), 1 hour 15 minutes, 70 marks (16.7%).

Biology (GCSE)

Curriculum Leader: Mr S Mawson

Subject Leader: Mrs R Fraser

Exam Board: AQA

Specification Code: 8461

Course Details

This course develops practical skills alongside knowledge and understanding. The practical tasks allow students to collect, select, analyse and interpret data in a range of contexts. Examination questions use examples that are both familiar and unfamiliar to students but are linked directly to the course content.

This qualification is linear, meaning that students will sit all their exams at the end of the course.

Subject Content

There are 8 topic areas:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Assessment

There are two papers of an equal size which assess knowledge and understanding. There are Foundation and Higher Tiers for each paper, with multiple choice, structured, closed short answer and open resource questions.

Knowledge of and skills learnt in practical sessions will be assessed within these papers. Students have to complete the ten required practicals during the course which are set by the Examination Board.

Assessment Details

Paper 1 (50% of the qualification)

Topics 1–4 (see above), 1 hour 45 minutes, 100 marks.

Paper 2 (50% of the qualification)

Topics 5–7 (see above), 1 hour 45 minutes, 100 marks.

Chemistry (GCSE)

Curriculum &
Subject Leader: Mr S Mawson
Exam Board: AQA
Specification Code: 8462

Course Details

This course develops practical skills alongside knowledge and understanding. The practical tasks allow students to collect, select, analyse and interpret data in a range of contexts. Examination questions use examples that are both familiar and unfamiliar to students but are linked directly to the course content.

This qualification is linear, meaning that students will sit all their exams at the end of the course.

Subject Content

There are 11 topic areas:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources
11. Key ideas

Examinations

There are two papers of an equal size which assess knowledge and understanding. There are Foundation and Higher Tiers for each paper, with multiple choice, structured, closed short answer and open resource questions.

Knowledge of and skills learnt in practical sessions will be assessed within these papers. Students have to complete the ten required practicals during the course which are set by the Examination Board.

Assessment Details

Paper 1 (50% of the qualification)
Topics 1–5 (see above), 1 hour 45 minutes, 100 marks.

Paper 2 (50% of the qualification)
Topics 6–10 (see above), 1 hour 45 minutes, 100 marks.

Physics (GCSE)

Curriculum Leader: Mr S Mawson

Subject Leader: Mrs C Wright

Exam Board: AQA

Specification Code: 8463

Course Details

This course develops practical skills alongside knowledge and understanding. The practical tasks allow students to collect, select, analyse and interpret data in a range of contexts. Examination questions use examples that are both familiar and unfamiliar to students but are linked directly to the course content.

This qualification is linear, meaning that students will sit all their exams at the end of the course.

Subject Content

There are 9 topic areas:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics
9. Key ideas

Examinations

There are two papers of an equal size which assess knowledge and understanding. There are Foundation and Higher Tiers for each paper, with multiple choice, structured, closed short answer and open resource questions.

Knowledge of and skills learnt in practical sessions will be assessed within these papers. Students have to complete the ten required practicals during the course which are set by the Examination Board.

Assessment Details

Paper 1 (50% of the qualification)

Topics 1–4 (see above), 1 hour 45 minutes, 100 marks.

Paper 2 (50% of the qualification)

Topics 5–8 (see above), 1 hour 45 minutes, 100 marks.

Compulsory subjects without a qualification



This section tells you about compulsory subjects that do not lead to a qualification.

Compulsory subjects without a qualification

Physical Education (Core)

Personal, Social, Health and Economic Education (PSHE)

Physical Education (Core)

Curriculum Leader: Mrs G Scott

Course Details

All students in Years 10 and 11 follow a programme of physical education. Students may be taught in single or mixed sex groups where emphasis is placed on participation, enjoyment, leadership and the acquisition of skills. We aim to promote both an interest in activities and an awareness of the importance of fitness for life.

The Year 10 and Year 11 programme includes a range of seasonal individual and team sports, along with health-related exercise, exercise to music and leadership. The students are given the opportunity to develop their skills and understanding of physical activity. This will involve the individual in aspects of planning, participation and evaluation of performance.

Leadership is a central focus in our Year 11 programme. Students will be given the opportunity to develop their leadership qualities. This will involve developing generic skills, as well as taking responsibility for organising activity sessions for their peers.

Our hope is that students will have developed the expertise and motivation to plan their own recreational programme.

There are several extra-curricular sports clubs, and we would encourage all students to attend where possible.



Personal, Social, Health and Economic Education (PSHE)

Curriculum Leader: Mr A Hedley

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

Core Theme 1: Health and Wellbeing

- Self-concept
- Mental health and emotional well-being
- Healthy related decisions
- Sexual health & fertility
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Sexual health and fertility

Core Theme 2: Relationships

- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Conception and parenthood
- Bullying, abuse and discrimination
- Social influences

Core Theme 3: Living in the Wider World

- Learning skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience

Healthy Relationships and Sexual Health and Wellbeing Project, delivered to Year 10 students



Option Subjects



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E-Bacc Subjects	Option Subjects	Qualification	Page
	Art and Design: Fine Art	GCSE	25
	Art: Graphic Communication	GCSE	26
	Art: Textile Design	GCSE	27
	Business	BTEC	28
	Computing	GCSE	29
	Dance	GCSE	30
	Design and Technology	GCSE	31
	Drama	GCSE	32
	Geography	GCSE	33
	Health and Social Care	OCR	34
	History	GCSE	35
	IT: Creative iMedia	OCR	36
	Languages: French	GCSE	37
	Languages: German	GCSE	38
	Languages: Latin	GCSE	39
	Languages: Spanish	GCSE	40
	Music	GCSE	41
	Performing Arts	BTEC	42
	Physical Education	GCSE	43
	Religious Studies	GCSE	44
	Sport	OCR	45

Art & Design: Fine Art (GCSE)

Curriculum Leader: Ms A Shotton

Exam Board: AQA

Specification Code: 8202

Course Details

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interest in fine art in ways that are personally relevant and truly developmental in nature.

The visual arts affect all aspects of our daily lives. Ask yourself who created:

- The clothes that you wear?
- The artwork for your favourite album cover?
- The furnishings in your home?
- The painting in a gallery that caught your imagination?

And why have artists throughout history felt the urge to draw upon surfaces, from caves to canvas, or place giant sculptures in the built and natural environment?

Fine Art aims to offer students an exciting, challenging and flexible experience through the development of personal expression and an introduction to the rich spectrum of art history.

Fine Art is a varied and stimulating course covering drawing, painting, sculpture, print-making and mixed media.

Drawing, research and development activities are fundamental to all aspects of the course. Students will be encouraged to:

- Develop their ideas in an imaginative way
- Present their preparation work in sketchbook form
- Respond to a range of source material
- Attend 'Art Drop-In', a popular extra-curricular activity.

This course provides students with a strong foundation and knowledge to progress their imagination, skills and techniques at A Level and beyond.

Assessment Details

Component 1: Portfolio (60% of the qualification)

Set by the centre. The portfolio must include both a sustained project developed in response to a subject, theme, task or brief; and a selection of further work resulting from activities such as trials and experiments, workshops, visits, or independent study. The deadline is at the end of April 2024.

Component 2: Externally Set Assignment (40% of the qualification)

Set by AQA. Supervised time of ten hours to produce final outcome. Students respond to their chosen starting point to produce a personal response. The unit begins in January of Year 11 and completes at the end of the ten hours in March 2024.

Art & Design: Graphic Communication (GCSE)

Curriculum Leader: Ms A Shotton

Exam Board: AQA

Specification Code: 8203

Course Details

Graphic communication affects all aspects of our daily lives. Ask yourself who designed:

- The TV advertisements for your favourite products?
- The poster for your favourite film?
- Websites and packaging for online fashion stores?

Whilst studying graphic communication, students will be introduced to a variety of experiences exploring a range of graphic media, techniques and processes, including both traditional and new technologies.

Graphic communication aims to offer students:

- An exciting opportunity to explore relevant images, designers and resources relating to a range of graphic communication from past to present times.
- Areas of study to include: illustration, packaging design, advertising, design for print, typography, photography, image manipulation, computer generated imagery such as Adobe Photoshop and Illustrator.
- An opportunity to use their imagination and engage people with innovative ideas about the products around them.

This course provides a strong foundation to students considering further study in A Level art subjects and subsequently a career in the advertising, architecture, media and communication industries.

Drawing, research and development activities are fundamental to all aspects of the course. Students will be encouraged to:

- Develop their ideas in an imaginative way.
- Present their preparation work in sketchbook form.
- Respond to a range of source material.
- Attend 'Art Drop-In', a popular extra-curricular activity.

Assessment Details

Component 1: Portfolio (60% of the qualification)

Set by the centre. The portfolio must include both a sustained project developed in response to a subject, theme, task or brief; and a selection of further work resulting from activities such as trials and experiments, workshops, visits, or independent study. The deadline is at the end of April 2024.

Component 2: Externally Set Assignment (40% of the qualification)

Set by AQA. Supervised time of ten hours to produce final outcome. Students respond to their chosen starting point to produce a personal response. The unit begins in January of Year 11 and completes at the end of the ten hours in March 2024.

Art & Design: Textile Design (GCSE)

Curriculum Leader: Ms A Shotton

Exam Board: AQA

Specification Code: 8204

Course Details

The visual arts affect all aspects of our daily lives. Ask yourself who designed:

- The clothes that you wear?
- The concepts for magazine shoots?
- The furnishings in your home?

Students studying textile design will be introduced to a variety of experiences: exploring a range of textile media, techniques and processes, including traditional and new technologies.

Students will be encouraged to show evidence of working in a variety of textile methods such as:

- Fabric printing
- Batik
- Image transfer
- Spraying
- Fabric construction and manipulation
- Stitching and fusing

Students will be required to choose one or more areas to work in:

- Fashion and/or costume
- Printed and/or dyed materials
- Domestic textiles
- Constructed, stitched or embellished textiles

Drawing, research and development activities are fundamental to all aspects of the course.

Students will be encouraged to:

- Develop their ideas in an imaginative way.
- Present their preparation work in sketchbook form.
- Respond to a range of source material.
- Attend 'Art Drop-In', a popular extra-curricular activity.

This course provides students with a strong foundation and knowledge to progress their imagination, skills and techniques at A Level and beyond.

Assessment Details

Component 1: Portfolio (60% of the qualification)

Set by the centre. The portfolio must include both a sustained project developed in response to a subject, theme, task or brief; and a selection of further work resulting from activities such as trials and experiments, workshops, visits, or independent study. The deadline is at the end of April 2024.

Component 2: Externally Set Assignment (40% of the qualification)

Set by AQA. Supervised time of ten hours to produce final outcome. Students respond to their chosen starting point to produce a personal response. The unit begins in January of Year 11 and completes at the end of the ten hours in March 2024.

Business (BTEC Tech Award)

Curriculum Leader: Mrs L Conley
Exam Board: Pearson BTEC
Specification Code: 603/1916/1

Course Details

Why choose the BTEC Tech Award in Business?

You might have an interest in running your own business one day, or would like to work in a business setting such as marketing, finance, operations management, sales or human resources. This course will help you to develop all of the practical skills and knowledge you would need to help achieve this goal. The course is equivalent to one GCSE and the full range of levels 9–1 can be achieved.

What will I learn?

The course will take you through all of the steps you would need to follow to set up your own successful business or work in a variety of departments within a business. You will learn how to come up with a business idea, research and analyse the market, learn how to meet customer needs, manage finances, promote and advertise the business, how to manage staff and keep ahead of the competition. There will be some group work and some individual work. You will complete written coursework using IT and also take part in verbal/visual presentations called 'pitches'. You will be introduced to a range of successful local entrepreneurs and research real local businesses. You will be assessed by coursework and one exam in Year 11.

Course Content

Component 1: Exploring Enterprises

- Examine the characteristics of enterprises
- Explore how market research helps enterprises meet customer needs and understand customer behaviour
- Investigate the factors that contribute to the success of an enterprise

Component 2: Planning for and Pitching an Enterprise Activity

- Explore ideas and plan for a micro-enterprise activity
- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity

Component 3: Promotion and Finance for Enterprise

- Promotion
- Financial Records
- Financial Planning and Forecasting

Assessment Details

Component 1 (30% of the qualification)
Internal assessment/coursework

Component 2 (30% of the qualification)
Internal assessment/coursework

Component 3 (40% of the qualification)
External assessment/written exam

Computing (GCSE)

Curriculum Leader: Mr O Williams

Exam Board: AQA

Specification Code: 8520

Course Details

This course will give you an in-depth understanding of how computer technology works. It goes beyond traditional ICT and is a very technical course. An aptitude for maths is very important in this subject.

You will develop your critical thinking and analysis skills and should enjoy solving problems. You will learn a range of programming languages and techniques that you will have to demonstrate in one of the assessments. All languages/platforms used will be freely available and you should expect to commit time at home to hone your skills. Across the units, you will have opportunities to:

- Develop your understanding of current and emerging technologies and how they work.
- Look at the use of algorithms in computer programs.
- Become an independent and discerning user of IT.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society.

Delivery

Approximately half of your lessons will be classroom-based focusing on the theory of the course and the other half will be based in a computer room learning and demonstrating your programming skills.

Programming, algorithms and data representation

You will develop understanding of algorithms and programming techniques and skills. You will look at data representation and computational logic as well as translators and facilities of programming languages.

Computer systems, computer networks and cyber security

Topics include hardware, types and roles of key software, computer communications/network protocols and security.

Ethical, legal and environmental issues

This looks at current impacts and risks of digital technology on society, including data privacy issues.

Relational Databases

This looks at the structures and uses of relational database, and covers basic use of SQL.

Assessment Details

Part 1 (50% of the qualification)

Exam, 2 hours (written assessment). A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Part 2 (50% of the qualification)

Exam, 1 hour 45 minutes (written assessment). A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Dance (GCSE)

Curriculum Leader: Miss E Macdonald

Exam Board: AQA

Specification Code: 8236

Course Details

Dance GCSE offers you the opportunity to:

- Develop your fitness, creativity and team-working skills.
- Find out about a range of dance styles through performing, creating and appreciating dances.
- Discover how to communicate ideas, thoughts and meaning through choreography.
- Become a critical and reflective thinker.
- Progress from Key Stage 3 and develop a solid foundation for further studies or a career in dance or performing arts.

Component 1: Performance and Choreography

What is assessed:

Performance

- Two solo phrases set by AQA, each lasting approximately 40 seconds.
- Duet/trio performance (in a dance which is three to five minutes long).

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Component 2: Dance Appreciation

What is assessed:

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of six professional dance works in the GCSE Dance Anthology.

Assessment Details

Component 1

Performance (30% of the qualification) and Choreography (30% of the qualification), both internally marked and externally moderated.

Component 2

Dance Appreciation (40% of the qualification), written exam, 1 hour 30 minutes.

Design & Technology (GCSE)

Curriculum Leader: Mr M Wilde

Exam Board: Edexcel

Specification Code: 1DT0

Course Details

Design and technology is at the heart of modern society. The design and technology course is an engaging and inspiring qualification that reflects the demands of a truly modern and evolving world. The subject offers a balanced combination of creative designing skills, applied subject knowledge and practical skills. GCSE design and technology combines a broad range of subject knowledge and draws on disciplines such as mathematics, science, engineering, computing and art.

The design and technology GCSE qualification teaches an array of skills that can be developed into a huge range of exciting careers.

You will learn how to use your drawing skills, creativity and imagination to design and make prototypes that solve real and relevant problems. You will have the opportunity to develop and practise specialist technical skills that will allow you to make your own product. In addition you will learn essential subject knowledge including: material properties and uses, the impact of design and technology on our world, industrial and commercial processes, and careers in related industries, as well as developing core transferable skills such as collaboration and communication.

For successful students, the course provides an excellent foundation of knowledge and skills needed for continued study of design and technology at A Level and beyond.

Assessment Details

Exam (50% of the qualification)

Two sections: Core content (40 marks) and Material category (60 marks).

Each section contains a mixture of different question styles, including open response, graphical, calculation and extended open response questions.

Non-exam Assessment (50% of the qualification)

Substantial design and make task. This is based on contextual tasks provided by the exam board. These tasks allow you to approach the design and make process in a creative manner, including investigating, designing, making, and evaluating. You will produce a working prototype and a portfolio of evidence (20–30 pages).

Drama (GCSE)

Curriculum Leader: Miss E Macdonald

Exam Board: Edexcel

Specification Code: 1DR0

Course Details

Drama GCSE offers you the opportunity to:

- become more creative in your life;
- be nurtured and supported as you grow in self-esteem and confidence;
- share your view of the world you live in through drama;
- find out about the professional world of performing, devising, directing and designing;
- discover a growing awareness of your own:
 - o analytical skills
 - o experimental skills
 - o critical skills
 - o interpretative skills
 - o investigative skills
 - o communication skills
- learn how people in different times used drama to come to terms with the world they lived in socially, culturally and politically.

Component 1: Devising

Create and develop a devised piece from a stimulus. Students are assessed on both the performance of this piece of theatre and the portfolio which accompanies it. The portfolio can be comprised of written evidence, verbally recorded evidence, or a combination of both. This work is all internally assessed by the teacher and externally moderated.

Component 2: Performance from Text

Students will perform in or design two key extracts from play texts. This can take the form of group, partner or individual work. The performances or design work is assessed by an external examiner.

Component 3: Theatre Makers in Practice

A 1 hour 45 minutes' written exam that assesses the student's ability to evaluate live theatre, and tests their knowledge of how to bring texts to life. This work is marked by an external examiner.

Assessment Details

Component 1: Devising (40% of the qualification)

Internally assessed, externally moderated. This unit includes performance and portfolio assessments.

Component 2: Performance from Text (20% of the qualification)

Externally assessed by a visiting examiner. This unit includes performance examinations.

Component 3: Theatre Makers in Practice (40% of the qualification)

Externally assessed written exam, 1 hour 45 minutes.

Geography (GCSE)

Curriculum Leader: Ms R Booth

Exam Board: Edexcel

Specification Code: 1GB0

Course Details

The world is always changing. Geography gives you the chance to develop an understanding of these changes. Students will develop the skills that will allow them to interpret a wide range of geographical resources and form well-rounded opinions. The course is examined at the end of Year 11.

Paper 1: Global Geographical Issues

This unit considers some of the key global geographical issues and includes three topics. 'Hazardous Earth' focuses on tropical and tectonic hazards. It then investigates the natural and human causes of climate change and the impacts it will have across the globe. 'Development Dilemmas' looks at global inequality. Students will study the emerging country of India and learn how its development is affecting the environment, its people and relations with the wider world. 'Challenges of an Urbanising World' explores the rapid urbanisation across the world and focuses on the megacity Mumbai in India.

Paper 2: UK Geographical Issues

This unit focuses on key contemporary geographical issues in the UK. It includes topics titled 'The UK's Evolving Physical Landscape', which studies coastal and river processes, and 'The UK's Evolving Human Landscape', which studies the changing and varied human landscapes of the UK. The city of Newcastle will be studied in depth. The final topic, 'Geographical Investigations', will involve two pieces of fieldwork and research in Jesmond and Benwell and another piece of rivers fieldwork on flood risk in Hexham. The skills and knowledge acquired from these fieldtrips will be assessed through a series of questions at the end of this exam.

Paper 3: People and Environment Issues – Making Geographical Decisions

In this unit, students will develop their knowledge and understanding of the interactions between people and environment. 'The People and the Biosphere' topic investigates the importance of the biosphere to humans. 'Forests Under Threat' involves a detailed study of tropical rainforests and the Taiga looking at the issues relating to their sustainable use and management. The final topic, 'Consuming Energy Resources', studies renewable and non-renewable energy in terms of supply and demand, access and energy security issues as well as its sustainable use and management.

Assessment Details

Paper 1 (37.5% of the qualification) and Paper 2 (37.5% of the qualification)
1 hour 30 minutes each paper. Both exams include a variety of tasks and question types ranging from multiple choice questions up to 8-mark extended writing tasks. Spelling, punctuation and grammar will also be assessed.

Paper 3 (25% of the qualification)
1 hour 30 minutes. Same as above with the addition of a decision-making task at the end of the paper.

Health and Social Care (OCR Level 2)

Curriculum Leader: Mrs G Scott

Exam Board: OCR

Specification Code: J811

Course Details

Awaiting final confirmation from exam board

Are you considering a career in the caring sector? Do you want a course that is flexible enough to lead to further study, apprenticeship and employment? This may be the course for you!

Mandatory Units

RO21: Essential values of care of use with individuals in care settings

You will learn about the rights of individuals and the values of care required when working in a health, social care or early years environment. Through role play and case studies, you will gain understanding of how regulatory frameworks aim to protect individuals and care workers in various settings, and how procedures that are put in place in care settings aim to promote standards of hygiene, safety and security.

RO22: Communicating and working with individuals in health, social care and early years settings

You will learn about the importance of effective communication to connect with individuals using care services, and develop an understanding of how the way you communicate impacts on an individual's care. Your understanding of effective communication skills and personal qualities that contribute to effective practical care are demonstrated through various role-plays. This provides you with transferable skills that can be used in everyday life.

Examples of Additional Units

- RO23: Understanding body systems and disorders
- RO25: Understanding life stages
- RO26: Planning for employment in health, social care and children and young people's workforce
- RO27: Creative activities to support individuals in health, social care and early years settings
- RO28: Understanding the development and protection of young children in an early years setting
- RO29: Understanding the nutrients needed for good health
- RO31: Using basic first aid procedures

This course is ideally suited to those who wish to progress into employment or training in the health, social or early years areas. It can also lead to specialised further education courses and successful students can progress to Sixth Form study at Level 3 that, in turn, could lead to higher education.

Students wishing to take this subject at Level 3 (BTEC National Extended Certificate) should aim to achieve at least a Merit grade.

Please note that the specification and units of delivery are currently being reviewed by OCR. The units listed here as mandatory and optional may be subject to change from September 2022, although they are likely to be very similar.

Assessment Details

RO21: Written exam, 1 hour (60 marks).

RO22: Centre-assessed tasks, OCR moderated (60 marks).

Additional Units: All units are centre-assessed tasks which are OCR moderated. Each of the optional units are worth 60 marks.

History (GCSE)

Curriculum Leader: Mrs L Hodgson

Exam Board: AQA

Specification Code: 8145

Course Details

Henry Ford once declared that 'history is bunk' and is, therefore, of limited value. The aim of GCSE History is to show how wrong he was, as an understanding of the past is essential if we are to be able to make sense of the complex world in which we live. History investigates events, changes, people and issues in the past and allows students to develop important critical and analytical skills that can be applied to a wide variety of other situations outside the classroom.

Teaching Methods and Materials

Throughout the course, students will be encouraged to take part in a wide variety of learning activities that include individual and group work, discussion and debate, role work and personal research. Students will also be given an opportunity to develop a range of ICT skills.

The Syllabus

At GCSE, students will now have the opportunity to not only understand modern world history but also how our nation was shaped through studying British history from the twelfth to the twentieth centuries.

During the course of the next two years, students will have the opportunity to consider questions such as:

- Why were there two revolutions in Russia in 1917?
- How important was the use of propaganda to Joseph Stalin in controlling Russia?
- Why did the Cold War between East and West begin?
- Why did the world come to the brink of destruction in 1962 over Cuba?
- Why did King John sign the Magna Carta?
- Why was Charles I executed in 1649?
- Why were British women given the vote in 1918?

Assessment Details

Paper 1: Understanding the Modern World (50% of the qualification)

Key topics: Russia 1894–1945

Conflict and tension between East & West, 1945–1972

Written exam, 2 hours.

Paper 2: Shaping the Nation (50% of the qualification)

Key topics: Britain 1170–present day: Power and the People

Restoration England 1660–1685

Written exam, 2 hours.

IT (OCR)

Curriculum Leader: Mr O Williams

Exam Board: OCR

Specification Code: J834

Course Details

Awaiting final confirmation from exam board

The Level 1/2 Cambridge National Certificate in Creative iMedia course has been designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations, interactive multimedia products and computer games.

This course has been designed to teach digital design skills and enable young people to use digital tools to express their creativity in an informed and responsible way.

There are three units:

Creative iMedia in the media industry

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

Visual identity and digital graphics

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Digital games

In this unit, students will learn to interpret client briefs to devise original digital game concepts. They will learn to plan digital games effectively and to use a game design document to create engagement among developers and clients. They will learn to create, edit, test and export playable digital games which they have designed.

Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the media industry.

Assessment Details

Creative iMedia in the media industry (40% of qualification):

Written exam, 1 hour 30 minutes, taken in the summer of Year 11

Visual identity and digital graphics (25% of the qualification) and Digital Games (35% of the qualification):

Centre-assessed practical tasks in the context of an assignment set by OCR.

Languages: French (GCSE)

Curriculum Leader: Mrs L Bevan

Exam Board: AQA

Specification Code: 8658

Course Details

The languages department offers dynamic GCSE courses in French, German and Spanish. Students may opt to continue two languages at GCSE.

Our aim is to equip students to use their languages effectively in a variety of contexts, by developing the four language skills (speaking, listening, reading and writing) in order to maximise achievement. By focusing on these key communication skills, students are able to obtain a useful qualification and simultaneously enhance their literacy skills in their own language.

Students will have the opportunity to develop their understanding of the language through a range of challenging and exciting activities, as well as learn about the culture behind the language; food, film, literature, and many other aspects of real life.

Our very successful and popular exchange trips are an optional part of the course which allows students to take their learning beyond the classroom in order to experience the language as a life skill, make new friends and travel abroad.

The course is divided into a number of interesting topics including family, free time, the local area, tourism, education, the environment and social issues.

Students are encouraged to express their own ideas, take responsibility for their learning and develop independent study skills, all of which contribute to achieving a high level of success.

The languages department promotes enjoyable language learning and helps students to recognise that their linguistic knowledge will allow them to take their place in a multilingual, global society. The course also provides students with a sound basis for further study, makes them more marketable in a challenging economy and inspires a practical use of their chosen language.

Assessment Details

All of the assessment in French is exam-based.

Listening (25% of the qualification)

Reading (25% of the qualification)

Speaking (25% of the qualification)

Writing (25% of the qualification)

Students will take either higher or foundation papers in each skill.

Languages: German (GCSE)

Curriculum Leader: Mrs L Bevan

Exam Board: AQA

Specification Code: 8668

Course Details

The languages department offers dynamic GCSE courses in French, German and Spanish. Students may opt to continue two languages at GCSE.

Our aim is to equip students to use their languages effectively in a variety of contexts, by developing the four language skills (speaking, listening, reading and writing) in order to maximise achievement. By focusing on these key communication skills, students are able to obtain a useful qualification and simultaneously enhance their literacy skills in their own language.

Students will have the opportunity to develop their understanding of the language through a range of challenging and exciting activities, as well as learn about the culture behind the language; food, film, literature, and many other aspects of real life.

Our very successful and popular exchange trips are an optional part of the course which allows students to take their learning beyond the classroom in order to experience the language as a life skill, make new friends and travel abroad.

The course is divided into a number of interesting topics including family, free time, the local area, tourism, education, the environment and social issues.

Students are encouraged to express their own ideas, take responsibility for their learning and develop independent study skills, all of which contribute to achieving a high level of success.

The languages department promotes enjoyable language learning and helps students to recognise that their linguistic knowledge will allow them to take their place in a multilingual, global society. The course also provides students with a sound basis for further study, makes them more marketable in a challenging economy and inspires a practical use of their chosen language.

Assessment Details

All of the assessment in German is exam-based.

Listening (25% of the qualification)
Reading (25% of the qualification)
Speaking (25% of the qualification)
Writing (25% of the qualification)

Students will take either higher or foundation papers in each skill.

Languages: Latin (GCSE)

Course Leader: Mr A Lawrenson
Exam Board: OCR
Specification Code: J282

Course Details

Latin is a highly-regarded GCSE that is challenging as well as fun. Studying Latin helps you understand the roots of our own language, thereby expanding your own vocabulary. This can be particularly beneficial for those thinking of a career in medicine, law or sciences. It also helps with your understanding of other European languages that have their roots in Latin.

The GCSE course steadily builds vocabulary recognition and grammatical understanding to enable you to read and translate stories about colourful classical myths and history. OCR provides a set vocabulary list for the language papers. As your skills develop, you will be able to read some original Latin texts, with a selection from ancient history. We will study it for its artistic value and literary merit and you will be able to develop and enhance many of the skills you need for English Language and Literature GCSE. You will begin to see what an enormous impact classical literature has had on later poets and authors.

The course will also allow you to appreciate the cultural heritage and lasting legacy of the Romans. We are very lucky to have some wonderful sites on our doorstep, such as Vindolanda, Housesteads and Segedunum. You will have the opportunity to study source material in translation on topics such as gladiators, baths, housing, religion and entertainment.

You will work independently as well as in groups and you will be expected to learn vocabulary on a weekly basis, as well as to complete written homework.

The examination will assess your ability to:

- Understand and translate the language (50% of the qualification)
- Understand and write about prepared Latin literature (25% of the qualification)
- Understand and write about the daily life of the Romans, using sources in translation. Topics include chariot racing, the baths and gladiators (25% of the qualification)

Assessment Details

Paper 1 (50% of the qualification)

Written exam: unprepared translation and comprehension, 1 hour 30 minutes.

Paper 2 (25% of the qualification)

Written exam: learned literature, 1 hour.

Paper 3 (25% of the qualification)

Written exam: Roman sources in translation, 1 hour.

Languages: Spanish (GCSE)

Curriculum Leader: Mrs L Bevan

Exam Board: AQA

Specification Code: 8698

Course Details

The languages department offers dynamic GCSE courses in French, German and Spanish. Students may opt to continue two languages at GCSE.

Our aim is to equip students to use their languages effectively in a variety of contexts, by developing the four language skills (speaking, listening, reading and writing) in order to maximise achievement. By focusing on these key communication skills, students are able to obtain a useful qualification and simultaneously enhance their literacy skills in their own language.

Students will have the opportunity to develop their understanding of the language through a range of challenging and exciting activities, as well as learn about the culture behind the language; food, film, literature, and many other aspects of real life.

Our very successful and popular exchange trips are an optional part of the course which allows students to take their learning beyond the classroom in order to experience the language as a life skill, make new friends and travel abroad.

The course is divided into a number of interesting topics including family, free time, the local area, tourism, education, the environment and social issues.

Students are encouraged to express their own ideas, take responsibility for their learning and develop independent study skills, all of which contribute to achieving a high level of success.

The languages department promotes enjoyable language learning and helps students to recognise that their linguistic knowledge will allow them to take their place in a multilingual, global society. The course also provides students with a sound basis for further study, makes them more marketable in a challenging economy and inspires a practical use of their chosen language.

Assessment Details

All of the assessment in Spanish is exam-based.

Listening (25% of the qualification)

Reading (25% of the qualification)

Speaking (25% of the qualification)

Writing (25% of the qualification)

Students will take either higher or foundation papers in each skill.

Music (GCSE)

Curriculum Leader: Mr P Seago

Exam Board: Edexcel

Specification Code: 1MU0

Course Details

What is GCSE Music all about?

GCSE music is about making and listening to music. You will be assessed on performing, composing and listening to a wide variety of musical styles. There are opportunities to use music notation software to create compositions. This software allows easy editing of your compositions and turns your notes into high quality instrumental sounds.

During the course you will study 8 main pieces. You learn to describe the pieces, and to analyse them in good detail. This knowledge is then used to help students learn to compose their own pieces, as well as to prepare for the Year 11 exam.

The 8 pieces are: Bach Concerto, Beethoven Piano Sonata, Purcell song, Killer Queen, Defying Gravity, Star Wars main theme, Samba Em Preludio, Release by Afro-Celt Sound System.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that:

- credits your ability to perform (compulsory solo and ensemble coursework);
- involves listening to and learning about all kinds of music;
- involves composing music;
- gives you the opportunity to learn more about and use specific music composition software.

How does it follow on from what I have learned before?

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music and learn more about how and why it was written and/or performed. The notation skills you have developed in Year 9 along with the basic knowledge of chord construction will be a great start to your course.

Assessment Details

Part 1: Performance (30% of the qualification)

You will perform (play or sing) two pieces. One of the pieces will be a solo in any style and on any instrument. The other performance will be with other players. They will be recorded and marked by your teacher.

Part 2: Composition (30% of the qualification)

You will compose two pieces, one in response to a brief given by Edexcel, the other a free choice. You may use software to record work and produce printed scores and parts. Compositions will be assessed by your teacher.

Part 3: Exam (40% of the qualification)

You will listen to a CD and answer questions on eight set works, as well as questions on two unfamiliar pieces where you apply your skills to describe music. This paper will be marked externally by Edexcel's examiners.

Performing Arts (Musical Theatre) (BTEC Tech Award)

Curriculum Leader: Miss E Macdonald

Exam Board: Pearson BTEC

Specification Code: 603/0406/6

Course Details

This course is an exciting opportunity for students who are interested in musical theatre. The main aim of the course is to provide you with the opportunity to explore a range of performance styles with particular emphasis on integrating the performing arts. The course is designed to give equal focus to dance, drama and music and the development of skills and knowledge in these performance disciplines.

The demands of the course are such that you need to be energised and to have a committed approach to developing both practical skills and academic appreciation of the arts. It is a vibrant course that offers exciting performance opportunities as an integral aspect of your learning.

Students will complete three components:

Component 1: Exploring the Performing Arts

Students will learn about the different roles in the performing arts industry and how they work together to make Musical Theatre. Students will research and take part in practical workshops, which explore three different musicals.

Component 2: Developing Skills and Techniques in the Performing Arts

Students will develop and reflect upon their musical theatre skills in all three disciplines of singing, dancing and acting. They will complete the component by rehearsing three extracts from the three chosen musicals and they will perform these towards the end of Year 10.

Component 3: Performing to a Brief

Students will draw upon the knowledge and skills they have developed throughout the course and apply them in creating a self-devised performance piece to a set brief. This will involve students performing their work and completing three short written tasks (600–800 words each) in the form of an ideas log, a skills log and an evaluation log.

Assessment Details

Component 1: Exploring the Performing Arts (30% of the qualification)

Internally assessed, completed during Year 10.

Component 2: Developing Skills and Techniques in the Performing Arts (30% of the qualification)

Internally assessed, completed during Year 10.

Component 3: Performing to a Brief (40% of the qualification)

Externally assessed, completed during Year 11.

Physical Education (GCSE)

Curriculum Leader: Mrs G Scott

Exam Board: OCR

Specification Code: J587

Course Details

GCSE Physical Education involves students in learning about and understanding a range of physical activities. Students who are keen and interested and who display a competent level of physical ability will enjoy and gain success through this subject.

Students will be encouraged to improve their ability to plan, perform, analyse and evaluate a range of physical activities in group, class and individual work.

Students will be assessed on their knowledge and understanding of the following areas:

Component 1: Physical factors affecting performance

- Applied anatomy and physiology
- Physical training

Topic areas include location of major bones/muscle groups, structure and function of cardiovascular/respiratory systems, short and long-term effects of exercise, principles of training, and prevention of injury.

Component 2: Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

Topic areas include physical activity and sport in the UK, commercialisation of sport, types of guidance and feedback, diet and nutrition, ethics, drugs and violence in sport.

Component 3: Performance in physical education

- Performance of three activities: one individual, one team, and one other from either category.
- Analysing and Evaluating Performance task.

The list of individual activities to choose from is: amateur boxing, athletics, badminton, canoeing, cycling, dance, diving, golf, gymnastics, equestrian, kayaking, rock climbing, rowing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis, and trampolining.

The list of team activities to choose from is: association football, badminton, basketball, carnegie, cricket, dance, Gaelic football, handball, hockey, hurling, lacrosse, netball, rowing, rugby league, rugby union, squash, table tennis, tennis, and volleyball.

Assessment Details

Component 1 (30% of the qualification)
Written exam, 1 hour (60 marks).

Component 2 (30% of the qualification)
Written exam, 1 hour (60 marks).

Component 3 (40% of the qualification)
Non-exam assessment: practical performance and the Analysis and Evaluating Performance task (80 marks).

Religious Studies (GCSE)

Curriculum Leader: Mr D Jones

Exam Board: AQA

Specification Code: 8062

Why Religious Studies?

In our multi-faith society, religion is playing an ever increasing role, sometimes positive and sometimes not. Many of the big moral debates of our time are influenced by religious beliefs - animal rights, abortion, euthanasia, gender politics and sexuality to name a few, so it's never been more important to understand the diversity of religious belief in our nation and the wider world.

Component 1

The study of two major world religions – Christianity and Islam, focusing on:

- Key beliefs
- How the religion is practised – e.g. worship, pilgrimage, community action
- How faith affects their lives

Component 2

The study of four ethical/philosophical themes from the list below:

- Relationships and families (Hinduism & Christianity) – e.g. gender roles, homosexuality
- Religion and life (Hinduism & Christianity) – e.g. abortion, euthanasia, animal welfare
- Human Rights and Social Justice (Christianity & Islam) - e.g. women's rights and LGBTQ rights. Freedom of speech and causing offence.
- Crime and punishment (Islam & Christianity) – e.g. the causes of crime, the death penalty, forgiveness

Course Details

Religious studies at GCSE offers you the opportunity to explore further many of the issues raised in the Year 9 course as well as many new ones. You will be encouraged to form your own opinions on the issues studied and there will be many opportunities for class debate. There will also be opportunities to hear religious points of view first hand on different visits to churches, mosques and temples.

Assessment

The examinations consist of shorter answer questions worth 1–5 marks and longer answer questions worth 12 marks which are similar to the assessments done during Year 9.

Here is a typical 12-mark questions from Component 2:

'War is never right.' Evaluate this statement.

In your answer you:

- *Should refer to both religious and non-religious beliefs.*
- *Should give reasoned arguments in support of this statement.*
- *Should give reasoned arguments to support a different point of view.*
- *Should reach a justified conclusion.*

Assessment Details

Component 1 (50% of the qualification)
Written exam, 1 hour 45 minutes.

Component 2 (50% of the qualification)
Written exam, 1 hour 45 minutes.

Sport (OCR Level 2)

Curriculum Leader: Mrs G Scott

Exam Board: OCR

Specification Code: J802

Course Details

Awaiting final confirmation from exam board

The OCR Level 2 National Award in Sports Science will have a vocational basis with some practical elements. Students need to be aware that there is a considerable amount of research-based written work to be completed.

The qualification consists of four units:

Mandatory:

- Unit R401: Reducing the Risk of Sports Injuries
- Unit R402: Applying Principles of Training

Plus two further units from:

- Unit R043: The Body's Response to Physical Activity
- Unit R044: Sports Psychology Activity
- Unit R045: Sports Nutrition
- Unit R046: Technology in Sports

Please note that the specification and units of delivery are currently being reviewed by OCR. The units listed here as mandatory and optional may be subject to change from September 2022, although they are likely to be very similar.

Assessment

Throughout the course there is continuous assessment through the setting of practical and written assignments.

The specification also includes an element of external assessment.

Assessment Details

Unit R401 (25% of the qualification)
Written exam, 1 hour (60 marks).

Unit R402 (25% of the qualification)
Coursework, internally assessed.

Plus two further units (25% of the qualification each)
Coursework, internally assessed.



Queen Elizabeth
High School

spes durat avorum