

The Blue School

Key Stage 4 Induction Booklet  
2019

**Key Stage 4 – A guide for parents**

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## Introduction

Your son/daughter has just embarked on a most important stage of their education. Success in the examination courses being followed over the next two years will play an important part in determining his/her future opportunities. This booklet is intended to be a supplement to the prospectus which was produced when your child made his/her option choices. It gives you more specific information about the subjects your son/daughter will be studying, how these are assessed, homework, and perhaps most importantly, how you, in partnership with the school can help to support your child and maximise their achievement. It is vital that all our Y10 students make a good start to their examination courses and your interest, enthusiasm and support will go a long way towards ensuring this.

If at any stage of their school career you wish to contact the school concerning your child's progress or indeed on any other matter please do so via your son/daughter's tutor in the first instance.

## GCSE Examinations

The Blue School has a number of publications relating to Examination Processes and Procedures. They are:

- The Blue School Examination Policy
- The Blue School Exam Booklet for Students
- The Blue School Appeal against Internal Assessment of Work for External Qualifications

Information and documents relating to Examinations in the Blue School may be found on the school website. These are currently being reviewed and updated for this academic year. However, if there are any queries regarding the above please contact Ms Sandy Allan, Examinations Officer, The Blue School.

### Contact details for Examination Boards:

AQA	Tel: 0161 953 1180 Website: <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Edexcel	Tel: 0845 618 0440 Website: <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a>
OCR	Tel: 01223 553998 Website: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
WJEC	Tel: 02920 265 000 Website: <a href="http://www.wjec.co.uk">www.wjec.co.uk</a>
City & Guilds	Tel: 0844 543 0000 Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

Please also be aware that we update The Blue School website from time to time with relevant examination information. You can access this information via the student page, choosing the Exams and Revision link from the list on the left.

## How assessment is changing

Students taking their GCSEs in 2021 will have the new points/grades system for all their reports and GCSE examination certificates.

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 were and will be tested is different. If one of your children took a GCSE in English in 2016, for example, 40% of their final grade would have been examination whereas for a student taking their GCSE in 2021, 100% of their final grade will be examination based for English. Therefore, we are not really comparing like for like.

The table below does however provide a guide.

Old GCSE Grade	New GCSE Grade	Level	BTEC Grade
A*	8 – 9	Level 2	Distinction*
A	7 – 8		Distinction
B	5 – 6		Merit
C	4 – 5		Pass
D	3	Level 1	Level 1 Pass
E	2 – 3		
F	1 – 2		
G	1		

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

## Careers

### Year 10

In Year 10, students are encouraged to access information about careers from a variety of sources in and around school to develop an understanding of careers options, improve research skills and promote self-awareness. Talks and visits for the whole year group and smaller groups as appropriate take place throughout the year whilst a Careers Fair exhibition with related seminars in February each year enables students to begin networking with a range of employers, training providers and universities. Students attend careers workshops in the summer term.

The Careers Area is situated in Milton Block and students are welcome to access a wide range of library resources and IT packages which provide opportunities to try out careers guidance and self-assessment programmes.

A major project for Year 10 students is work experience. The one-week WEX placement 6th – 10th July 2020 is an invaluable part of workplace learning as students spend time gaining insights into the world of work. A record of their endeavours is kept in a daily diary which is often used to provide evidence of employability skills during college and job interviews during year 11.

### Work Experience Guidelines

Students are asked to investigate potential placements for themselves. It is important that they do something that they will enjoy and that will be of use to them. Assistance will be given to any students experiencing difficulty in setting up a placement, but we do expect the majority of students to do this for themselves as part of the experience.

Please encourage your child to get organised early and to discuss possible placements with a variety of advisers. Personal contacts are often the most successful, and an early, initial, phone call can save a lot of time.

Consider travel possibilities – there is often more choice outside the immediate vicinity but travel expenses cannot be reimbursed.

Following a guidance session prior to the Autumn Half Term break, students receive a pin number to access the work experience website. This may be used to find and monitor placement searches. Parents may also access the website and we would ask that you help your child to ensure that any details they give are correct and that necessary paperwork is completed and returned to school by the given deadlines.

To ensure the well-being of your child during work experience, all placements are effectively monitored, insured and safe. The school works alongside a team of qualified assessors who check the health & safety of the placements. We also advise you of any special requirements your child may need – for example, students working with animals should have up to date tetanus vaccinations. We pass on any concerns to you as soon as

possible. Please be aware that placements without health & safety clearance or with employers without Employers' Liability Insurance, cannot take place.

We prefer students not to work for their parents. Work Experience must not be arranged for other dates in term time without contacting the school. This is possible only in very rare cases.

### **Year 11**

Career information, advice and guidance are offered to Year 11 students through a range of activities including group workshops and one to one interviews. The school recognises the importance and value of face to face careers guidance and has engaged the services of two qualified and independent careers advisers to work with students individually and in small groups.

Work on Post 16 choices is done in tutorial time and help with telephone skills, job/college applications and interview techniques is given.

### **Providing Information to Careers South West**

Careers SW is an organisation providing information, advice and guidance about studying, jobs and careers to young people. They have been contracted by the Local Authority to ensure that school leavers have access to relevant education, employment or training opportunities on leaving Year 11 and to track the destinations of our students from Year 11 and above.

We are required to provide Careers SW with specific information about students in Years 9 to 11. This information includes the name and address of the student and parent, and any further information relevant to Careers SW's role. However, parents (or the students themselves if aged 16 or over) can ask that no information beyond name and address (for student and parent) be passed on to Careers SW. If, as a parent or student aged 16 or over, you do not want Careers SW to receive from us any information beyond name and address, then please contact Ms Barnes, the School's Work Related Learning Co-ordinator.

## **Reports**

Three reports will be issued this year. These will be available in the last week of the Autumn Term, the last week of the Spring Terms and in the first week of July.

Parents' evening will be 19<sup>th</sup> March 2020.

## **Staff Contacts**

Should the need arise to contact the school about any aspect of your children's education, the first point of contact for any pastoral matters should be your child's tutor and for curriculum matters your child's classroom teacher. Your child's Pastoral Team Leader (Year Head) and the individual Curriculum Team Leader (Department Head) are also contactable should tutors/teachers be unavailable or to talk about any wider school issues.

Other useful contacts within the school are as follows:

### **Pastoral**

Miss Vicky Castle, Assistant Headteacher – Pastoral

### **Curriculum**

Mr Mark Williams, Assistant Headteacher – Curriculum & Assessment

Mr Max Harvey, Deputy Headteacher – Standards

### **Special Educational Needs**

Mrs Samantha Foster, SENCO

All can be contacted via the main school switchboard on 01749 678799 or via e-mail to [office@blue.somerset.sch.uk](mailto:office@blue.somerset.sch.uk).

A list of curriculum and pastoral contacts is available on the website under General Information – Staff.

## 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 Enterprise Award 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. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future.

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. If, throughout the course of study, students are unable to reach the required Level 2 standard, this BTEC also provides a Level 1 qualification which can be used towards the next phase of education or taken into consideration for future employment.

## BTEC Grading Equivalence

Distinction\* is equivalent to an 8/9 at GCSE

Distinction is equivalent to an 8 at GCSE

Merit is equivalent to a 6 at GCSE

Level 2 Pass is equivalent to a 4 at GCSE

## Course content:

Our students study three components of work over the two year course.

### Component 1 – Exploring Enterprises

Assessed through assignment based coursework

In this unit students explore different types of businesses and their purpose along with how they measure success. Students will be expected to carry out and use both primary and secondary research, that is both qualitative and quantitative, explaining bias. They will also be expected to apply the principles of the marketing mix, which includes understanding pricing strategies.

### Component 2 – Planning for and pitching an Enterprise activity

Assessed through assignment based coursework.

Students will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience of their peers and staff and then use the feedback to review their plan and pitch.

### Unit 3 – Promotion and finance for Enterprise

Assessed through external written examination.

Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## Skills development

BTEC Business also provides students with additional skills development. Students will be able to develop and build personal, learning and thinking skills throughout the unit delivery. Through exposure to real businesses, and vocational specific case studies, students will be exposed to life outside the school, supporting current interests and future career choices. Importantly, the course allows for the development of ICT skills, literacy and numeracy

and therefore specifically appeals to students who have both an enquiring mind and who enjoy using ICT for their learning.

**For all the units:**

Individual research outside classroom time into the use of the topics covered by local business will give a relevance to the analysis of how businesses function and help to produce good quality and highly rewarded coursework.

This is a new GCSE course replacing 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 equips students 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 students to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in their lives. It will allow them to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

### Summary of 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 (see below).

**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 WJEC annually.**

### Course Content:

1. **Food commodities**
2. **Principles of nutrition**
3. **Diet and good health**
4. **The science of food**
5. **Where food comes from**
6. **Cooking and food preparation**

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

### Quality of Work

The department has written booklets, one each for the six areas of course content. Each booklet gives sufficient information, exam practice and skills to be successful in the exam at the end of the course. It is really very important each booklet, on completion, is kept safe in preparation for revision. Extension activities and optional activities are provided for candidates predicted to achieve grades 8-9 – they will challenge and stretch.

## How Can Parents Help?

Allow your son or daughter to cook lots at home! Plus you get our permission to expect them to tidy and wash up!

It is expected that students will cook or investigate foods every week in order to develop the practical skills required from the examination board syllabus. Students need to be aware they will be providing the ingredients and will need to remember them every week. Organisation is paramount – they will get plenty of warning. We appreciate parents checking planners and showing an interest in what they bring home from their practical lessons - giving them feedback, so improvements can be made, is certainly recommended. It is worth noting students will need to identify a range of skills and processes in their exam so recipes chosen reflect this. There is also a requirement for the exam that students have a detailed knowledge of the functions of ingredients which they will be investigating through the Food Science aspects of the course, talking about this theory at home would be really beneficial for us all.

**Please note:** Foods left in the department for more than 24 hour will be disposed of for fear of food poisoning. If concerned please contact us.

## Equipment & Ingredients

Having a folder or an A4 plastic carrier case will protect booklets. A pencil case with pencils, pens, colouring pencils etc is a basic requirement. Having a tin/containers to transport food ingredients and completed dishes back home safely is paramount. Please ensure these are all labelled.

For students in Y10 some basic ingredients (eg flour, butter, sugar, eggs) will be provided. Students will be required to provide flavouring ingredients and any ingredient that develops a recipe further.

## Homework

Students are encouraged to work in an increasingly independent and open-ended way. Regular weekly homework is set in the form of a Revision Card, examination questions or a review of learning. Preparing for practical lessons is a given part of homework. Extension activities are encouraged to be completed as part of our homework policy.

## Product Design, Graphic Products and Textiles

This course is unique as it offers the opportunity within the curriculum for students to solve real problems by designing and making products with a selection of materials. Students will be taught about a range of materials and how they are used within the Design & Technological world. Y10 will take students through a series of units of work to build new skills and to broaden their experience of designing and making. The theory covered prepares them for Component 1: the written examination. In Y11 Component 2 is taught throughout the year and involves the completion of a 'design and make' task. The design briefs for this Component are set by the exam board in the summer of Y10.

The three material/topic areas available to our students are:

1. Graphics
2. Product Design
3. Textiles and Fashion

### Summary of Assessment:

#### Component 1: Design & Technology in the 21<sup>st</sup> Century (50% of qualification)

##### Written Examination: 2 hours

The examination consists of 6 questions, the first 4 are compulsory and are based on the core principles of Design & Technology. The final two questions hone in on material specialisms, so a choice will be on offer, though these questions examine a more in-depth understanding of the students' knowledge of materials and processes. .

#### Component 2: Design and Make Task (50% of qualification)

##### Non-exam Assessment: approximately 35 hours

#### Part A

Carry out an analysis of the problem, write a design specification, generate a range of ideas, develop a solution and produce the details of the final solution (10 guided hours).

#### Part B

Plan the making process, carry out the making of a prototype product and evaluate it (25 guided hours).

#### Focus Areas Provided (Note: Only one material can be chosen to study)

- Graphic Products
- Product Design
- Textiles Technology

The major project is started in the first term of Y11 and is completed in the Spring Term of Y11. To prepare for the major project, a series of minor projects are undertaken in Y10.

**Major Project Deadline for Product Design, Graphics and Textiles is at the end of the Spring Term in Y11.**

#### Quality of Work

A high quality of work is expected, all A3 folio sheets/sketchbook work are important. Each sheet should be thoroughly finished and emphasis placed on presentation, use of colour and accuracy. Coursework presentation should show a mixture of hand and ICT presentation (ICT facilities are made available for students during school hours). For some pieces of work the use of ICT is expected.

#### How Can Parents Help?

Primarily we would ask for you to show an interest in what they are learning and doing, enthuse about their achievements and ask them questions to ensure they are on track and stretching themselves.

#### Equipment

A good range of equipment is provided at school but students require certain essentials of their own, especially if they are to continue worthwhile quality work at home.

Students should have:

- A range of drawing media e.g. HB graphite pencils, colouring pencils, black fine liners
- A3 flip file to transport work from home to school.
- For those who study Textiles, a sewing machine is beneficial, although not compulsory

**Focus area resource packs are available from the D&T department.**

### Homework

Students are encouraged to work in an increasingly independent and open-ended way. High levels of attainment will require motivation and commitment to the subject. Regular weekly homework is set and should be entered in the student planner. It will sometimes be the continuation of work started during a lesson to keep up a good pace of working.

### Assessment Criteria for Coursework

The work must demonstrate the candidate's ability to:

1. Design and make quality products which can be tested and evaluated
2. Apply relevant knowledge and understanding including key skills to a range of technological activities
3. Relate their work to relevant industrial and commercial practices where appropriate
4. Communicate to relevant audiences their ideas, understanding and decision making processes.

### Summary of Assessment Criteria for the Coursework:

Assessment Criteria		Marks	Assessment objective
(a)	Identifying and investigating design possibilities.	10	AO 1
(b)	Developing a design brief and specification.	10	
(c)	Generating and developing design ideas.	30	AO 2
(d)	Manufacturing a prototype.	30	
(e)	Analysing and evaluating design decisions and prototypes.	20	AO 3
Total		100	

The design and make task is worth 50 per cent of the total marks available for this GCSE design and technology qualification. The design and make task is assessed by the centre and moderated by Eduqas.

**The following website displays this syllabus/specification:**

<http://www.eduqas.co.uk/qualifications/design-and-technology/gcse/>

**Be Confident, Be Creative, Be Inspiring.**

## The Work

### Component 1 Devising - 40%

Teacher-assessed practical work supported by a portfolio of documentary evidence.

The students will have a number of weeks in lessons to create an original piece of devised theatre in response to a stimulus. The students will need to document their journey of devising, refining and rehearsing to complete a written portfolio to accompany the performance. This section of the exam will be undertaken and completed in Y10. As a result, the majority of the learning in Y10 will centre on devising techniques and introductions to new and innovative styles of performance.

**Performance – 15 marks**  
**Portfolio – 45 marks**

### Component 2 Performance from a text - 20%

An externally examined practical performance of two extracts from a play. This section of the exam will be examined by a visiting examiner from Edexcel in the weeks leading up to Christmas. The performance is marked out of 48.

### Component 3 Theatre Makers in Practice – 40%

The final component is a written exam completed in the Summer term of Y11. The paper is 1hr and 30 minutes in length and has two sections that each student will need to approach.

#### Section A – 45 marks

This part of the exam is 6 questions based on bringing a text to life from a play which the students have been studying.

#### Section B – 15 marks

This part of the exam will focus on challenging the students to consider the impact of key moments from a piece of theatre that they have seen live. They must then be able to communicate how that moment was created by the director, designer or actor.

## The Responsibility of the Student

- Develop and learn a theatre terminology vocabulary
- Make notes on your activities in class and your thoughts and responses
- Accept responsibility for your place in the group, especially in rehearsals
- See plays in performance

## The Future

- Personal growth and development
- Skills of creativity, self-confidence, concentration, self-discipline and cultural awareness
- Participation in, and appreciation of, the work of others
- Social and cultural awareness
- College or 6<sup>th</sup> form courses AS/A2, BTEC level in Performance Entertainment Management
- Degrees in Performance and Stage Management
- Other University Degree Courses such as Law and Teaching.
- Careers in Media, Theatre and Education.

## Level 1 Certificate in Engineering

This is a fairly new course being developed at The Blue School. The 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 [BTEC website](http://www.theblueschoolwells.co.uk)

All students will follow both the GCSE English Language and GCSE English Literature courses. Both GCSE courses are 100% terminal exam.

### GCSE English Language

The GCSE English Language assessment comprises of two external examinations each worth 50% of the total GCSE.

#### Assessment Breakdown:

##### Paper 1: Explorations in Creative Reading and Writing

**Section A: Reading** students answer a series of questions on one literature fiction text.  
**Section B: Writing** students are required to produce one piece of descriptive or narrative writing.

**Assessment** written exam: 1 hour 45 minutes. 80 marks. 50% of GCSE.

##### Paper 2: Writers' Viewpoints and Perspectives

**Section A: Reading** students are required to answer questions on one non-fiction and one literary non-fiction text.  
**Section B: Writing** students are required to produce a piece of writing to present a viewpoint.

**Assessment** written exam: 1 hour 45 minutes. 80 marks. 50% of GCSE.

### GCSE English Literature

The GCSE English Literature assessment comprises of two external examinations: Paper 1 is worth 40% of the total GCSE and Paper 2 is worth 60% of the total GCSE.

#### Assessment Breakdown:

##### Paper 1: Shakespeare and the 19<sup>th</sup>-century novel

**Section A: Shakespeare** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.  
**Section B: The 19<sup>th</sup>-century novel** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**Assessment** written exam: 1 hour 45 minutes. 64 marks. 40% of GCSE.

##### Paper 2: Modern texts and poetry

**Section A: Modern texts** students will answer one essay question from a choice of two on their studied modern prose or drama text.  
**Section B: Poetry** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.  
**Section C: Unseen poetry** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**Assessment** written exam: 2 hour 15 minutes. 96 marks. 60% of GCSE.

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. 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 - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward **you** personally and advance you in the competitive world of work.

## 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

The Level 2 BTEC in Health and Social Care is taught following the Edexcel specification. It consists of five lessons per fortnight.

The course is made up of three components: two internally assessed and one 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.

Human Lifespan Development	Health and Social Care Services and Values	Health and Well-being
<ul style="list-style-type: none"> <li>Internally assessed assignments</li> <li>30% of the total course</li> </ul>	<ul style="list-style-type: none"> <li>Internally assessed assignments</li> <li>30% of the total course</li> </ul>	<ul style="list-style-type: none"> <li>Externally assessed task</li> <li>40% of the total course</li> </ul>

The structure is also designed so that students can develop their assignment skills as they move through the course.

### Theory Lessons

In theory lessons students will be taught the specification content so that they are able to then complete the assessment tasks or the external examination.

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
- participation in simulation or role play exercises to practise and develop skills
- creating/making activities to demonstrate the learning undertaken

Unit 1 will include the completion of a mini project – ‘The Baby Egg Project’. This will be completed in the first term of year 10 and will involve the students in becoming a ‘parent’ of their baby egg for a week. They will then complete a piece of work based on the life stages that someone they know has passed through. Your support to help them research the life course of their chosen person is greatly appreciated.

### Coursework

Students complete several large pieces of assessed work throughout the two years which are graded at pass, merit or distinction level. The overall grade for each unit is determined by the number of pieces of work at each level. The overall grade for the whole qualification is determined by the grade of each unit and is also at pass (equivalent to a grade 4 at GCSE), merit (equivalent to a 6), distinction (equivalent to a 7/8) and distinction\* (which is considered equivalent to a 9 at GCSE).

All work is set by the teachers in school, internally marked and verified and externally moderated to ensure that it is at the appropriate level. Each piece of work tests the students’ knowledge and understanding of a particular area of the specification. In order for students to achieve a Distinction in a whole unit they have to correctly meet all the pass, merit AND all the Distinction criteria for the unit. Students will work on assessment tasks in school and in their own time as homework tasks. Methods of assessment are varied. It is likely that this will include assessment via presentations, written reports, posters/leaflets, role play etc. In all cases the students will have clear instructions as to which criteria need to be covered in their work.

The BTEC rules regarding assessment are rigorous. Students have **ONE resubmission of assessment work** and they are not allowed to receive additional help once the assignment task is underway. In truly extenuating circumstances a student MAY be granted a further attempt at a task but only to achieve the pass criteria that they failed in the first attempt. Permission for this has to be given by the Quality Nominee for all BTEC subjects at the school, Mrs Shergold,

### Examination

The mandatory unit on Health and Well-being is assessed externally via 2 hour written examination. This will be sat during February of year 11. This is graded at unclassified, level 1 pass, level 2 pass, merit or distinction level. Students will have had the opportunity to practise this type of assessment as part of their theory lessons. It is a formal exam which should be treated seriously and will be subject to the same regulations as their other GCSE paper based exams.

**Overview & challenges**

The 60% weighting towards the internally set assessment tasks does not mean that the BTEC Health and Social Care 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 the highest quality in order to meet the assessment criteria on the one attempt allowed. They will therefore need to be able to organise their time effectively and meet deadlines. Students will also need to use all the class work that was done in preparation for the task. They will be required to work on assessment tasks for homework as well as using class time. We always set deadlines for submissions and students will be required to meet these every time a piece of work is set.

For more information, follow the link [here](#).

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 both academically valuable and highly transferable. The course gives you the opportunity to consider different interpretations of historical events and to explore how the past informs both the present and the future. 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 become 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.

### Course content:

#### Early Elizabethan England, 1558-1588. (British Depth Study)

- Students will look at the issue of the Queen's accession and consider how she ruled over her government. Furthermore, students will consider the religious attitudes of both the government and the people and question how this changed England in this tumultuous period of history! 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.
- **20% of final GCSE.**
- **Students answer 4, 12 and 16 mark questions.**
- **The exam paper for this unit is combined with the Period Study (below) and lasts for 1 hour and 45 minutes.**

#### Crime and punishment: 1000 AD - the present day with Whitechapel c 1890 – 1900, crime, policing and the inner city. (Thematic Study and Historical Environment)

- In the Crime and Punishment unit the focus is on change and continuity over time. Students will be 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. Included within this paper is the 'Historical Environment Study' which focusses on the area of Whitechapel. In this section of the course students will study the police and area in 1870 – 1900 and consider the mystery of the gruesome Jack the Ripper murders.
- **30% of final GCSE (10% of which is the 'Study of The Historical Environment')**
- **Students answer 4, 8, 12 and 20 mark questions. The extended questions contain marks for spelling, grammar and use of specialist terminology.**
- **The exam paper for this unit lasts for 1 hour and 15 minutes.**

#### Weimar and Nazi Germany 1918 – 1939. (Modern Depth Study)

- Students consider how Germany was punished at the end of World War One, and how it managed to recover in the late 1920s. Students also look at the role of the Wall Street Crash of 1929 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. The focus of this section is on workers, women, children and ethnic minorities.
- **30% of final GCSE.**
- **Students answer 4, 8, 12 and 20 mark questions. The extended questions contain marks for spelling, grammar and use of specialist terminology.**
- **The exam paper for this unit lasts for 1 hour and 20 minutes.**

#### Superpower Relations and The Cold War, 1941-91. (Period Study)

- In this unit of study students look at the origins of the Cold War and will consider where the tensions started and how they progressed and intensified as a power vacuum emerged in Europe following World War II. Students explore relations between the Soviet Union and America throughout the second half of the Twentieth Century before considering the end of the crisis with the collapse of both the infamous Berlin Wall and the Soviet Union itself.
- **20% of final GCSE.**
- **Students answer 8 and 16 mark questions.**
- **The exam paper for this unit is combined with the British Depth Study (above) and lasts for 1 hour and 45 minutes.**

## **Assessment Objectives**

- 1) To recall, select and communicate their knowledge and understanding of history.
- 2) To demonstrate their understanding of the past through explanation and analysis of the key concepts and the key features of the period studied.
- 3) To be able to use historical sources to analyse and evaluate how the past has been represented and interpreted.

## **Teaching and Learning Methods**

Students are encouraged to use a range of techniques to develop their historical skills, and a variety of teaching methods are employed. Students are required to be able to justify the decisions they reach, and this is important in achieving a good final exam grade. The students will undertake regular examination practice, and most of the homework will take the form of a written task. The specification demands a great deal of knowledge and places importance on the quality of students' written communication. Regular timed tests should also help to ensure that students have the basic knowledge to answer the essay questions well.

## **Grouping Policy**

GCSE History is currently taught in mixed ability groups.

## **Entry for Examination**

There are no tiers in the history exam and therefore all students are entered for the same paper. This means that all students can access the full range of grades from 1-9.

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands on approach has strong relevance to the way young people use the technology required in creative media.

## 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. Both of these units will be undertaken during Year 10, with the examination unit (R081), being sat during the May/June examination period.

**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 during Year 11. Of the available further units we intend to cover:

**Unit R089: Creating a Digital Video Sequence** will enable learners to understand where digital video is used in the media industry such as television, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target audience.

**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. They will be able to explore different genres of comic strip and how they are created, plan and create a comic strip to specific requirements, and review the final comic against a specific brief.

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 in the **construction sector**. 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

There are 4 units to complete (15 credits):

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

A series of practical tasks are used to develop woodworking and carpentry hand skills. Unit tests examine the practical skills that have been learnt and consist of a timed practical task and a short knowledge test. All work on the units must be carried out unaided. 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 woodworking 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.

All students will study the Edexcel GCSE Maths course, which is 100% final exams.

**Examinations**

There are three exams each of 1 hour 30 minutes. The first is Non-Calculator and the other two are Calculator exams. These are equally weighted.

**Homework**

Homework will be set regularly and must be completed to the students' best ability for them to achieve the best grade they can. This may entail consolidation of work covered in class, exam papers, revision for assessments or problem solving tasks.

**Assessment**

A combination of classwork, homework, short problem solving tasks, end of half term tests and general teacher assessment provide a picture of each student's progress.

**Monitoring**

Parents will find a grid at the back of students' exercise books, which will show assessment results. There are two formal assessments each half term. Students will complete what their next steps are; this should aid them with private study topics.

**Teaching Groups****Expected GCSE Tier of entry**

The Higher Tier covers grades 4 to 9. As a general guide, Maths classes in the A band will be entered for the Higher Tier. The Foundation Tier covers grades 1 to 5.

**Parental Assistance**

This can be invaluable in years 10 and 11.

- Ensure your child has the correct equipment for every lesson – pen, pencil, ruler, calculator and their book.
- Check that homework is completed every week.
- Encourage them to use revision sites regularly, as detailed in their exercise books.

GCSE MFL is offered in French and Spanish at The Blue School. Pupils study the AQA syllabus which is detailed below:

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

The reading and listening exams cover a broad range of vocabulary which is presented in the following contexts.

**Identity and Culture**

- Topic 1: Me, my family and friends
  - Relationships with family and friends
  - Marriage/partnership
- Topic 2: Technology in everyday life
  - Social media
  - Mobile technology
- Topic 3: Free-time activities
  - Music
  - Cinema and TV
  - Food and eating out
  - Sport
- Topic 4: Customs and festivals in French/Spanish-speaking countries/communities

**Local, national, international and global areas of interest**

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
  - Charity/voluntary work
  - Healthy/unhealthy living
- Topic 3: Global issues
  - The environment
  - Poverty/homelessness
- Topic 4: Travel and tourism

**Current and future study and employment**

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

### **Curriculum and resources**

Students have five lessons over two weeks and may have one or two teachers. Students use the AQA approved text book in class and students are provided with online access to the text book to use at home which enables them to access all interactive resources.

Students also have access to a range of Internet based resources which consolidate and support the work in lessons and assist with vocabulary learning. A myriad other websites also support the GCSE course. Students are provided with a list of these and passwords where necessary prior to beginning the course, once they have made their option choices.

### **Extracurricular Opportunities**

Listening and Reading exam revision sessions are offered throughout Year 11 in lunchtime classes for all students. Speaking practice sessions are held after school weekly.

### **Results and Expectations**

An MFL GCSE is an academic GCSE, hence its value for university entrance, and therefore requires a certain amount of dedication and commitment to study outside the lesson. Students should expect to get homework after every lesson and be regularly tested on vocabulary and spoken or written passages. The beginning of the GCSE course entails a steep learning curve for many students as they are moving to a GCSE course from having studied a language for one lesson a week. Students cope very well with this provided they commit fully to the vocabulary learning and homework commitments.

### **Parental Support**

Parent support is invaluable for success at GCSE.

Parents can help in the following ways:

- Ensure that your child has a dictionary. Many now contain verb tables.
- Encourage your child to regularly access the recommended websites to support their grammar and vocabulary learning.
- Check that homework is being completed.
- Assist with vocabulary testing of new vocabulary.
- Consider participating in the foreign language trips.

The department follows the Eduqas GCSE Music syllabus. This syllabus is designed to build on the creative, practical and analytical skills developed at Key Stage 3. It is made up of the following components:

### **Performing 30%**

Students will be assessed on one solo performance and one ensemble performance. The GCSE course encourages students to perform music of their own choosing, as a soloist and also in a group. Students must be able to offer at least one instrument or voice in order to participate fully in this course. Grade 3 standard or equivalent is recommended.

### **Composing 30%**

Students will need to create two compositions. The ability to compose music of their own will be developed on the GCSE course as students compose one piece of their own choice and one in response to a set brief. There is a wide choice which can be tailored to an individual's interests and strengths. The use of Music Technology is encouraged for this coursework and therefore basic keyboard skills are essential.

### **Listening and Appraising 40%**

Students will sit a 1 hour 15 minute written paper with questions on both set works and unfamiliar music. Pupils will learn a range of concepts from the following Areas of Study:

- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

Two of the eight questions are based on extracts set by WJEC. Most questions are multiple choice or short answers based on listening tasks during the exam. There will be at least one question that will require an extended written analysis. Pupils will need to be musically literate and have an interest in listening to a wide range of music.

### **Course aims**

Students will:

- Learn to improve their performing skills
- Perform as a soloist
- Perform within a group
- Construct music from scratch
- Analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

### **Progression after GCSE music**

Students who enjoy the GCSE Music course may well consider an AS or A2 in Music, Music Technology or Performing Arts when they have completed the GCSE. Furthermore, the listening skills developed during the course will enhance the aural perception needed in language examinations, whilst performing skills will give students increased confidence in playing to an audience which can extend into other fields such as drama or law.

### **Non-Exam**

All students are required to follow a programme based upon the National Curriculum. Students in Y10 will follow 2 invasion games, one net/wall game, one striking/fielding game and one fitness style activity for approximately 8 weeks each. The curriculum was designed in order to provide a more varied and exciting range of sports so that students remain motivated and active at this critical stage of their lives. Students continue to be taught in broad ability groups.

In Y11 students have the opportunity to design their own programme of study from a wide range of options which again run for approximately 8 weeks. This options programme contains a mixture of single gender and mixed gender activities, old favourites such as football and hockey, aesthetic sports such as dance together with some new sports such as ultimate frisbee and trampolining. We also arrange for local coaches and instructors to come in and deliver some activities that we don't have the expertise to offer ourselves such as yoga and aerobics. There is a cost to parents if they would like their son/daughter to participate in these activities so that we can cover the costs incurred in hiring outside instructors. During lessons students will develop performance skills as well as undertake other roles such as coach and referee.

The PE department would ask that parents support their child by providing correct and appropriate kit and by encouraging full participation.

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 focussed 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' averaging between 80-95%, even under the new more rigorous 9-1 system.

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**

- Can war be ethically justified? Nuclear war?
- What ethical issues arise from criminal punishment?
- 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:

### **Christianity and Buddhism**

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 offer the AQA GCSE Combined Science: Trilogy qualification which is the equivalent to 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 scores from these examinations will be used to generate the grades. The final grades awarded will consist of two numbers eg 7-7 or 5-6 to reflect that this course is worth two GCSEs.

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

We offer the AQA Triple Science qualification. Studying this qualification enables students to receive separate GCSE qualifications in Biology, Chemistry and Physics. It is suitable for those students who really enjoy science and would like to extend their learning beyond the content of the dual award, combined science course. Opting for 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).

The Level 2 BTEC in Sport is taught following the Edexcel specification. It consists of five lessons per fortnight, at least two of which are theory lessons and the others are practical lessons for the first part of Y10. There will be no specific practical sport lessons as part of the course in Y11, however much of the theoretical content will be delivered via practical activities when appropriate and students are required to undertake a 6 week training programme which is practical. Over the course of the two years four units will be taught and assessed. Unit 1 - Health and Fitness for Sport and Exercise and Unit 2 - Practical Sports Performance are delivered in Y10 and the two units delivered in Y11 are The Sports Performer in Action and Applying the Principles of Personal Training.

### Coursework

Students complete several large pieces of assessed work throughout the two years which are graded at pass, merit or distinction level. The overall grade for each unit is determined by the number of pieces of work at each level. The overall grade for the whole qualification is determined by the grade of each unit and is also at pass (equivalent to a grade 4 at GCSE), merit (equivalent to a 6), distinction (equivalent to a 7/8) and distinction\* (which is considered equivalent to a 9 at GCSE).

All work is set by the teachers in school, internally marked and verified and externally moderated to ensure that it is at the appropriate level. Each piece of work tests the students' knowledge and understanding of a particular area of the specification. Some tasks are specifically at pass level, others are specifically merit tasks and finally there are distinction tasks. In order for students to achieve a merit in a whole unit they have to correctly meet all the pass AND all the merit criteria for the unit. Similarly, in order to achieve a distinction, they have to meet all the pass, all the merit and all the distinction assessment criteria. Students will work on assessment tasks in school and in their own time as homework tasks. 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.

The BTEC rules regarding assessment are rigorous. Students have **ONE resubmission of assessment work** and they are not allowed to receive additional help once the assignment task is underway. In truly extenuating circumstances a student MAY be granted a further attempt at a task but only to achieve the pass criteria that they failed in the first attempt. Permission for this has to be given by the Quality Nominee for all BTEC subjects at the school, Mrs Shergold,

### Examination

The mandatory unit on Health and Fitness for Sport and Exercise is assessed externally via a 75-minute on-line exam worth 60 marks. This will be sat at an appropriate point during the June of Y10. This is graded at unclassified, level 1 pass, level 2 pass, merit or distinction level. Students will have had the opportunity to practise this type of assessment as part of their theory lessons. It is a formal exam which should be treated seriously and will be subject to the same regulations as their other GCSE paper based exams.

### Theory Lessons

In theory lessons students will be taught the specification content so that they are able to then complete the assessment tasks or the external on-line exam. Students may also complete practice style assessment tasks so that they are fully prepared for the 'real assignment'. These lessons will also be used to work on the actual assessment tasks. Unit 1 will be delivered in the theory lessons in Y10 and then in Y11 the remaining two units will be delivered in these lessons.

### Practical Lessons

In the weekly practical lesson(s) of Y10 we will be covering the other mandatory unit of the course, Practical Sport. In this unit students will need to know the rules, regulations and scoring systems for selected sports, practically demonstrate the skills, techniques and tactics for selected sports and be able to review sports performances. We have divided the year into 2 eight week blocks of different sporting activities. These sports will comprise of tennis / badminton and an invasion game (dependent upon which facilities are available for use at the required time of the week). The sports chosen have to be able to be delivered in mixed gender groups, fit the assessment criteria and lend themselves to the filming of students' performances. Students can choose to use the sports that we do not cover in the BTEC practical lessons for their written assignment tasks but they will have to do all the necessary preparation themselves. It will be easier to use the sports covered in school. Students do not need to be highly competent performers in their chosen sports but do need to demonstrate a good understanding of the concepts and content of the sports and should be prepared to research areas of knowledge that they are less familiar with.

## **Overview & challenges**

The 75% weighting towards the internally set assessment tasks does not mean that the BTEC Sport 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 the highest quality in order to meet the assessment criteria on the one attempt allowed. They will therefore need to be able to organise their time effectively and meet deadlines. They will need to copy up any missed work right away and work well independently. Students will also need to use all the class work that was done in preparation for the task. They will be required to work on assessment tasks for homework as well as using class time. We always set deadlines for submissions and students will have to meet these every time a piece of work is set.

## **How you can help your child?**

When assignments are underway students will need to complete work on them in their own time and this is only possible if they can get the word documents home and work on them. A USB memory stick will make this much easier and they will need access to a computer with Word and PowerPoint software packages. Alternatively, students can create a 'google drive' which will allow them to access their work from any computer and work on it in the format that it was first created even if you don't have word etc. on your computer at home. Students find it exceedingly difficult to stay on top of assignment work if they are absent from school so please can you do your best to ensure that they don't miss lessons in the lead up to assignments and when they are working on them. It is also a good idea to talk to them about what they have to do so that they can be helped to spread their efforts over the full time period rather than leaving it until the last minute.

### **Non-Exam**

The law requires some coverage at all levels of education of different beliefs and cultures. As a result, all Year 10 students are required to follow a programme of study based on a range of key issues affecting the world today. We live in a truly global world, and understanding this will be useful in terms of job choices as well as personal choices. It will help students to develop their own thoughts and ideas, and understand the beliefs and cultures of others with whom they may come into contact in life.

There is no formal assessment, or exam pressure. It is a chance to listen to and discuss ideas raised in learning about each topic. Students will have a folder to keep worksheets and notes in, but the focus will be on discussion and debate rather than written work.

### **What does the course cover?**

A number of world issues are studied including human rights (death penalty, justice, women's rights, refugees, forgiveness), the media (its influence on society, how religion is portrayed in the media, politics in the media, the challenge of fake news), the environment (studying the climate crisis, how different groups respond to this, the role of the individual, whether we have a responsibility to take care of the planet), terrorism & radicalisation (discussing what these terms mean, Where do such beliefs come from? How should we respond to extremism? The rise of the far right in Europe and beyond), and philosophical issues (e.g. concepts of nihilism, absolute & relative decision making, a variety of ethical issues, consideration of big questions such as why evil exists).

We would appreciate your support at home in encouraging them to know about and engage with current affairs – an interest we feel will be useful to them well beyond their time at the Blue School.