



MAIDEN ERLEGH
SCHOOL IN READING

Key Stage 4 Curriculum Handbook



Class of 2021-2026

For courses starting in September 2023

KEY STAGE 4 PROSPECTUS

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Introduction

We are delighted to present Maiden Erlegh Reading's Key Stage 4 Options Booklet for courses starting in September 2023. During Year 8 students make decisions which determine their future pathways and opportunities. School and family play a vital role in helping to guide and inform these important decisions.

Students are encouraged to think about the following questions when considering their option choices:

What subjects do I enjoy?

What am I good at?

What do I want to do in the future?

English Baccalaureate (EBacc)

The English Baccalaureate is not a qualification in itself but it recognises pupils who have secured a GCSE at a grade 5 or above across a core of academic subjects – English, mathematics, history or geography, the sciences and a language. The English Baccalaureate equips students with a broad range of knowledge and skills and keeps their options open for further study and future careers.

At Maiden Erlegh Reading we have the highest expectations of our students. We strongly encourage most students to pursue the EBacc.

We will support students in choosing alternative pathways where appropriate, including specialist vocational courses.

Selecting Preferences

This booklet provides information about each of the courses on offer. Students should take time to read through it carefully with their family and discuss their initial ideas and preferences.

Students will not be asked to make any final decisions about their options immediately. Over the next few months, we will provide several opportunities for students to find out more about the courses available, and to receive individual guidance.

Please note that no option choices can be guaranteed due to class size and timetabling constraints, but we will do everything we can to ensure that all students end up on the right courses. Students will be asked to choose their preferences including up to 2 reserve choices.

Pathways

To help guide students and parents in their selection of subjects we place all students into Options Pathways. These do not represent any kind of streaming or setting process. Rather, they are a means of guiding students and parents towards the subjects that, experience has shown, those students in that particular pathway are likely to succeed in.

These pathways are:

Blue – students are required to study the English Baccalaureate (EBacc).

Yellow – students are not required to study the English Baccalaureate and will have an increased number of practical or vocational subjects available to them.

The majority of students will follow an EBacc Pathway in which it is compulsory to select a language and humanity.

KEY STAGE 4 CORE CURRICULUM

At Maiden Erlegh School in Reading, all students at Key Stage 4 will study the following courses to examination level at GCSE:

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies

In addition, they will have lessons in

- Physical Education
- Personal Development, which will include relationships and health education and work-related learning which will be delivered through the pastoral programme and some other subjects.

For additional information regarding the Core Curriculum please refer to the KS4 Curriculum booklet found on the school website Curriculum KS4 page.

OPTIONAL CURRICULUM

The remainder of the curriculum is chosen by the students and is accessed through one of **two curriculum pathways**: blue and yellow.

It is important for students to consider the courses most suitable for them, considering their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about the options process at the Year 8 Options Evening on **Tuesday 24th January 2023**.

We believe that the curriculum pathway recommended for your child will offer the best route to success at KS4. Students should find that within the recommended pathway they will be able to choose the subjects that they believe are appropriate for them.

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Blue Pathway (EBacc)

Students on the blue pathway will make the following choices:

- A modern foreign language, either French or Spanish.
- Either History or Geography.
- Any other two GCSEs.
- Plus two reserve GCSE choices

All students must indicate two reserve choices.

(NB Students who choose one language may also select another. Students are only able to choose the language that they have been studying or in which they are fluent. Students who choose History may also choose Geography as an Option.)

	SUBJECTS
BLUE PATHWAY OPTIONS	<p>ART AND DESIGN or PHOTOGRAPHY BUSINESS STUDIES or ECONOMICS COMPUTER SCIENCE or CREATIVE iMEDIA DESIGN AND TECHNOLOGY: PRODUCT DESIGN DRAMA FOOD PREPARATION AND NUTRITION FRENCH GEOGRAPHY HISTORY HEALTH & SOCIAL CARE MUSIC PE (GCSE OR CAMBRIDGE NATIONALS) SPANISH</p>

The following combinations are not permitted:

Economics **and** Business Studies

Creative iMedia **and** Computer Science

Art and Design **and** Photography

PE GCSE and Cambridge Nationals

ENTRY CRITERIA

In order to study GCSE Economics, students must have achieved at least grade 3L in English and Mathematics by the time of the Year 8 DCP2 report in February.

In order to study GCSE Computer Science, students must have achieved at least grade 3L in Mathematics by the time of the Year 8 DCP2 report in February.

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Yellow Pathway

Students on the yellow pathway will be advised to make the following choices:

- All students on this pathway will study a GCSE in Geography or History.
- Any other three courses.
- All students must indicate two reserves.

	SUBJECTS
YELLOW PATHWAY OPTIONS	ART AND DESIGN or PHOTOGRAPHY ASDAN BUSINESS STUDIES CREATIVE iMEDIA DESIGN AND TECHNOLOGY: PRODUCT DESIGN DRAMA FOOD PREPARATION AND NUTRITION FRENCH GEOGRAPHY HISTORY HEALTH & SOCIAL CARE MUSIC PE (GCSE OR CAMBRIDGE NATIONALS) SPANISH

The following combination is not permitted:

Art and Design **and** Photography

PE GCSE and Cambridge Nationals

GCSE RELIGIOUS STUDIES

(Board: EDEXCEL - 1RB0: Unit B)



Religious Studies is at the core of Humanities in the KS4 Curriculum and will result in a full GCSE qualification. It will be studied in Year 9 and 10 by the majority of students, with the examination to be sat at the end of Year 10. The course considers ethical questions affecting individuals and society, as well as critically engaging with religious responses to the issues raised. Christian and Muslim perspectives on a variety of issues are included, as well as an in-depth exploration of their faith and beliefs.

Year 9 units of work:

- Believing in God from a Christian perspective
- Believing in Allah from a Muslim perspective
- Living the Religious Life from a Christian perspective
- Living the Religious Life from a Muslim perspective
- Marriage and Family Life in Islam

Year 10 units of work:

- Crime and Punishment from a Christian perspective
- Matters of Life and Death from a Muslim perspective
- Peace and Conflict in Christianity
- Revision

Important skills are developed over the course including:

- Presenting ideas through extended writing in a clear and coherent way
- Forming justified and supported personal opinions
- Expressing personal insight and suggesting questions raised by the material covered
- Suggesting reasons for differing opinions on the same topic
- Identifying links and common approaches between the units
- Evaluating arguments

Religious Studies will help students to:

- Explore the significance and impact of different beliefs, teachings and practices.
- Express their personal responses and informed insights on questions of identity, meaning, values and commitments.
- Adopt an enquiring, critical and reflective approach to the study of religion and relate it to the wider world.
- Enhance their personal, social and cultural development.
- Reflect on and develop their values, opinions and attitudes.

In Year 10 students complete two examination papers of one hour and forty-five minutes duration, answering multiple part questions per paper, covering all units of study.

GCSE ART AND DESIGN and PHOTOGRAPHY

(Board: AQA 8201 and 8206)



Why study Art and Design?

Art and Design can include a number of different endorsements. Students must explore and create work associated with areas of study from **at least two** titles listed below:

Art and Design
Fine Art

3D Design
Photography

Graphic Communication
Textile Design

Why study Photography?

If you are interested in studying just photography, we offer this as a pathway, where you will not have to create work associated with any other elements of Art and Design. By taking Photography, you will follow the same guidelines as set out by AQA (see information below), however your course will be tailored to creating a digital portfolio and producing digital and physical manipulations.

AQA Criteria

Component 1: must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design or photography.

Component 2: must show evidence of areas of study drawn from **one or more** of the titles.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, photographers, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

The course is divided into **two areas** for assessment:

- **Component 1: Portfolio of Work.** This carries 60% of the total marks. **DEADLINE: December of Year 11**
- **Component 2: Externally Set Task.** This carries 40% of your total marks. A paper will be issued by AQA to be given out as soon after **January 1st** as possible. The spring term will give students a period of preparation time to be followed by **ten hours of examination** undertaken over two days at the **end of the spring term or beginning of the summer term in Year 11.**

What should The Portfolio (Component 1) contain? 60% of mark

The Portfolio may contain work from **Years 9, 10 and 11** although the best work will be selected as it is also known as a controlled assessment. Most of the work you do will be produced in the Art/Photography rooms under the guidance of your teachers and will reflect the breadth of the course.

The portfolio must contain at least **1 extended personal project plus other supporting work** which will cover all the assessment criteria.

A project is a way of working through an idea from a starting point to a realised outcome. There must be evidence that you can:

- AO1- Develop ideas through personal research and investigations
- AO2 - Select and experiment with resources, materials, processes and techniques which are appropriate to your chosen project
- AO3 - Record ideas and observations through drawing, taking photographs, making notes, creating maquettes, producing design sheets
- AO4 - Bring together all of your preparatory work into a realised outcome or final piece which shows how you have linked all your prior investigations into a personal project

You might be given a title or a theme by your teacher that the whole group will work on early in the GCSE course but will be given the opportunity to develop your own title or select from a variety of themes later in the course. The type of project you do could relate to an issue; it could be based on a cultural or historical theme; it could be a design brief; it might be based around using certain materials in a workshop or it could be a theme such as “still life”, “landscape” or “portraits” – in fact the possibilities are endless.

Component 2 The Externally Set Task 40% of mark

This is issued in January of Year 11. This is the **examination element of the course**. You will receive an examination paper with a number of alternative starting points that are written specifically for your endorsement. Art and Design students will have a different paper from Photography students.

The preparatory time will start as soon as the paper is issued, and you may choose to work in a new sketchbook as well as on larger scale work. There will be milestones set along the way to assist you in formulating your ideas towards a final realisation.

The ten-hour examination will be taken over two days in the art/photography rooms in silence and will be supervised by external invigilators although art staff will be present to give technical support. This will be taken at the end of the spring term or the start of the summer term dependent upon where Easter falls and the length of the terms. You must be thoroughly prepared for the examination and know exactly what you will create as your final outcome over the ten hours.

You must have all your preparatory work in school with you ready to hand in at the beginning of the examination. The end of the ten-hour period signifies the end of Component 2 and you may not return to preparatory work after this time.

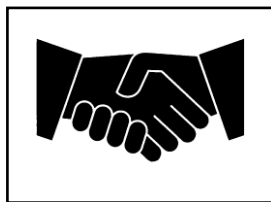
Students who take Art or Photography will be looking to pursue A Level's in Art, Media and Photography. They will also be able to gain entry onto a range of Art and Design/Photography diplomas and BTECs.

The creative industries are an industry that continues to expand and houses a variety of jobs including;

- Advertising and marketing.
- Architecture.
- Crafts.
- Design: product, graphic and fashion design.
- Film, TV, video, radio and photography.
- IT, software and computer services.
- Publishing.
- Museums, galleries and libraries

GCSE BUSINESS STUDIES

(Board: OCR J204)



WHY STUDY BUSINESS STUDIES?

Business Studies provides students with an excellent understanding of global enterprise, from the theory of how to be an entrepreneur and begin your own business to managing an international corporation. The foundation of Business Studies is embedded within four main functional areas; finance, marketing, operations management and human resources. These areas have a huge impact on the career paths that students choose to follow, for even if you do not work directly for one of these departments within a company, any organisation will rely heavily on these components working cohesively.

A large proportion of students who study GCSE Business Studies continue to do so at A-Level, and even at University. The skills you will learn in the GCSE Business Studies course are easily transferable to a number of different careers paths such as sales, public relations, innovation of products, finance and accountancy and management.

Business Paper 1

This component introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business

Business Paper 2

This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them.

COURSE CONTENT

Year 9

1. Business activity

In this section, learners explore how and why businesses start and grow.

2. Marketing

In this section, learners explore the purpose and role of marketing within business and how it influences business activity and the decisions businesses take.

Year 10

3. People

In this section, learners explore the purpose and role of human resources within business and how it influences business activity and the decisions businesses take.

4. Operations

In this section, learners explore what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

Year 11

5. Finance

In this section, learners explore the purpose of the finance function, its role in business and how it influences business activity.

6. Influences on business

In this section, learners explore the importance of external influences on business and how businesses change in response to these influences.

7. The interdependent nature of business

In this section, learners will need to use content from both component 01 and component 02 to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the GCSE (9–1) course and apply their knowledge to business decision making within a business context.

ASSESSMENT

Business 1; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length. This examination is based on 3 units of study. These include Business Activity, Marketing and People. This examination is worth 80 marks, split into two sections and assesses content from the 3 units mentioned above. Section A contains multiple choice questions worth 15 marks. Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section is worth 65 marks.

Business 2; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length. This examination is based on 4 units of study. These include Operations, Finance, Influences on Business and The Independent nature of Business. This examination is also worth 80 marks and splits into two sections, assuming knowledge of the 4 units mentioned above. Section A and Section B are the same structure as the Business 1 paper.

ENRICHMENT OPPORTUNITIES

Students have the opportunity to set up entrepreneurial projects and, timing dependant, national competitions are entered such as Tenner Challenge. Day and residential trips are starting to be planned again post COVID. A potential opportunity to travel to Brussels is in the planning!

GCSE COMPUTER SCIENCE

(Board: AQA - 8525 Specification)



WHY STUDY COMPUTER SCIENCE?

Computer Science is engaging and practical, encouraging creativity and problem solving. Students develop their understanding and application of the core concepts in Computer Science. They also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

This course will suit students wishing to pursue a career in software or games development. Students must be highly logical and have an analytical approach to problem solving. They must be patient and resilient, persisting in trying to solve problems. The programming language that is taught is Python 3.

PREREQUISITES

Students will only be considered if they have achieved a level 3L in Maths in DCP2.

COURSE CONTENT

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

ASSESSMENT

Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from course content sections 1 and 2 above. The paper will be a mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge from course content sections 3 to 8.

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

CAMBRIDGE NATIONAL IN CREATIVE iMEDIA

(Board: OCR - J834 Specification)



WHY STUDY CREATIVE iMEDIA?

The creative use of ICT is essential for many careers. The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

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 students, 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.

ASSESSMENT

OCR Level 1/2 Cambridge National Certificate in Creative iMedia is made up of three units:

Unit R093: Creative iMedia in the media industry - Written paper 1 hour 30 mins (completed at the end of Year 11) (40% of total marks)

- Part A – closed response, multiple choice and short answer questions
- Part B – closed response, short answer and extended response questions, all of which relate to a scenario

Unit R094: Visual identity and digital graphics – centre assessed task (25% of total marks)

Unit R097: Interactive digital media – centre assessed task (35% of total marks)

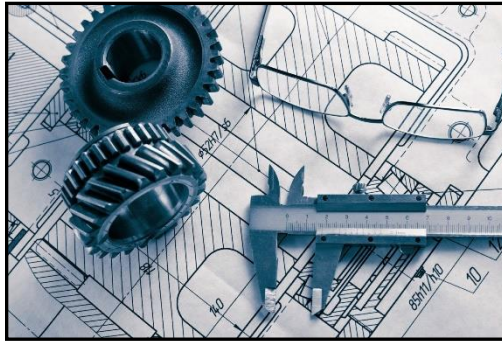
The centre assessed tasks will be practical tasks in the context of an assignment, produced by OCR and changed each year.

ENRICHMENT ACTIVITIES

Students are encouraged to explore graphics and digital media products that they use throughout their lives. This will give them an understanding of how the products can be effectively designed and understand how effective design can encourage use.

GCSE DESIGN AND TECHNOLOGY

(Board: AQA)



WHY STUDY DESIGN AND TECHNOLOGY?

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. There are close links to mathematics, literacy, science, engineering, computing and art.

Students will study a core range of materials and can then specialise in a chosen material such as Timber, Plastics, Metals, Paper and Board (Graphics), Textiles or systems and control. The AQA exam specification has 15% Maths element, which is the application of number in technical situations. Students are encouraged to explore design development through iterative design, showing evidence of development of ideas through models and testing. Students will also study the work of past and contemporary designers and design movements.

Theory lesson will be taught alongside relevant practical projects to underpin learning. Technology students could progress into careers in Graphic Design, Product Design, Architecture, Engineering, Theatre/TV Set Design or associated creative industries.

GCSE Design and Technology will be taught in our state-of-the-art technology rooms and fully equipped workshop to produce practical work. We also have a suite of computers running industry standard software such as Adobe Creative Cloud, 2d Design, Sketchup and other creative software. The department has the facility to develop hand drawn communication and rendering skills, 3d modelling as well as develop CAD/CAM skills through the use of a laser cutter and 3d printer.

COURSE CONTENT

- Imaginative practical work is at its heart. Students explore, design, create and evaluate prototypes to solve real world problems.
- Students gain a broad understanding of technical, designing and making principles.
- No restrictions on materials when making prototypes.
- Question paper split into three sections, which mirror the three content areas of the specification.

Links to Maths and Science

Through the assessment of their knowledge and understanding of technical principles students must demonstrate an understanding of the mathematical and scientific requirements. There is more of an emphasis on the practical application of number in relation to the study of Design and Technology. This has increased compared with the outgoing GCSE's and links closer to the A Level.

ASSESSMENT

- 50% exam (maths and science knowledge contribute 15%).
Paper 1 Written exam: 2 hours 100 marks
 - Section A: Core technical principles (20 marks)
Multiple choice and short answer questions assess broad technical knowledge and understanding.
 - Section B: Specialist technical principles (30 marks)
Several short answer questions (2 – 5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
 - Section C: Designing and making principles (50 marks)
Short and extended response questions, includes a 12-mark design question.
- 50% non-exam assessment (NEA), one practical activity (students develop a brief in response to a contextual challenge set by AQA, released on 1 June in the year before submission). approximately 30 – 35 hours 85 marks

Practical application of:

- Substantial design and make task.
- Assessment criteria to include the following:
 - investigating
 - designing
 - making
 - analysing and evaluating.

Year 10 Students have assessment guidance and time planning in their student workbook. They will set and review targets and choose a contextual design task that suits them

ENRICHMENT ACTIVITIES

All students are encouraged to get involved in enrichment activities. There is a STEAM Club which focuses on entering The TeenTech Awards. We have had finalists in the last three years and have won the Energy and Environment category this year. Year 9 and 10 students take part in the Starpack Competition sponsored by the packaging industry. We have also taken part in Design Ventura which is a national competition organised by The Design Museum. We also had a student that won a prestigious Arkwright Engineering Scholarship. Potentially looking at possible visits that have a Technology focus ie the Design Museum and New Designers Exhibition.



Term 1

- Building excellent group dynamics.
- Undertaking a baseline 'Duologue' Assessment.
- Learning and exploring theatre practitioners, styles and genres.
- Revising knowledge, skills and strategies
- Introduction to the demands of GCSE Devising and Script work.

Term 2

- Exploring the technical roles in the theatre and designing theatre
- Introduction to the set text
- Writing about a play script to begin to prepare for the written examination.
- Live Theatre Review

Term 3

- First 'mock' assessment of Devised work – rehearsal period begins.
- Compilation of a 'working notebook' or portfolio.
- Performance of Mock Devised work to the peer group with assessment, according to the exam criteria.

The GCSE Drama curriculum in Years 10 and 11 will then enable students to build on the excellent ground work prepared in Year 9.

ASSESSMENT

Component 1: Devising Theatre (60 Marks - 40% of total GCSE)

Non-exam assessment: internally assessed, externally moderated

Devised Performance (15 marks – 10% of total GCSE):

- Student groups participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.
- They must contribute as either a **performer or designer**
- The performance will be internally assessed and externally moderated
- Students will be expected to book in for after school rehearsals

Portfolio (30 marks – 20% of total GCSE):

- Students will write a portfolio of supporting evidence. This is comprised of three sections (10 marks each):
 - Section 1: Response to a stimulus
 - Section 2: Chosen practitioner/genre to create meaning
 - Section 3: Development and collaboration

Evaluation (15 marks – 10% of total GCSE):

- Written evaluation of the final performance or design (1 hour 30 mins - under supervised conditions).
- Students are allowed 2 sides of notes whilst in supervised conditions
 - Section 1: Analyse and evaluation of character interpretation / or design realisation
 - Section 2: Analysis and evaluation of performance or design skills in the effectiveness of the piece
 - Section 3: Analysis and evaluation of individual contribution and effectiveness of fulfilling their aims and objectives

Component 2: Performing from a Text (60 Marks - 20% of total GCSE)

Non-exam assessment: externally assessed by a visiting examiner

- Students will be assessed on either **acting** or **design**.
- Students will perform two extracts from the same play chosen by the centre.
- Students will produce a statement of artistic intention, stating: what practitioner or genre they are using, what the aims of the piece are and personal aims
- Students will be expected to book in for after school rehearsals

Component 3: Interpreting Theatre (60 Marks - 40% of qualification)

Written examination: 1 hour 30 minutes

- Section A: A series of questions on one set text
- Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

It is a requirement that all practical work is filmed and held by the centre.

Drama is a social activity and students need to accept their individual responsibility within a group. Enthusiasm and a willingness to contribute to group activity are very important as assessment presentations will involve work beyond school hours. Students will be expected to book in for after school rehearsals.

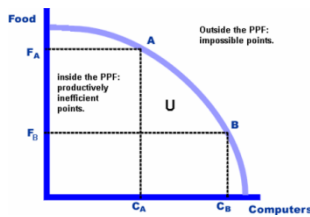
ENRICHMENT ACTIVITIES

As a department, depending on the COVID-19 restrictions, we organise at least two theatre trips every year for students. Some expense will obviously be incurred. However, we advise you to see as many performances as you can outside of school and make the most of the varied venues within close travelling distance of Reading. These performances will complement the work covered in lessons and improve your knowledge of current theatrical trends.

- | | |
|---------------------------------|------------------------------|
| • The Hexagon, Reading | • South Hill Park, Bracknell |
| • South Street Theatre, Reading | • The Corn Exchange, Newbury |
| • Progress Theatre, Reading | • Oxford Playhouse, Oxford |
| • The Mill at Sonning | • Oxford New Theatre, Oxford |

GCSE ECONOMICS

(Board: Board: OCR J205)



WHY STUDY ECONOMICS?

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. The course will equip learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, politics, retail, public sector, accountancy and management.

PREREQUISITES

Students will only be considered if they have achieved a level 3L in English and Maths in DCP2.

Economics Paper 1: Introduction to Economics

This component introduces learners to the fundamental economic terms and concepts. Learners will apply these to investigate and explain how markets work in contemporary and historical economic contexts. They will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy.

Economics Paper 2: National and International Economics

This component provides learners with an understanding of the main economic objectives and role of the government in achieving them. Learners will investigate the effects of economic policies on markets. They will use and interpret quantitative evidence, such as unemployment figures, in contemporary and historical contexts.

COURSE CONTENT

Year 9	Term 1	Main economic groups and factors of production The basic economic problem The role of markets Class projects and examination practice
	Term 2	Demand Supply Price Class projects and examination practice
	Term 3	Competition Production The labour market Class projects and examination practice

Year 10	Term 1	The role of money and financial markets Economic growth Low unemployment Class projects and examination practice
	Term 2	Fair distribution of income Price stability Fiscal policy Class projects and examination practice
	Term 3	Monetary policy Supply side policies Limitations of markets Class projects and examination practice
Year 11	Term 1	Importance of international trade Balance of payments Exchange rates Class projects and examination practice
	Term 2	Globalisation Revision

ASSESSMENT

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.

ENRICHMENT OPPORTUNITIES

Students are encouraged to keep abreast of current affairs to enhance their understanding of economics in the real world and they will have the opportunity to visit the Bank of England to further their understanding. Residential trips are starting to be considered again post COVID with the potential opportunity of traveling to Brussels.

GCSE FOOD, PREPARATION AND NUTRITION

(Board: Eduqas)



WHY STUDY FOOD, PREPARATION AND NUTRITION?

This new and exciting course aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating to what they have made. This course also looks at the food choices that affect people's choices of food plus giving students an understanding of where food comes from and a range of different cooking methods.

It offers valuable preparation for those wishing to progress to further or higher education, leading to careers in teaching, food science, dietetics, manufacturing or a role within the hospitality industry.

It also develops vital life skills which will enable students to feed themselves and others affordably and nutritiously, both now and later in life.

COURSE CONTENT

A. Nutrition

- How people's nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs.
- How to maintain a healthy body weight throughout life and avoid diet related diseases e.g. diabetes, coronary heart disease.
- Nutrient functions and main sources and the importance and function of water in the diet.
- Recipe and meal planning.
- A study of the major food groups including cereals and cereal products, fruit and vegetables, dairy foods, meat and meat alternatives, fats and sugars.

B. Food

Food provenance

- Where and how foods are grown, reared, or caught, then processed or produced.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets and communities.
- Technological developments that claim to support better health and food production.
- A study of culinary traditions in Britain and two international cuisines.

Food choice

- How sensory perception guides the choices that people make
- The sensory qualities of a range of foods and combinations
- The range of factors that influence food choices,
- The choices that people make about certain foods according to religion, culture, ethical belief or medical reason
- How to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs
- The influence of food labelling and marketing on food choice

C. Cooking and food preparation

- Why food is cooked
- Food safety principles when buying, storing, preparing and cooking food
- How heat is transferred to food through conduction, convection and radiation
- Appropriate cooking methods to conserve or modify nutritive value or improve palatability
- Understanding of the working characteristics, functional and chemical properties of **a wide range of ingredients** to achieve a particular result
- The effect of preparation and cooking on the sensory and nutritional quality of dishes

ASSESSMENT

All Non-Exam assessments (NEA) which count towards the final GCSE grade take place in Year 11. There will be two NEA's during Year 11 plus an examination in the summer of Year 11.

Assessment structure

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others

NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%)

Students will be expected to show their understanding of the *working characteristics, functional and chemical properties of ingredients*. They will submit a written report (1,500–2,000 words) including photographic evidence of the practical work carried out.

NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%)

Students will be expected to show their knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to a chosen task set by the Examination Board. Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours. Students will submit a written portfolio (15 A4 pages) including photographic evidence.

EXAMINATION: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes
The paper will be made up of compulsory questions to assess the course content:

Section A: question based on stimulus material (15 marks)

Section B: structured, short and extended response questions (85 marks)

ENRICHMENT OPPORTUNITIES

Master class competitions. Potentially looking at possible visits that have a Food focus ie the NEC: The Good Food Show. The opportunity to achieve a Level 2 Food hygiene certificate (afterschool commitment will be needed).

GCSE FRENCH

(Board: AQA)



WHY STUDY FRENCH?

Having a French GCSE will enable you to stand out from the crowd. The study of a language is considered by employers as a rigorous pursuit and they are impressed by candidates who have such a qualification. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

The business world is in continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This makes language proficiency a very important business skill that will boost anyone's career.

COURSE CONTENT

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes. The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In our scheme of work the themes and the topics within them will straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics.

ASSESSMENT

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

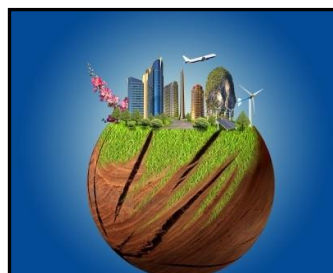
Paper 1: Examination – Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)
Paper 2: Examination – Speaking: 25% of GCSE
Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)
Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

ENRICHMENT OPPORTUNITIES

Silver and Gold programmes.
Languages Week in September.
After school catch-up and revision sessions.
Languages library (online).
Access to Linguascope.
French Institute (London) enrichment trip.
Termly Languages House Competitions and Challenges.
Access to all lessons and additional resources via Google Classroom.

GCSE GEOGRAPHY

(Board AQA: 8035)



WHY STUDY GEOGRAPHY?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers

COURSE CONTENT

- Yr9 - Coastal landscapes in the UK (Physical landscapes in the UK);
- Yr9 - Urban issues and challenges;
- Yr9 - River landscapes in the UK (Physical landscapes in the UK);
- Yr10 - The changing economic world;
- Yr10 – The living world
- Yr10 - Tectonic hazards;
- Yr10 - Field trip – physical and human investigation day trip and write up (compulsory two opportunities for fieldwork);
- Yr11 – Weather hazards and climate change;
- Yr11 – Resource management;
- Yr11 - Geographical skills (cartographic, graphical, numerical, statistical skills);
- Yr11 - Issues evaluation (a pre-release booklet issued 12 weeks before the exam and studied in class before the exam).

ASSESSMENT

There are three parts to the GCSE assessment structure:

Paper 1: Living with the Physical Environment (35%)

This is a 1 hour 30 minute written examination that assesses all the physical modules of the course. It is in 3 sections:

Section A (The Challenge of Natural Hazards) is worth 33 marks

Section B (UK Physical Landscapes) is worth 30 marks

Section C (The Living World) is worth 25 marks.

The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 2: Challenges in the Human Environment (35%)

This is a 1 hour 30 minute written examination that assesses all the human modules of the course. It is in 3 sections:

Section A (Urban Issues and Challenges) is worth 33 marks

Section B (The Changing Economic World) is worth 30 marks

Section C (The Challenge of Resource Management) is worth 25 marks.

The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context. This paper will be adjusted if COVID-19 restrictions prevent fieldwork.

Fieldwork

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on one day of fieldwork costing around £25. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision. This requirement is subject to any new COVID-19 restrictions which may prevent fieldwork from taking place.

BTEC TECH AWARD HEALTH AND SOCIAL CARE

(Board: Pearson Edexcel)



WHY STUDY HEALTH AND SOCIAL CARE?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology by allowing you to apply your knowledge and skills practically in a vocational context.

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. There are many careers that are linked with this subject. This course is perfect for students who want to enter the Health care profession along with social care and support roles.

On completing this course students can move onto study A levels, Level 3 technical qualifications or an apprenticeship.

ASSESSMENT

The course is made up of three components: Two internally assessed and one that is externally assessed.

Component 1: Human Lifespan Development

Aim: understand how we grow and develop throughout our lives

This assignment would be completed in Year 10 and is worth 30% of the total course.

Component 2: Health and Social Care Services and Values

Aim: Get to know how the health and social care sector works and the care values that lie at the core of it

This assignment would be completed in Year 10 and is worth 30% of the total course

Component 3: Health and Wellbeing

Aim: Help improve someone's health and wellbeing

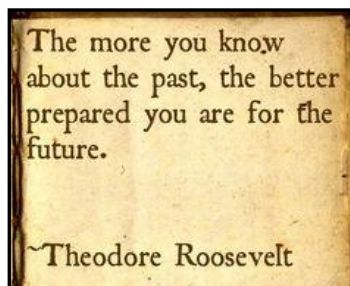
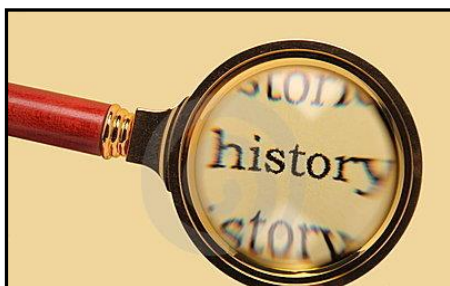
This written exam would take place in February of Year 11 and worth 40% of total course.

This is a TWO hour exam

Students would be awarded from Level 1 Pass to Level 2 Distinction* on completing this course.

GCSE HISTORY

(Board: AQA 8145)



WHY STUDY HISTORY?

History is continuously changing the world around us and historic events have helped to shape our society.

Studying GCSE History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multi-cultural society?

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

You'll learn valuable skills...

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

... and useful facts

- Ever wondered why people wear poppies in November?
- Did you know that until 1928 not all women could vote?

Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching.

ASSESSMENT

This qualification is linear so students will sit their written examinations at the end of the course in Year 11. There are 2 papers that students sit: 50% of the GCSE for each; 84 marks each (including 4 marks for spelling, punctuation and grammar); 2 hours each.

Paper 1: Understanding the modern world

Section A: America, 1920–1973: Opportunity and inequality

Students will study the effects of the economic growth of the 1920s alongside the social effects followed by the events of the Great Depression, the Second World War, and the social and political changes of 1950s and 60s America

Section B: Wider world depth studies - Conflict and tension: The interwar years, 1918–1939.

Students will learn how the end of the First World War resulted in the start of the Second World War.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation

Section A: Thematic study; Britain: Migration, empires and the people: c790 to the present day

Students will use the theme of migration and empire to study how Britain has changed and stayed the same over a broad period of time from the middle ages to the present day.

Section B: British depth studies; Elizabethan England, c1568–1603

Students will study the reign of Elizabeth I including the challenges she faced when taking the throne and during her reign, what life was like while she was Queen, and a case study of a location which had a significant impact on her reign or which is representative of key themes of her reign.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

ENRICHMENT OPPORTUNITIES

Possible trips to the historical site related to Elizabeth I.

Extracurricular opportunities to link themes such as migration and opportunity and inequality to the school's PSMSC programme.

GCSE MUSIC

(Board: Eduqas)



WHY STUDY MUSIC?

GCSE Music is a very varied and exciting option to take. Students will study a range of musical techniques, including performing, composing and learning about different styles of music, why they are distinctive and how they are 'put together'.

GCSE Music lessons are very different from the lessons encountered in the foundation stage. Students learn a lot by studying the music of others (including their own work) and discussing it within the group. This enables them to see what can be effective in musical composition and also what doesn't work. We endeavour to perform music regularly either as a group or as individuals. There will be a considerable amount of work to be done using computers.

Students who study Music often go on to work in sound or music design, media production or as performers or composers.

PREREQUISITE

Instrumental lessons: It is important that all GCSE Music students take weekly instrumental lessons. At school, these are provided by Berkshire Maestros and occur after school. For more information or to sign up, please visit http://www.berkshiremaestros.org.uk/lessons_school.html

ASSESSMENT

The GCSE content for music falls into three parts, and these are studied throughout the three years:

1. Performing (30% - Coursework)

Students are required to perform on an instrument or as a singer and *should be performed at grade 3 standard or higher*. This can be on any instrument, and the two performances can be on different instruments if the student prefers. The performance can be any style of music.

Students are required to provide at least 4 minutes of performances. This must be a mixture of solo and ensemble performing (performing with other people). The ensemble can be anything from a piano duet or a string quartet to a rock band!

There must be at least one minute of solo performance, and at least one minute of ensemble performance.

These performances are teacher marked and moderated by the exam board.

2. Composing (30% - Coursework)

Students are required to submit two compositions for this part of the GCSE. There must be at least three minutes' worth of music from both compositions.

One composition is written to a brief set by the board. That is, they will tell you what the music is for, and then you must compose for that situation.

The other composition is a completely free choice.

The compositions are marked by the teacher, and then sent to the board for moderation.

3. Listening and Appraising (40% - Examination)

This is the only part of the GCSE that is an examination.

Over the two years, students study two pieces contrasting set works. They also learn about the general characteristics of various styles of music and the examination tests how well they can hear elements of music in a given extract.

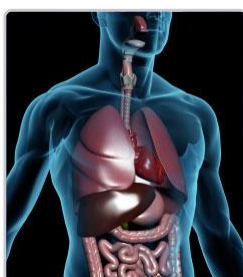
In this 1 ¼ hour exam, which takes place at the end of Year 11, students are played extracts of the two set works and other extracts and answer questions on the music. Each piece is played 3, 4 or 5 times, with gaps to allow you to answer the questions. There is also a longer question where students are asked to describe how a piece of music is effective for its intended purpose. This question will require a little more writing than the other questions.

ENRICHMENT OPPORTUNITIES

There is a thriving extra-curricular programme in the Music Department.

GCSE PHYSICAL EDUCATION

(Board: OCR)



WHY STUDY PHYSICAL EDUCATION?

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding of other subjects, such as science. The practical components of the course ensure that even the most energetic and talented students are constantly challenged.

The dedicated PE staff will support the development of students into all round sports performers and ensure good fitness habits are instilled.

Both elements of this course are taught by an extremely enthusiastic team of teachers, who endeavour to bring lessons to life and enjoy excellent relationships with all students.

There is also opportunities throughout the course for insights into future careers based on topics taught. For example, Physiotherapy, Sports Coaching, Sports Media and Sports Psychology.

COURSE CONTENT

Theoretical Component: (60%)

The course requires a theoretical and practical understanding of the following areas: Applied Anatomy (Skeletal, Muscular, Cardiovascular and Respiratory Systems), Movement Analysis, Physical Training, Health, Fitness and Well-being, Sports Psychology and Socio-cultural Influences.

Each of these topics also have a numeracy link as students will be required to interpret and analyse data and graphs to evaluate performance.

Component 1: Fitness and Body Systems

- Written examination: 1 hour and 30 minutes
- 30% of the qualification
- 80 marks
- **Content overview**
 - Topic 1: Applied Anatomy and Physiology
 - Topic 2: Physical Training

Component 2: Health and Performance

- Written examination: 1 hour and 30 minutes
- 30% of the qualification
- 80 marks
- **Content overview**
 - Topic 1: Health, Fitness and Well-being
 - Topic 2: Sport Psychology
 - Topic 3: Socio-cultural Influences
 -

Both of these written examinations take place at the end of Year 11.

Practical Component (30%)

The course has been designed to enable all students of varying ability to perform to their highest possible level. Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, volleyball, athletics and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school.

Regardless of their eventual assessment portfolio students will be assessed in combination of: skills in isolation, performance of skills in the game situation, providing feedback, observation and analysis, rules and regulations

Component 3: Practical Performance

- Non-Examined Assessment (NEA): internally marked and externally moderated
- The assessment consists of learners completing **three** physical activities from a set list
- 30% of the qualification
- 60 marks (20 marks per activity)
- **Content overview**
 - Range of skills
 - Quality of skills
 - Physical attributes
 - Decision making
- **Assessment overview**
 - The assessment consists of learners completing **three** physical activities from a set list.
 - One must be a **team** activity.
 - One must be an **individual** activity.
 - The final activity can be a **free** choice.

Coursework Component: (10%)

Component 4: Personal Exercise Programme

Students will plan and evaluate a Personal Exercise Programme (PEP) on an activity of their choice. They will evaluate the effectiveness of the training using the theoretical knowledge taught in lessons.

Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in personal fitness. In addition, it would be an advantage if students were actively involved in sports outside of school.

ENRICHMENT OPPORTUNITIES

Students are actively encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day.

Students are encouraged to write these in their homework diary as a form of communication home.

CAMBRIDGE NATIONAL SPORTS STUDIES

LEVEL 1/2 CERTIFICATION

(Board: OCR)



WHY STUDY CAMBRIDGE NATIONAL SPORT STUDIES?

This is an exciting and engaging opportunity to develop knowledge, understanding and practical skills in a variety of sporting activities through coursework-based evidence. You'll understand topical and Contemporary issues related to sport, as well as performing individual and game based practical sessions.

This qualification will help to develop into a career in the sports industry as well as providing a social based background to progress to Level 3 Technical.

Transferable skills such as presentation skills, report writing, team work, leadership and research skills.

COURSE CONTENT

There are 2 mandatory units which are required:

R184: Contemporary issues in sport (40%)

In this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implication of hosting a major sporting event for a city or country
- The role National Governing Bodies play in the development of their sport
- The use of technology

Examination

This is assessed by an external exam.

- Written examination: 1 hour and 15 minutes
- 40% of the qualification
- 70 marks

This written examination takes place in Year 11 after the other 2 units have been submitted.

R185 Performance and leadership in sports activities (40%)

Students have the opportunity to develop skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a

participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

Assessment overview

This is assessed by a set assignment

R186: Sport and the media: (20%)

You will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effect of the media in sport

Assessment overview

This is assessed by a set assignment

Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in developing their ability. In addition, it would be an advantage if students were actively involved in sports outside of school.

ENRICHMENT OPPORTUNITIES

Students are actively encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication home.

GCSE SPANISH

(Board: AQA)



WHY STUDY SPANISH?

Having a SPANISH GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. Top universities also consider linguists favorably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose Spanish.

The business world is in a continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This made language proficiency a very important business skill that will boost anyone's career.

COURSE CONTENT

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In our scheme of work the themes and the topics within them will straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics.

ASSESSMENT

The GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Examination - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

ENRICHMENT OPPORTUNITIES

Silver and Gold programmes.

Languages Week in September.

After school catch-up and revision sessions.

Languages library.

Access to Linguascope.

Instituto Cervantes (London) enrichment trip.

Termly Languages House Competitions and Challenges.

Access to all lessons and additional resources via Google Classroom.



MAIDEN ERLEGH
SCHOOL IN READING