

Weatherhead High School

A high performing academy providing excellence for all



KS4 Curriculum Guide

2020 CHOOSING YOUR GCSE OPTIONS FOR YEARS 10 & 11




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KS4 – A NEW CURRICULUM PHASE IN YEARS 10 AND 11

When students move into Key Stage 4 (Years 10 & 11), they enter a very demanding stage in their education. For the first time since they started school there is a degree of choice over what they should study and the fact that most subjects are leading towards a final examination is both challenging and motivating.

Over the last few years the range of options available for students to study has grown and changed. We appreciate the challenge for students and parents to make choices - to develop a KS4 pathway - without some clear guidance.

Our aim in respect to the option process, remains very straight forward. We believe that students do well at school when they enjoy their studies and when they experience success on a daily basis – our aim is to see that students both enjoy and achieve.

To this end we have created a personalised KS4 pathway for all students. Pathways may differ for each student but all offer a broad, balanced, challenging and achievable curriculum to suit each student's interests and abilities.

The range of subjects we offer complements the school's own policy to provide a broad and balanced curriculum that enables all students to reach their full potential.

PERSONALISED KS4 PATHWAYS

The core curriculum comprises core subjects that **all** students follow.

The optional curriculum includes optional subjects that students may choose from the range on offer.

CORE SUBJECTS

The core subjects remain compulsory to develop the key skills which all adults will need regardless of their chosen occupation.

The core examination subjects are: English Language, English Literature, Mathematics, Science and Spanish.

The core curriculum also includes non-examination subjects which are Physical Education (PE), Personal, Social, Health, Citizenship Education (PSHCE) and Religious Education (RE). These are designed to equip students with the skills needed to participate fully in society as a valuable member of the community.

OPTIONAL SUBJECTS:

- Level 2 Award in Child Development and Care (CACHE)
- Computer Science
- BTEC Tech Award in Creative Media Production Level 2
- Dance
- Design Technology
- BTEC Tech Award in Digital Information Technology
- Drama
- BTEC Tech Award in Enterprise
- Fine Art
- Food Preparation and Nutrition
- Geography
- BTEC Tech Award in Health & Social Care
- History
- Music
- Philosophy & Ethics
- Physical Education
- Sociology
- Textiles

UNDERSTANDING KS4 QUALIFICATIONS

At KS4 there are two types of qualification on offer: General Certificates of Secondary Education (GCSE) and Level 2 Technical Qualifications (BTEC and CACHE).

ASSESSMENT OF GCSEs

This is one of the national qualifications used to assess attainment across each subject in the KS4 Curriculum (Years 10 and 11).

The assessments for GCSEs will cover most subjects and will be graded numerically from 9-1 (with 9 being the highest) and all numbers will be passes. Numerical grades of 5 or above are the entry levels expected for university education.

The various Examination Boards are listed for your information. These are the organisations that set the examination content and are responsible for marking exam papers and distributing results. To support your preparation for exams it can be helpful to visit Examination Board websites for details of exam content (known as 'specifications'), past papers and mark schemes for exams and specimen papers for new courses.

ASSESSMENT OF LEVEL 2 TECHNICAL QUALIFICATIONS

Technical awards are broad, Level 2 qualifications that equip students with applied knowledge and associated practical skills. Technical awards are weighted the same as GCSEs but may be assessed differently. The awarding grades may be reported as Distinction* - pass (Distinction* being the highest).

PROGRESSION

The KS4 pathways are designed to ensure that all students are able to progress at a level and pace appropriate to them. The pathways have been chosen based on a student's progress to date and their projected progress.

It is possible for all students to go on to study A Levels, BTECs, apprenticeships or vocational training regardless of their pathway.

INTRODUCTION

MAKING CHOICES – A WORD TO STUDENTS

It is important for you to make the right decision, so please act on the advice offered below:

- Discuss possible choices with your parents.
- Choose subjects that you think you will enjoy. If you are choosing a GCSE, check with your teachers what grade they think you might get at the end of the course.
- Talk to older pupils about how they made up their minds and how they have progressed in their options.
- **DO NOT CHOOSE A SUBJECT BECAUSE OF WHAT YOUR FRIEND IS DOING** - they have a completely different set of needs and talents to you!
- Concentrate on how you feel about a subject not how you feel about the teacher.
- Find out what subjects are necessary for a particular career you have in mind.
- Read all the material in this booklet and ask your form tutor if there is anything you do not understand.

WHERE TO NOW? YEAR 9 TO YEAR 13



THE PROCESS FROM HERE...

- Look at your personalised pathway that you have been given and start to make your choices.
- Attend the Options Evening on **Thursday 30th January 5.45-8.00pm.**
- Fill out AND return the Options Form by **Friday 14th February** at the latest.



KS4 Core Subjects

2020

English

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

1. English Language: 2 examinations, totalling 100% of the award.
2. English Literature: 2 examinations, totalling 100% of the award.
3. Spoken language assessment. This is credited as a separate qualification.

REQUIREMENTS OF THE COURSE:

1. Students will cover a range of fiction and non-fiction and get the opportunity to demonstrate their skills creatively.
2. Students will read: 'Romeo and Juliet', 'Animal Farm', either 'The Strange Case of Dr Jekyll and Mr Hyde' or 'A Christmas Carol' and a range of poetry from across the ages.
3. Students will study for their closed book examinations and be expected to complete weekly assessments to track progress.

ADDITIONAL INFORMATION:

English is a compulsory subject and will be studied alongside other subjects.

GCSE GRADING:

9 → 1

Mathematics

You have been studying the content of the Mathematics GCSE since the start of Year 9 and will continue to meet new topics and apply your existing knowledge/skills in different contexts throughout Year 10 and 11.

GCSE MATHEMATICS IS ASSESSED IN THE FOLLOWING WAYS:

- All students will sit three external examinations at the end of the GCSE course (June of Year 11). One paper is non-calculator and in the second/third paper a calculator is allowed.
- Internal examinations are taken each half-term throughout the course with mock examinations at the end of Year 10 and Christmas/Easter of Year 11.
- There is no coursework component.
- Weekly quizzes on specific topic areas will ensure students are revising and revisiting the core concepts throughout the next two years. Online revision homework will be set weekly to support you with these quizzes, alongside a weekly written homework in Year 11.

REQUIREMENTS OF THE COURSE:

All students are required to study Mathematics GCSE with the course having tiers of entry: Higher Tier (Grades 9-4) and Foundation Tier (Grades 5-1). The tier you will sit will depend on your assessment results and assessment from your teacher and is subject to change.

ADDITIONAL INFORMATION:

There is a wealth of support available to GCSE Mathematics students provided by the Mathematics Staff Team and through online resources. Support includes:

- Lunch time help sessions every day of the week.
- E-Learning clubs providing access to the latest ICT equipment.
- Access to online study/revision resources.
- Twilight revision sessions in the run up to the final examinations.

GCSE GRADING:

9 → 1

Separate Sciences

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

100% Terminal examinations in June of Year 11.

REQUIREMENTS OF THE COURSE:

Achievement at KS3.

A desire to study A Level Sciences in one or more science subjects.

ADDITIONAL INFORMATION:

Students following GCSE Separate Sciences will achieve 3 separate GCSE Grades (9-1), one each for Biology, Chemistry and Physics. Students will sit all examinations at the end of Year 11, making up 100% of the course assessment.

There is no coursework component in the new GCSE Separate Sciences course, however practical skills are very important with a minimum of 8 required practical tasks to be completed per subject over the duration of the course and assessed through questions in the terminal examination papers (at least 15%).

Although the topic titles are similar to those in combined sciences, the separate sciences will consider each topic in greater depth and breadth to enable students to acquire a greater understanding in these fascinating subjects.

GCSE GRADING:

There are two papers for each separate science (six in total). Each paper is 1 hour 45 mins. Students will be entered for either Higher (9 to 4) or Foundation (5 to 1) Tier examinations.

(Biology, Chemistry, Physics)

SUMMARY OF CONTENT:

BIOLOGY	CHEMISTRY	PHYSICS
Cell Biology	Atomic structure and the Periodic Table	Forces
Organisation	Bonding, structure and properties of matter	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical change; rate and extent	Electricity
Homeostasis and response	Energy changes	Magnetism and electromagnetism
Inheritance, variation and evolution	Organic chemistry	Particle model of matter
Ecology	Chemical analysis Chemistry of the atmosphere Using resources	Atomic structure Space Physics

Combined Science Trilogy

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

100% Terminal examinations in June of Year 11.

REQUIREMENTS OF THE COURSE:

Core subject.

ADDITIONAL INFORMATION:

The AQA GCSE Combined Science:Trilogy is a double award qualification as students will achieve 2 GCSE grades (from 9,9 to 1,1) at the end of the course. Students sit all examinations at the end of Year 11 making up 100% of the course assessment and will be entered for either Higher (9,9 to 4,4) or Foundation (5,5 to 1,1) Tier examinations.

There is no coursework component in the GCSE Combined Science:Trilogy course, however practical skills are very important with 21 required practical tasks to be completed over the duration of the course and assessed through questions in the terminal examination papers (at least 15%).

ASSESSMENTS:

There are six papers in total, two biology, two chemistry and two physics. Each paper is 1 hour 15 mins and contributes 16.7% to the GCSE.

SUMMARY OF CONTENT:

BIOLOGY	CHEMISTRY	PHYSICS
Cell Biology	Atomic structure and the Periodic Table	Forces
Organisation	Bonding, structure and properties of matter	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical change; rate and extent	Electricity
Homeostasis and response	Energy changes	Magnetism and electromagnetism
Inheritance, variation and evolution	Organic chemistry	Particle model of matter
Ecology	Chemical analysis Chemistry of the atmosphere Using resources	Atomic structure Space Physics

Spanish

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

Paper 1 Listening 25%

What's assessed?

Understanding and responding to different types of spoken language.

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier).
- 40 marks (Foundation Tier), 50 marks (Higher Tier).
- 25% of GCSE.

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions

Foundation Tier and Higher Tier

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in Spanish to be answered in Spanish or non-verbally.

Paper 2 Speaking 25%

What's assessed

Communicating and interacting effectively in speech for a variety of purposes.

How it's assessed

- Non-exam assessment.
- 7–9 minutes (Foundation Tier) + preparation time.
- 10–12 minutes (Higher Tier) + preparation time.
- 60 marks (for each of Foundation Tier and Higher Tier).
- 25% of GCSE.

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier).
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier).
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier).
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

Paper 3 Reading 25%

What's assessed

Understanding and responding to different types of written language.

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier).
- 60 marks (for each of Foundation Tier and Higher Tier).
- 25% of GCSE.

Spanish (continued)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally.
- Section B – questions in Spanish, to be answered in Spanish or non-verbally.
- Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier).

Paper 4 Writing 25%

What's assessed

- Communicating effectively in writing for a variety of purposes .

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier).
- 50 marks at Foundation Tier and 60 marks at Higher Tier.
- 25% of GCSE.

Questions

Foundation Tier

Question 1 – message (student produces four sentences in response to a photo) – 8 marks.

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total)
– 16 marks.

Question 3 – translation from English into Spanish (minimum 35 words)
– 10 marks.

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

Higher Tier

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total). There is a choice from two questions – 16 marks.

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions – 32 marks.

B – translation from English into Spanish (minimum 50 words) – 12 marks.

ADDITIONAL INFORMATION:

Why Spanish?

- To develop language skills in a variety of contexts.
- Speaking more than one language increase your brain and memory capacity.
- Languages are the perfect way to meet new people, immerse yourself in new cultures and make a difference to who you are.
- Speaking another language really makes you stand out from the crowd and you'll be able to work in other countries around the world.
- Builds on the KS3 study and prepares students for further study, e.g. GCSE to A Level.

GRADING

9 → 1

FCSE Level 1 Spanish

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

Listening 25%

3 x externally set assignments.

Speaking 25%

1 x compulsory, externally set role-play + 2 x internally set assignments 25%.

Reading 25%

3 x externally set assignments 25%.

Paper 4 Writing 25%

1 x compulsory, externally set translation + 2 x internally set assignments 25%.

ADDITIONAL INFORMATION:

Why Spanish?

- To develop language skills in a variety of contexts.
- Speaking more than one language increases your brain and memory capacity.
- Languages are the perfect way to meet new people, immerse yourself in new cultures and make a difference to who you are.
- Speaking another language really makes you stand out from the crowd and you'll be able to work in other countries around the world.



KS4 Non-Examination Core Subjects

2020

Physical Education (PE)

YEAR 9:

At the end of Year 9, pupils choose a sport pathway that is suited to their individual needs. The module choices and sport pathways are personalised and individual, with the key being choice.

YEAR 10:

In Year 10 pupils extend their skills and application in Netball, Trampoline, Rounders, Badminton, Football, Hockey, Baseball, Basketball and Fitness. They start to take on further roles such as umpires, coaches and officials and plan a tournament for one of their activities. Students also study outdoor adventures, activities and leadership.

YEAR 11:

In Year 11 pupils undertake Yoga with a qualified teacher. In addition, pupils continue to develop their knowledge and understanding of health and fitness by planning their own training programmes to improve their fitness for a particular activity. They also evaluate their own and others' performances and design an action plan to improve a particular skill. Students also extend their skills in Badminton and Rounders, Table Tennis is a new sport they are introduced to in Year 11.

The use of ICT is commonplace in Physical Education lessons, with iPads assisting with self, peer and teacher assessment of performance.

Pupils also have the option to participate in the Level 1 Sports Leadership Award. This is a practical qualification where pupils develop knowledge of the basic skills of sports leadership.

- Organisation.
- Communication.
- Health and Fitness.
- The role of the Official.
- Fair play in sport.
- Opportunities in sport and recreation.

Pupils must demonstrate their knowledge and understanding of these concepts, mainly through physical competence, by planning, organising and leading a number of sport sessions for younger children or their peer group. Completion of this course leads to a nationally recognised qualification.

PR

(Personal, Social, Health and Citizenship Education (PSHCE) and Religious Education (RE))

PR is part of the core curriculum and is studied by all of our students. The comprehensive programme follows National Curriculum guidance and the Wirral Agreed Syllabus for Religious Education.

The aim of PR at Key Stage 4 is to allow students the opportunity to engage in discussion, formulate opinions and make informed judgements allowing students social, emotional and behavioural skills which will assist them in making responsible decisions about their life choices.

The PR curriculum aims for all students to become:

- Successful learners who enjoy studying, making progress and achieving.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

Throughout Key Stage 4, students will follow a non-examination course examining:

- Economic wellbeing and financial capabilities.
- Personal well being.
- Citizenship education.
- Moral responsibility.
- Religious and ethical issues within society.
- Human rights and responsibilities.



KS4 Optional Subjects

2020

Level 2 Award in Child Development and Care (CACHE)

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

- Unit 1 – An introduction to working with children 0-5 years – internally assessed assignment.
- Unit 2 – Development and well-being 0-5 years – internally assessed assignment.
- Unit 3 – Childcare and development 0-5 years – Short answer examination.
- All units are graded A*- D.

ADDITIONAL INFORMATION:

- Level 2 Award in Child Development and Care has been designed to meet your needs, if you wish to work with children in the childcare sector.
- It includes the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings.
- It directly prepares you for the NCFE CACHE Level 3 Technical Diploma in Childcare and Education (EYE) in the 6th form.

Computer Science

WHY TAKE GCSE COMPUTER SCIENCE?

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It is also a highly creative subject that calls on learners to be inventive.

REQUIREMENTS OF THE COURSE:

GCSE Computer Science will encourage learners to:

- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

The final grade awarded will come from two examination papers completed at the end of the course.

Component 1: Computer systems – 50%

- Study how processors work.
- Investigate computer memory and storage.
- Explore modern network layouts and how they function.
- Build skills in the ever important realm of cyber security.
- Investigate how types of software are used within computer systems.
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.

Computer Science (continued)

Component 2: Computational thinking, algorithms and programming – 50%

- Study fundamental algorithms in computer science.
- Build a firm foundation in programming techniques.
- Produce programs through diagrams.
- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra (AND, OR, NOT).
- Understand how we store data within computers in binary form.
- Complete programming tasks.

GCSE GRADING:

9 → 1

BTEC Tech Award in Creative Media Production

DESCRIPTION OF COURSE:

The BTEC course in Creative Media Production is a broad-based qualification that provides the opportunity for you to explore the varied world of digital Media in a highly engaging and practical way. By adopting both a practical and an investigative approach, you develop a range of skills while discovering the problems and opportunities faced within the industry. The aims of this qualification are to enable students to:

- Analyse a range of Media to explore how meaning, messages and values are constructed in texts.
- Understand how to produce a Media product from initial idea to completion.
- Produce proposals in response to client's ideas to show an understanding of style, audience and purpose.
- See relationships between different aspects of the subject.
- Produce a digital Media product displaying a full understanding of the pre-production, production and post production practices required to make a successful product.

You will use a range of Media equipment, industry standard software, and ICT applications during the completion of the course for both research purposes and the completion of your project work.

BTEC Tech Award in Creative Media Production (continued)

ASSESSMENT:

You will complete two internal coursework style modules and a set task external examination (Unit 3 using your knowledge of Units 1&2). The units taught at Weatherhead are as follows:

- Unit 1 - Exploring Media Products.
- Unit 2 - Developing Digital Media Production Skills.
- Unit 3 - Create a Media Product in Response to a Brief.

WHY STUDY AT BTEC LEVEL 2 AT KEY STAGE 4?

Students who take this course enjoy the teaching style and like the concept of completing project work and research tasks using computers. Students attain excellent results within the department and every year many go on to study a related subject in Media at A level and beyond.

COURSE REQUIREMENTS:

No previous Media knowledge or experience is required, although a keen interest in film and TV, photography and social media would be of some use.

GRADING:

Level 2 Distinction* to Level 1 Pass (equivalent to 9 – 1).

Dance

DESCRIPTION OF THE COURSE:

In GCSE Dance, the course provides candidates with the opportunity to develop and extend choreography, expressive skills and apply knowledge gained in Key Stage 3 Dance lessons.

There are 3 components which make up the GCSE Dance specification:

- Performance (30%)
- Choreography (30%)
- Dance Appreciation (40%)

Performance and Choreography are the practical part of the course and make up **60% of final mark**.

COMPONENT 1: PERFORMANCE

- **Task 1** - Solo performance of 2 set phrases – 12 marks.
- 2 set phrases to be performed: Shift and Breathe.
- **Task 2** - Duet/trio performance – 24 marks.
- A performance which needs to have a development of 2 other 'set phrases': Flux and Scoop
- 4 marks are also awarded for mental skills and safe practice.

CHOREOGRAPHY

- **Task 3** - Choreograph a piece of dance – 40 marks.
- The solo is based upon 1 of a list of 5 ideas you choose from, to create a solo piece dance.
- This is set by AQA at the start of each academic year.

Dance (continued)

COMPONENT 2: DANCE APPRECIATION

There are 3 sections on the theory paper.

Section A: Has questions about

- Hypothetical dance scenarios, performance skills and choreographic processes.

Section B: Has questions about

- Your own practice during the course, own choreography and performance pieces.

Section C:

Questions about the study of 6 set dance works in the GCSE Dance anthology.

<i>'A Linha Curva'</i>	<i>'Artificial Things'</i>	<i>'Within Her Eyes'</i>
<i>'Shadows'</i>	<i>'Infra'</i>	<i>'Emancipation of Expressionism'</i>

On the theory paper you need to be able to critically appreciate the 6 set works, by showing you know & understand:

Each choreographer's approach to the development of the work, the constituent features of the dance (e.g. style, stimulus, structure, setting), similarities and differences between the works, the contribution of choreography, performance and features of production including, staging, lighting, properties, costume and aural settings.

ASSESSMENT: GCSE DANCE

COMPONENT 1 - PERFORMANCE & CHOREOGRAPHY

- 1) Solo choreography
- 2) Performance in a duet/trio
- 3) Performance of 2 set phrases

Live exam recording which is marked by your teachers & sent for AQA's moderators to assess.

COMPONENT 2 - DANCE APPRECIATION

Theory paper – Written exam in the summer of Year 11 (1 hour 30 minutes).

IS THERE ANYTHING ELSE I NEED TO KNOW?

- You will have the opportunity to perform at events such as 'Awards Evening', 'Summer Sizzler' and the school production, etc.
- You can wear a GCSE Dance T-shirt and black leggings or regular PE kit for GCSE Dance lessons, but they are not compulsory.
- You have priority to use the dance space to prepare for performances.
- You will need to attend compulsory extra-curricular clubs as part of your development to improve.
- You will also have the chance to achieve a Grade 4 NATD Contemporary Dance qualification.

Dance (continued)

WHAT WILL I GAIN FROM DOING GCSE DANCE?

- A recognised qualification that will allow you to continue study at post 16 level.
- Organisational, team working, communication and co-operation skills.
- Creative and expressive opportunities.
- Independence skills, as you will be finding your own music and creating your own movement with our guidance!
- Performance and confidence building opportunities.
- As part of the GCSE Dance course, we get professional dancers to come into school and lead sessions with you.
- Opportunities to attend workshops with Wirral Youth Theatre, CAT project, Nikki O'Hara, Artspool, etc.
- Greater understanding of a specialist subject.
- Preparation for the A Level Dance Course.

GCSE GRADING:

9 → 1

Examination Board & Syllabus:

AQA

Design Technology

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

None Assessed Unit (Coursework) 50%

Written Exam (50%)

REQUIREMENTS OF THE COURSE:

Students are required to carry out a number of different practical projects in Year 10 that will help them gain an understanding in both technical principles and designing and making principles.

These projects include working with a range of different materials in Wood, Metal and Polymers.

During the summer term of Year 10, pupils will be provided with a contextual challenge from the exam board. Pupils will produce a portfolio and a manufactured product that will make up 50 % of their marks for GCSE.

Pupils are then required to sit a two hour exam on the technical and design skills that they have gained throughout the course.

Students will design and make products with creativity and originality, using a range of different materials and techniques. The course encourages students to consider sustainability and the environmental impact of design.

This course will provide students with knowledge of materials and their properties and commercial manufacturing systems. This course is taught through a mixture of written and practical activities.

GCSE GRADING:

9 → 1

BTEC Tech Award in Digital Information Technology

WHY TAKE THE BTEC TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY?:

The digital information technology sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. This course will allow you to:

- Develop your skills in Digital Information Technology including project planning for information technology and designing then creating products such as smart phone apps.
- Understand the important issues for the digital sector such as project planning, cyber security and the use of virtual reality alongside the importance of legal and ethical issues.
- Gain knowledge to support your digital skills such as how different user interfaces or websites meet user needs, how a business collects data and how key decisions are made.
- Develop your people, communication, planning and team working skills.

REQUIREMENTS OF THE COURSE:

This course will introduce you to some of the key elements of using digital information technology including website design, computer gaming and apps. You will study a range of topics including:

- Exploring uses of Information Technology.
- The Internet and Website Design Skills.
- Digital Technologies in Information Technology.
- Multimedia Product Design.
- Computer Game and App Design.
- Problem Solving.

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

The final grade awarded for the course will come from one written examination paper and two coursework components.

- **Component 1: Exploring User Interface Design Principles and Project Planning Techniques (30%)** is a coursework task investigating how new ideas are developed.
- **Component 2: Collecting, Presenting and Interpreting Data (30%)** will require you to complete a coursework project using your skills to analyse digital data for businesses.
- **Component 3: Effective Digital Working Practices (40%)** is a practical examination that will be completed under supervision midway through Year 11 and you will have the chance to resit this examination once if required.

ADDITIONAL INFORMATION:

The BTEC Tech Award in Digital Information Technology will give you a good grounding in many areas of the digital world we live in and enable you to go on to further study in Information Technology, Business or Media at Sixth Form level.

GRADING:

Level 2 Distinction* to Level 1 Pass (equivalent to 9-1).

Drama

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

Component 1: Understanding Drama - Written Exam Paper 40%

- Section A: Multiple choice – *knowledge and understanding of theatre.*
- Section B: Set text – *we study 'Blood Brothers' by Willy Russell.*
- Section C: Live theatre production – *we write about plays we have been to see.*

Component 2: Devising Drama - Practical/Written 40%

- Devising log – *written coursework.*
- Devised performance – *rehearsing and performing devised/improvised piece.*

Component 3: Texts In Practice - Practical Exam 20%

- Performance of Extract 1 (25 marks) – *performance of an extract from a play.*
- Performance of Extract 2 (25 marks) – *performance of a second extract from a play.*

REQUIREMENTS OF THE COURSE:

To be successful on this course you should:

- Enjoy performing in front of others.
- Work well in groups – you **MUST** be capable of co-operating willingly with other students.
- Have demonstrated commitment and enthusiasm for Drama at KS3.
- Have **excellent attendance** – so much of the course is about work developed in lessons, with other students.
- **Be willing to attend organised evening theatre trips, in order to complete the written exam requirements – THIS IS A COMPULSORY PART OF THE COURSE.**
- Be willing to develop your written skills, to analyse and evaluate your practical drama experiences.

ADDITIONAL INFORMATION:

Drama gives you confidence and the ability to be able to stand up and say that this is who you are and what you are capable of. It helps you to understand life from a different point of view, taking on a variety of characters, emotions and problems. It trains you for the future, when you may experience similar scenarios in your own life.

Drama lessons are never dull! One minute you could be acting out a script from a play, the next you could be having lively discussions about a production you went to see with the rest of the class the night before. Drama brings people together - the one person you never talk to in class could suddenly become your best friend!

Drama can be challenging – co-operation is vital, as is concentration and focus. Drama is the only subject where your GCSE grade is reliant upon other students, due to the group-work requirements. Also, it relies upon excellent attendance, as practical lessons are the main focus of the course – the written work is based upon your practical experiences in lessons.

As a compulsory part of the course, we attend evening theatre trips to various venues locally, as well as Liverpool and Manchester. Students will be prepared for these trips during lessons, in order to learn how to answer questions for Section C of the Written Exam.

Drama is not just about acting – there are so many jobs that you can do with drama experience and they do not have to have anything to do with theatre or television. The skills learned are transferable. Thousands of lecturers and employers have discovered that a student with GCSE Drama is more likely to know how to communicate effectively, have confidence, work well as part of a team and think creatively.

GCSE GRADING:

9 → 1

BTEC Tech Award in Enterprise

WHY TAKE THE BTEC TECH AWARD IN ENTERPRISE?

Whatever the future holds, you are going to need business skills. The BTEC Tech Award in Enterprise course will allow you to:

- Develop an aptitude in planning and carrying out a business enterprise activities.
- Develop the knowledge that underpins the effective use of skills that can affect the performance of a business.
- Develop attitudes and ways of working that are important for business enterprise success.
- Develop your people, communication, planning and team working skills.

REQUIREMENTS OF THE COURSE:

This course will introduce you to some of the key elements of every successful business organisation. You will also explore what it means to set up and run a business enterprise as well as develop key skills and gain an insight into the sector. You will study a range of topics including:

- Enterprise in the business world.
- Customer service.
- Business finance.
- Recruitment and selection of staff.
- Training and development.
- E-Commerce and the Internet.
- Marketing.
- Decision making.

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

The final grade awarded for the course will come from one written examination paper and two coursework components.

- Component 1: Exploring Enterprises (30%) is a coursework task investigating what makes a successful business enterprise start-up.
- Component 2: Planning for and pitching an Enterprise Activity (30%) will require you to use all your skills to develop your own business idea through a range of coursework tasks.
- Component 3: Promotion and Finance for Enterprise (40%) is a written examination that will be taken midway through Year 11 and you will have the chance to resit this examination once if required.

ADDITIONAL INFORMATION:

The BTEC Tech Award in Enterprise will give you a solid grounding in many elements of the business world and enable you to go on to further study at post-16 in Business or Information Technology.

GRADING:

Level 2 Distinction* to Level 1 Pass (equivalent to 9 → 1)

Fine Art

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

- 60% Coursework Portfolio
- 40% Externally Set Assignment
- Work is moderated internally and externally

COMPONENT 1 (coursework)

A portfolio that shows evidence of the four assessment objectives 1- Developing ideas, 2- Experimenting & Refining work, 3- Recording ideas in a range of materials & 4- Presenting a personal response/outcome. It must include a sustained project showing the journey from initial starting point to the realisation of intentions and a selection of further work undertaken during the student's course of study. Students can work using a variety of materials including drawing, painting, sculpture, printmaking and mixed media. **60% of GCSE**

COMPONENT 2 (exam)

AQA will provide a separate externally set assignment, with seven different starting points. Students must select and respond to one starting point.

Students must ensure that they respond to all four assessment objectives and show evidence of drawing activity and written annotation. Students must identify and acknowledge sources which are not their own. A preparation period (approx. 12 weeks) which can begin on or after 1st January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.

Preparatory period (approx. 12 weeks) followed by a 10 hour practical exam. **40% of GCSE**

NB. You cannot study both Fine Art and Textiles. You may only choose one.

GCSE GRADING:

9 → 1

Food Preparation and Nutrition

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

50% COURSEWORK – which involves:

- Two practical tasks – Food Investigation and Food Preparation.
- Both tasks are completed in Year 11.
- All coursework tasks involve both theoretical and practical elements from the course.
- These two tasks are assessed by written reports including photographic evidence.

50% EXAM

- A written paper (1hr 45 mins) at the end of the course set by the exam board.

REQUIREMENTS OF THE COURSE:

Practical skills and a keen interest in food and nutrition, food science, hygiene/safety and healthy eating.

ADDITIONAL INFORMATION:

The Food Preparation and Nutrition course is delivered through a series of preparation and making activities. Students will need to make connections between the theory elements and their practice to show their understanding. A range of topics allow students to study topics relating to food, nutrition and health, food science, food safety, food choice and food provenance. The course aims to provide students with the knowledge and skills they can use in everyday life as well as in the wider community context. Students will be involved in practical tasks at least once a week and will make products as meat dishes, sauces, bread, cakes, pastry, fruit dishes, pasta and vegetable based dishes.

Geography

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

Three written exam papers:

Paper 1 -

Living with the physical environment (88 marks) - worth 35% of GCSE grade

- Section A – The challenge of natural hazards.
- Section B – Physical landscapes of the UK.
- Section C – The living world .

Paper 2 -

Challenges in the human environment (88 marks) - worth 35% of GCSE grade

- Section A – Urban challenges.
- Section B – The changing economic world.
- Section C – The challenge of resource management.

Paper 3 -

Geographical Applications (76 marks) – worth 30% of GCSE grade

- Geographical Skills.
- Physical and human fieldwork.
- Issue evaluation.

REQUIREMENTS OF THE COURSE:

You must have:

- A passion for Geography and an interest in the world around you.
- Good mathematical and scientific ability.
- Good literacy skills. Marks are awarded for literacy on all papers.
- An opinion about the topics studied.
- The ability to work independently.
- Resilience and a positive attitude.
- Good organisational skills.
- An interest in current affairs.

ADDITIONAL INFORMATION:

Two days fieldwork is compulsory for all pupils and is examined as part of paper 3. The field trips will correlate with aspects of the physical and human geography topics studied.

A good GCSE grade in Geography will help provide you with a wide range of A level subjects to choose from. Geography is often seen as the bridge between the arts and the sciences.

A good GCSE grade is essential to undertake A level Geography.

GCSE GRADING:

9 → 1

BTEC Tech Award in Health & Social Care

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

- Component 1 – Internally assessed assignment – Human Lifespan development.
 - Component 2 – Internally assessed assignment – Health and Social Care Services and Values.
 - Component 3 – Synoptic externally assessed test – Health and Wellbeing.
- Each component is equally weighted and students will be graded Distinction
* - Pass.

REQUIREMENTS OF THE COURSE:

You should have an interest in working in the caring profession especially with the elderly or children.

ADDITIONAL INFORMATION:

Students should not choose Child Development as well as HSC as they are too similar. The subject provides an ideal foundation for BTEC HSC or Level 3 Childcare in the 6th Form.

History

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

3 written examinations at the end of Year 11:

Paper 1: Thematic study and historic environment

30% of the qualification - 52 marks.

- **Medicine in Britain, c1250–present.**
- **The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.**

Paper 2: Period study and British depth study

40% of the qualification - 64 marks.

- **Early Elizabethan England, 1558–88.**
- **Superpower relations and the Cold War, 1941–91.**

Paper 3: Modern depth study

30% of the qualification - 52 marks.

- **Weimar and Nazi Germany, 1918-1939.**

History (continued)

REQUIREMENTS OF THE COURSE:

You must have:

- A passion for History.
- Good literacy skills.
- A willingness to ask questions.
- An ability to examine and understand sources.
- The drive to carry out your own independent research.
- A commitment to meet deadlines.
- The ability to consider different points of view.

ADDITIONAL INFORMATION:

Through GCSE history you will develop the ability to:

- Undertake independent research.
- Express your ideas clearly.
- Reach a clear judgment.
- Select, analyse and organise information.
- Learn how to use historical evidence to answer questions about the past.
- And remember, a good GCSE History grade is necessary in order to be able to study A Level History.

GCSE GRADING:

9 → 1

Music

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

Written Exam

- Section A: Listening (68 marks).
- Section B: Contextual understanding (28 marks). This component is worth 40% of GCSE marks (96 marks in total).

Performance

- Performance 1: Solo performance (36 marks).
- Performance 2: Ensemble performance (36 marks).
- A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.
- This component is 30% of GCSE marks.

Composition

- Composition 1: Composition to a brief (36 marks).
- Composition 2: Free composition (36 marks).
- A minimum of three minutes of music in total is required.
- This component is 30% of GCSE marks.

Music (continued)

REQUIREMENTS OF THE COURSE:

Pupils are required to learn about four areas of study:

- Area of study 1: Western classical tradition (1650–1910).
- Area of study 2: Popular music (pop, rock, musical theatre and computer gaming music from 1960 to the present).
- Area of study 3: Folk music (including latin music, blues, reggae and British folk music).
- Area of study 4: Art music from 1910.

Students must be able to perform music using an instrument or their voice to a reasonable standard. (Pupils who are unsure of their suitability for the course, in terms of their instrumental ability, should speak to Miss Donnelly).

ADDITIONAL INFORMATION:

- Pupils are encouraged to have instrumental lessons (either in school or with a private teacher) whilst studying the course.
- Pupils are expected to give time outside of lessons to practice and rehearse for solo and ensemble performances.

GCSE GRADING:

9 → 1

Philosophy and Ethics

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

The course is entirely exam based, with students required to sit written exams at the end of the course, based upon the two components studied:

- 1. A study of Religion** - will allow students to explore the beliefs of Christianity and one other religion. Students will be assessed by two written exams, each one hour in duration.
- 2. Religious, Philosophical and Ethical studies in the modern world** - requires students to sit one exam that is two hours in duration, based upon the following information:

Relationships and families

This unit explores attitudes towards the role and purpose of the family, Christian attitudes towards the importance and purposes of marriage, the Christian marriage ceremony, differences in practice, same-sex marriage, pre-marital sex, cohabitation, celibacy, contraception, the ethics of divorce, annulment and remarriage, the roles of men and women, equality, prejudice and discrimination on the basis of gender.

The Existence of God

This unit examines various arguments and understandings of the existence of God, experiencing God through miracles and religious experience.

Religion, Peace and Conflict

This unit examines different attitudes towards violence, the concept of terrorism and the concept of war, peace-making and pacifism, forgiveness and reconciliation.

Philosophy and Ethics (continued)

Dialogue between religious and non-religious beliefs and attitudes

Within this unit students examine the concept of secularisation, potential clashes between religious and secular values within education, potential clashes between religion, tradition and secular law, potential clashes in religious and scientific development in medical ethics; abortion, euthanasia, genetic manipulation and the dialogue between religious groups and non-religious groups.

REQUIREMENTS OF THE COURSE:

The course is suited to students who have an enquiring mind, who wish to develop their knowledge and understanding of religions and non-religious beliefs. Students should demonstrate good literacy skills and have the ability to analyse and interpret information. An active interest in current affairs is essential as students are required to study religious, philosophical and ethical issues in the modern world. Students should display good listening and communication skills and be respectful to the views of others.

ADDITIONAL INFORMATION:

As part of the course students will have the opportunity to meet with relevant guest speakers and there are opportunities for educational visits.

GRADING

9 → 1

Physical Education

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

60% of the course is assessed via written examination

Paper 1

- Applied Anatomy & Physiology and Physical Training.
- Written Exam: 30% (raw mark available 60).
- This paper is 1 hour.

Paper 2

- Socio-cultural issues and Sports Psychology.
- Written Exam: 30% (raw mark available 60).
- This paper is 1 hour.

40% of the course is assessed internally and externally moderated

Students are required to perform 3 sports performances each worth 10%.

One performance must be individual, one team and one 'other'.

Students must also complete a written analysis of performance on one of their sports which is worth 10%.

REQUIREMENTS OF THE COURSE:

There will be an expectation that students wishing to opt for GCSE PE will already be involved in competitive sport both in and outside of school.

All GCSE students will be expected to commit to extra-curricular clubs in order to develop and enhance their skills.

Physical Education (continued)

ADDITIONAL INFORMATION:

Whilst studying your GCSE you will:

- Build on the knowledge and skills gained in Years 7-9.
- Discover what affects your participation and performance.
- Understand the role of rules in numerous activities.
- Develop knowledge of the health benefits and risks associated with taking part in physical activity.
- Develop your knowledge of the body systems and how they interact to allow you to perform in sport.

GCSE GRADING:

9 → 1

Sociology

THE SUBJECT IS ASSESSED BY TWO WRITTEN EXAMINATION PAPERS:

Paper 1

- The sociology of families.
- The sociology of education.
- Relevant areas of social theory and research methods.

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Paper 2

- The sociology of crime and deviance.
- The sociology of social stratification.
- Relevant areas of social theory and research methods.

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How both papers are assessed:

- Both papers are a written exam: 1 hour 45 minutes each.
- Both are worth 100 marks and 50% of the GCSE.

Questions on both papers:

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Sociology (continued)

REQUIREMENTS OF THE COURSE:

This GCSE course will be of interest to students who would like to know about social and political issues in society today. The course will appeal to students who enjoy learning about different societies as it looks at how people live, behave and work together in groups. The course will explain the different influences on behaviour and consider the different values held by various groups in society.

Students need to have good writing skills as essay writing is a key requirement of both examination papers for this course. Students also need to be able to read and interpret data for short answer questions.

ADDITIONAL INFORMATION:

Sociology is a subject accepted by universities and employers alike. Students of Sociology go on to a hugely diverse range of careers, from jobs in the media, such as researchers and journalists, to teaching and lecturing, to police work, to social work and health care. Any career that involves working with people will make use of Sociology.

GCSE GRADING:

9 → 1

Textiles

THE SUBJECT IS ASSESSED IN THE FOLLOWING WAYS:

- 60% Coursework Portfolio.
- 40% Externally Set Assignment.
- Work is moderated internally and externally.

COMPONENT 1 (coursework)

A portfolio that shows evidence of the four assessment objectives 1- Developing ideas, 2- Experimenting and Refining work, 3- Recording ideas in a range of materials and 4- Presenting a personal response/outcome). It must include a sustained project showing the journey from initial starting point to the realisation of intentions and a selection of further work undertaken during the student's course of study. Students can work in a combination of art textiles, constructed textiles, printed textiles, surface pattern, stitched textiles and digital textiles. **60% of GCSE.**

COMPONENT 2 (exam)

Students respond to their chosen starting point from an externally set assignment paper relating to textiles, showing evidence of all four assessment objectives.

Preparatory period (approx. 12 weeks) followed by a 10 hour practical exam. **40% of GCSE.**

Textiles (continued)

REQUIREMENTS OF THE COURSE:

- An interest in artists and designers.
- Commitment to the subject.
- An ability and enjoyment of drawing.
- Ability to learn new techniques and experiment.
- A willingness to develop ideas.
- An interest in researching the work of others to inspire and develop ideas.

ADDITIONAL INFORMATION:

Extra sessions are always available for students to add to and improve their work.

There is no written exam in this subject; therefore it is imperative that the research homework that is set is completed to a high standard, as this forms the written element of both coursework and exam.

Students are expected to meet all deadlines and apply themselves fully to the course.

NB. You cannot study both Fine Art and Textiles. You may only choose one.

GCSE GRADING:

9 → 1



KS4 GENERAL POINTS

2020

GENERAL POINTS

1. The **personalised option forms** will be issued at the options evening.
2. You are encouraged to discuss options with subject teachers, parents and form tutors.
3. You should think about your career path whilst choosing options – Go on to the school website under **ENRICHMENT – CAREERS GUIDANCE** for more information.
4. There is also careers information and resources available in the LRC- F209.
5. Any student can make an appointment for a careers interview with Miss Smith- A024.

For more information on Higher Education and Careers visit the school website www.weatherheadhigh.co.uk or email askus@weatherheadhigh.co.uk

Why not follow us on Twitter/Facebook for more information?



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