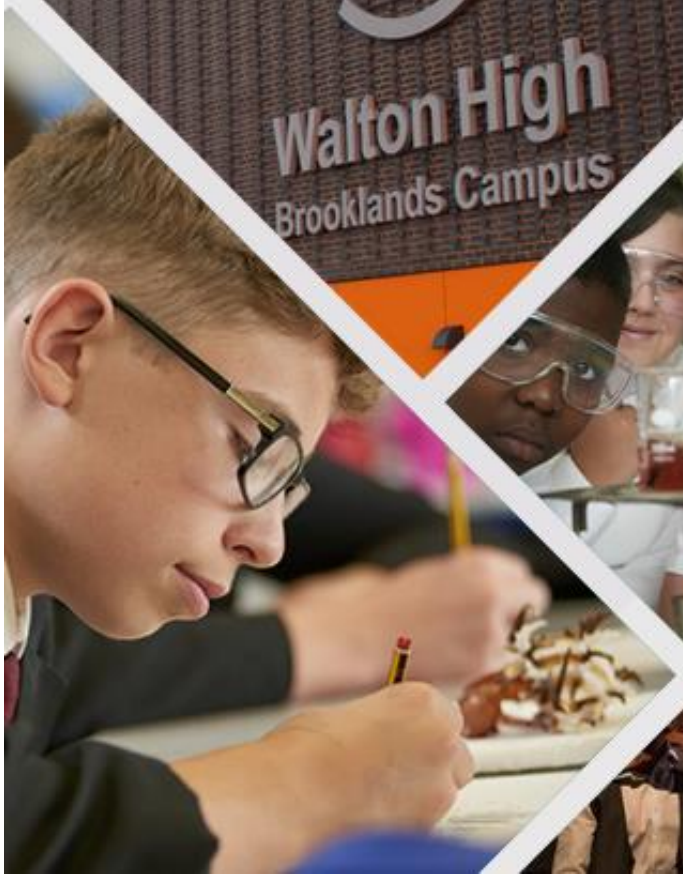
Walton High

Leading Learning

BROOKLANDS KEY STAGE 4 2018 - 2021 INFORMATION BOOKLET

STUDENT'S NAME _____



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Introduction

From September 2018 you will be starting your Key Stage 4 (KS4) courses; the next three years will be very important in your school career. This is an exciting time and you should take every opportunity to discuss your ideas with your parents and teachers.

We believe it is important that you continue to receive a broad and balanced education, one which is also tailored to your individual skills and needs which leads to a range of qualifications. This will allow you to have greater educational choices and career opportunities in the future.

This booklet is designed to inform you and your parents about the range of courses which we hope to offer in Years 9, 10 and 11. Most of the courses offered will lead to a GCSE (General Certificate of Secondary Education) or BTEC (Business and Technology Education Council).

Compulsory Examined Subjects

These are courses that all students must follow.

Subject	**Number of sessions per cycle**	**Qualifications**
English Language	4	1 GCSE
English Literature	4	1 GCSE
Maths	7	1 GCSE
Science (one of these options)	9	Combined Science – 2 GCSEs
	13	Separate Science – 3 GCSEs

Compulsory Non-Examined Sessions:

Recreational Sport and Personal, Social and Health Education (PSHE).

PSHE and Citizenship are important elements of your studies which will be taught throughout Key Stage 4.

Please note:

You will be asked to prioritise your preferences. Whilst every effort will be made to give you your first preference this may not always be possible.

Why do you have to study all these subjects?

When you leave Walton High it will be very useful if you have followed a broad and balanced curriculum. At the moment you are about 13 years old and may not leave Walton High until you are 18 years old. Few students have a clear idea of what they want to do when they leave school. Regardless of the eventual career route you choose, it is important to keep as many options open as possible. A lot of things can change in three years.

Studying a broad and balanced range of subjects will enable you to choose what is best for you at a later date, when you have a clearer idea of the future education and career opportunities you may wish to pursue.

During KS4 students will be required to undertake a variety of assessments, and BTEC assignments. **As a consequence of these demands, students will not be granted any discretionary leave of absence during term time.**

Please Note:

Give careful thought to your preferences as you will not be able to change subjects during Key Stage 4.

What is the English Baccalaureate (EBacc)?

Whilst the **EBacc** is not a qualification in itself, it indicates that students have been able to achieve one of the higher grades in a range of more traditional academic subjects. These subjects are: English; Mathematics; History or Geography; Sciences (including Computer Science) and Languages. The **EBacc** is well recognised by top universities.

How will you make preferences between subjects?

Start by asking lots of questions. Some of these questions are about yourself, but you should also ask questions about the different courses and career opportunities available.

STRENGTHS	Which subjects are you good at? How do you know? What do your teachers say about your strengths?
LIKES	Which subjects do you like? Is it the subject you like or the teacher?
CAREER	Which careers are you interested in? What knowledge or skills do you need for these careers? Which subjects would help develop the knowledge and skills you need?

With the exception of English and Maths, most careers do not require people to have studied a particular subject at KS4. Most employers and higher education institutes will probably be more interested in the range of subjects studied, grades achieved and your enthusiasm for learning.

There are many more questions you can ask – see your tutor for further help and advice.

What happens if a course is oversubscribed?

If a course is oversubscribed the following process will apply:

Step 1: Students who have opted for the course will be advised that it is oversubscribed. Students will be asked whether they would be willing to switch to the other subject in the block.

Step 2: If the course is still oversubscribed, the relevance of the subject to a student's career aspirations will be considered. If the subject is considered particularly relevant, the student will be allowed a place on the course.

Step 3: If there are still places available after step 2, a ballot will take place to allocate the remaining places.

Where can you get further information?

You will get help and information from:

- this booklet
- subject teachers
- our Careers Consultant; Mr Mason
- your Personal Tutor
- the Parents' Information Evening
- Walton High's careers library

Details on the precise specifications for each subject can be found on the relevant exam board websites:

www.aqa.org.uk
www.edexcel.org.uk
www.ocr.org.uk

What support is available?

Students are expected to develop their independent learning skills further, throughout Years 9 -11, in preparation for their final examinations. For this reason, all subject areas offer a weekly, independent learning session after school. The schedule is published at the beginning of each term under Session 9 Activities. These sessions are run by specialist teachers and provide timely opportunities for students to review any classwork assignments or to discuss homework assignments with which they may need help.

After-school rehearsal time is also essential in Performing Arts; students who opt for this are expected to attend all rehearsals.

In short, all students are strongly encouraged to take up the wide range of support opportunities that are available across all curriculum areas to help ensure their academic success. Students who adopt a routine of regular independent study are best placed to be successful at the end of Key Stage 4.

Current Information

Students are encouraged to check the school's website and learning platform (Firefly), for all updates and changes regarding:

- assignments
- assessment deadlines
- general subject guidance
- updates on examination changes
- additional resources
- useful websites

English Baccalaureate (EBacc) Subjects

GCSE English Language and English Literature

As you may be aware, significant changes have been made to the courses delivered for GCSE English Language and GCSE English Literature. The English Curriculum Area at Walton High is working hard to make sure that the courses we deliver will be engaging, exciting and will encourage genuine enquiry whilst also ensuring you have the best chance to succeed. All students will study both courses to provide a comprehensive programme of study that not only prepares students for the world of work, but fosters a lifelong love of reading.

English Language GCSE

What will students study?

By the end of the course students should be able to:

- Read fluently, and with good understanding, a wide range of texts, read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken Standard English effectively

Students will be required to explore a range of texts from the 19th, 20th and 21st centuries including:

- Literature in the form of novels, plays and poetry
- Literary non-fiction including biographies, autobiographies and travel accounts
- Journalism including printed and online articles and opinion pieces

How is the course assessed?

Students will be assessed by two written exams and a verbal presentation:
Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes)
Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes)
Spoken Language Assessment: Students prepare, plan and present their views on a topic which is then sent to the exam board. (Pass, Merit, Distinction)

Students will be required to write both extended essays and short-answer responses. Literacy (spelling, punctuation and grammar) will also be formally assessed.

There is no coursework or controlled assessment component.
All texts in the examination will be unseen and students are encouraged to read widely to prepare for this.

English Literature GCSE

What will students study?

By the end of the course students should be able to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

This will require students to explore a range of texts including:

- At least one play by Shakespeare
- A selection of poetry linked by the theme of power and conflict written between 1789 and the present day
- At least one nineteenth-century novel by a British Isles author
- A modern prose or drama text written after 1914

How is the course assessed?

Students will be assessed by two written exams:

Paper 1: Shakespeare and the 19th-century novel (1 hour 45 minutes)
Paper 2: Modern texts and poetry (2 hours 15 minutes)

Students will be required to write both extended essays and short-answer responses for these exams. Literacy (spelling, punctuation and grammar) will also be formally assessed.

There is no coursework or controlled assessment component.

There will also be unseen texts in the examination and students are encouraged to read widely to prepare for this.

Mathematics GCSE

Why study Mathematics?

Mathematics equips students with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways. Mathematics is important in everyday life, useful in virtually every form of employment, and a pre-requisite for many careers and courses of further study.

We aim to teach students:

- To be confident in their numeracy
- To solve problems by effectively deploying an increasing range of mental, written and ICT based mathematical techniques
- To be able to think logically and communicate precisely through analytical thinking
- To enjoy mathematics and appreciate the beauty inherent in mathematical patterns and statements

What will students study?

During KS4 students will follow the curriculum leading to the new GCSE. This will continue from the Key Stage 3 curriculum both broadening and deepening students' understanding of key maths concepts. Students will study Number, Ratio and Proportion, Algebra, Statistics, Probability and Geometry with a strong emphasis on problem solving skills.

How is the course assessed?

Students will be assessed by examination only at the end of Year 11. There will be three papers, each one lasting one and a half hours. The first of these papers will be non-calculator.

Each exam has two tiers of entry; Higher and Foundation. The Foundation Papers are assessed at grades 1-5. The higher tier from grades 4-9

Students may change entry tiers as they progress through KS4, and no student will be limited as to their grade aspiration by the group in which they are taught.

The specification that we currently follow is AQA 8300.

COMBINED SCIENCE (DOUBLE AWARD) GCSE

Why study Combined Science?

Should I have my baby vaccinated? Should we build more nuclear power stations? What is the risk from bird flu? How can I cut my fuel bills?

GCSE study in Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of science. They will appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- The assumption that every effect has one or more causes
- That change is driven by differences between different objects and systems when they interact
- That many such interactions occur over a distance and over time without direct contact
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- Quantitative analysis as a central element both of many theories and of scientific methods of inquiry

These key ideas are relevant in different ways and with different emphasis in the three subjects as part of combined science.

What will students study?

OCR's GCSE in Combined Science A (Gateway Science) (J250)

How is the course assessed?

The specification is divided into topics, each covering different key concepts of biology, chemistry and physics. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers.

The GCSE in Combined Science A (Gateway Science) is a linear qualification with 100% external assessment.

OCR's GCSE in Combined Science A (Gateway Science) consists of six examined papers that are externally assessed. Learners are entered for either the Foundation Tier or the Higher Tier. Each paper carries an equal weighting of 16.7% for that tier of the GCSE qualification.

Each paper has a duration of 1 hour and 10 minutes.

Separate Sciences

Gateway Science Suite - Biology A
Gateway Science Suite - Chemistry A
Gateway Science Suite - Physics A

Why study Sciences separately?

Single Sciences are designed for students who plan to use Science in their career path and have a passion for understanding the natural world we live in.

What will students study?

Students are required to study all three Sciences separately, that is Biology, Chemistry and Physics.

Gateway Science Suite - Biology A - J247
Biology is the science of living organisms (including animals, plants, fungi and micro-organisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

Gateway Science Suite - Chemistry A - J248
Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and linked together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds**.**

Gateway Science Suite - Physics A - J249
Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

How are the courses assessed?

For each Science studied separately Learners will be required to sit two external exams in the summer of Year 11.

The GCSE grades in the single Sciences is a linear qualification with 100% external assessment.

Each of the Sciences studied separately consists of two examined papers that are externally assessed. Learners are entered for either the Foundation Tier or Higher Tier. Each paper carries an equal weighting of 50% for that tier of the GCSE qualification. Each paper has a duration of 1 hour and 45 minutes.

Computer Science GCSE

Why study Computer Science?

The course gives you an in-depth understanding of how computer technology works. It will give you an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. The course provides excellent preparation for further study and employment in the field of computer science.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving you a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. An ideal Computer Science student should be able to think outside the box, be an independent learner, and have good ICT and mathematical skills. If you want to study or work in areas that rely on these skills, especially where they are applied to technical problems, such as areas like engineering, financial and resource management, science and medicine, then this is the course for you.

What will students study?

The specification covers the following topics:

- Computer Systems
- Computational thinking, algorithms and programming
- Programming project

How is the course assessed?

1. Written examination on computer systems (J276/01) (1 hour 30 minutes; 80 marks; Weighting: 50%)

The written exam is designed to test students' understanding of various topics related to computer systems.

2. Written examination on Computational thinking, Algorithms and programming (J276/02) (1 hour 30 minutes, 80 marks; weighting: 50%)

A written exam to test students' understanding on the following topics:

- Translators and facilities of languages
- Algorithms
- High and low-level programming
- Computational logic
- Data representation

3. Programming Project (J276/03/04) (20 hours)

The programming project is a computing task required for the course and chosen from a list provided by OCR, which assesses the following: programming techniques, design, development, effectiveness and efficiency, technical understanding, testing, evaluation and conclusions. There are multiple tasks to choose from – but students must complete all three questions from the same overall task. Students can use any language they like, as long as they can complete the task. The controlled assessment is intended to take 20 hours and will be sampled by the exam board. The programming project (NEA) is designed to reinforce the learning examined within Component 02: Computational Thinking, Algorithms and programming.

Geography GCSE

Why study Geography?

GCSE Geography provides the opportunity for students to understand more about the world, the challenges it faces and their place within it.

It offers opportunities to nurture a range of transferable skills such as modern computer based mapping (called GIS), map skills, fieldwork skills, presenting, role play and debating techniques. Literacy skills are developed through report writing and written work and practical use is made of numeracy skills when interpreting data and constructing graphs.

What will students study?

Paper 1 - Living with the physical environment

The challenge of natural hazards - types of hazard and hazard risk. Plate tectonic theory, volcanoes and earthquakes. Global circulation of the atmosphere, tropical storms and extreme weather in the UK. Possible causes of climate change, its effects and responses.

The living world - small scale ecosystems in the UK. Characteristics of the tropical rainforest and causes and impacts of deforestation. Sustainable management of the tropical rainforest. Hot deserts.

Physical landscapes in the UK - coastal landscapes – how rock type, structure and physical processes create distinctive coastal landforms. Coastal management. River landscapes – fluvial landforms and flood management schemes.

Paper 2 - Challenges in the human environment

Urban issues and challenges - global patterns of urban change and megacities. Case study of a city in a LIC (Low Income Country) or NEE (Newly Emerging Economy). Case study of a major city in the UK. Features of sustainable urban living.

The changing economic world - different economic and social measures of development and the Demographic Transition Model. The causes and consequences of uneven development. Strategies to reduce the global development gap. Rapid economic development in a LIC or NEE. Economic change in the UK.

The challenge of resource management - global inequalities in food, water and energy. The changing demand and provision of food, energy and water in the UK. Global patterns of water surplus and deficit. Impacts of water insecurity. Sustainable water supplies.

Paper 3 - Geographical Applications

This is a synoptic exam and has two parts:

Issue evaluation – students will be required to draw together knowledge, understanding and skills from the full course of study. Students will be provided with a pre-released booklet of resources (12 weeks before the exam) which will include a range of resources (maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials and quotes from different interest groups). Students will use these resources within the exam to analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.

Fieldwork - students will be required to complete **two pieces of fieldwork** in contrasting environments. This will involve a compulsory day trip to Hunstanton in the Summer Term of Year 10. Students will answer questions about these fieldwork experiences in the exam.

How is numeracy incorporated into the GCSE?

Mathematical and **statistical techniques** will be an integral part of the GCSE Geography course and will include:

Cartographic Skills - the use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and Geographical Information Systems (GIS). An understanding of:

- Gradient, contours, spot heights, cross sections and transects
- Use of coordinates, scale and distance
- Choropleth, flow-line and isoline maps

Graphical Skills - the drawing and interpretation of bar charts, pie charts, pictograms, line charts, histograms and population pyramids.

Numerical Skills - an understanding of:

- Number, area and scale
- Proportion and ratio, magnitude and frequency

Statistical Skills - an understanding of:

- Central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- Percentage increase or decrease and the use of percentiles
- Relationships in bivariate data: trend lines and lines of best fit

How is the course assessed?

Students will sit three examination papers at the end of Year 11.
Paper 1 (88 marks) 1 hour 30 minutes (35% of GCSE)
Paper 2 (88 marks) 1 hour 30 minutes (35% of GCSE)
Paper 3 (76 marks) 1 hour 15 minutes (30% of GCSE)

Question types: Multiple-choice, short answer, levels of response and extended prose (12 marks).

History GCSE

Why study History?

The study of History helps a student not only to understand the world in which they live but contributes a great deal to the development of thinking and literacy skills. By studying History students will learn how to critically evaluate evidence, how to produce a substantiated argument and how to communicate their ideas effectively. The study of History also helps young people learn to reflect on subject matter and to develop an appreciation of the impact that human behaviour has had in the past and continues to have in the world today.

What will students study?

Students will study AQA GCSE History.

The course is made up of four units:

- Conflict and Tension 1918-1939 (Wider World Depth Study)
- Germany 1890-1945 Democracy and Dictatorship (Non – British Period Study)
- Britain – Health and the People (Thematic Study – British History)
- Elizabethan England (British Depth Study including the study of the historic environment)

The course requires students to consider key issues such as change over time, turning points, the significance of key people and source evaluation skills. Students will study a range of historical sources and interpretations. They will also be supported in how to retain, embed and revise information effectively and how to take greater ownership of their learning as the course progresses.

How is the course assessed?

History GCSE will be examined at the end of the course, in Year 11, through two examination papers.

Paper 1: Understanding the Modern World: Non British History

Paper 2: Shaping the Nation: British History

Each paper is made up of two sections. Students answer all questions in the examination papers.

French GCSE
Exam Board AQA – Course Code 8658

Why study a Modern Foreign Language?

"Quality skills in and knowledge of Modern Foreign Languages (MFLs) are vital to the UK" *said Dr Wendy Piatt, Director General of the Russell Group of universities, 24 November 2010.*

People learn languages every day. However, the reasons for doing so are varied. To learn a language is no longer something that can be done at school and forgotten in the workplace. In short, do not limit your career opportunities - learn a language!

A recent report has indicated that having languages skills also has financial rewards for employees too; 74% of UK employers state that they are looking for conversational language skills when they recruit new staff.

GCSE French

Candidates will be tested in four, equally weighted attainment areas – listening, speaking, reading and writing. The listening, reading and writing exams will be externally assessed by the exam board at the end of Year 11. The speaking exam will be conducted by the teacher in school and externally assessed by the exam board. Two tiers of examination (foundation and higher) will be offered and students will be entered for the same tier for all four attainment areas. In the speaking and writing units, 10% of the marks allocated in each unit will be for accurate application of the grammar and structures of the language as outlined in the specification. There will be a translation from the target language to English and English to the target language. Literature will also be taught as part of the course.

Listening – candidates listen and respond to a range of authentic recorded material and are tested using a variety of methods.

Speaking – the speaking exam is comprised of three sections. Candidates will take part in a role play task, a photo card question and answer discussion and a general conversation based on the topic areas studied. They will speak spontaneously, responding to unexpected questions, points of view or situations. They will initiate and develop conversations and discussion, producing extended sequences of speech. This exam will take place in school with recordings sent to the exam board to be marked.

Reading – Candidates will be required to read and respond to a range of authentic written material of varying lengths. Translation into the target language will also be a requirement of this paper.

Writing – Candidates will communicate effectively in writing for a variety of purposes across a range of specified contexts. They will make use of a variety of vocabulary and grammatical structures including more complex forms, to describe and narrate with reference to past, present and future events. Translation into the target language will also be a requirement of this paper.

How are the courses assessed?

Paper	Tier	Weighting	Method of Assessment
1. Listening	Foundation/Higher	25%	Terminal
2. Speaking	Foundation/Higher	25%	Terminal
3. Reading	Foundation/Higher	25%	Terminal
4. Writing	Foundation/Higher	25%	Terminal

Not included in the EBacc qualification

ICT Level 2 Cambridge National Certificate

What will students study?

You will study two core units as shown below:
Unit R012: Understanding tools, techniques, methods and processes for technological solutions
Unit R013: Developing technological solutions

How is the course assessed?

This course will be assessed through a combination of written exam and production of portfolios for the individual controlled assessment unit, based upon a variety of different assignments as set by the exam board. This will include case studies research, work-based assessments, along with projects, performance observation and timed assessments.

Two mandatory units are taken by students:

Unit R012: Understanding tools, techniques, methods and processes for technological solutions (written paper, externally set and marked, 1 hour 45mins, 80 marks; Learners answer all questions)

In unit R012 learners will sit an exam to assess their knowledge and understanding of:

- Different technologies (hardware and software applications)
- Tools and techniques used to select, store, manipulate and present data and information
- The phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with their knowledge of various information technologies, they will be prepared to develop technological solutions.

Unit R013: Using ICT to create business solutions (assignment set by OCR, centre assessed, externally moderated, 20 hours approx., 80 marks)

Unit R013 focuses on how effectively learners use their skills when developing a technological solution. They will be given a project to develop a technological solution that processes data and communicates information.

Each unit will be graded as Pass, Merit, Distinction or Distinction*.

Details of all assessments and deadlines will be issued to students at the start of the course.

Business Studies GCSE

Why study Business Studies?

"The secret of business is to know something nobody else knows." Aristotle Onassis

"I want to work for a company that contributes to and is part of the community. I want something not just to invest in. I want something to believe in." Anita Roddick (Body Shop founder)

Business Studies complements a number of other GCSE courses and provides students with a sound understanding of how businesses operate within the UK and European markets.

A successful Business student is one who asks questions and looks further than the obvious solution to a problem. In lessons, emphasis is placed on active learning and investigation. Students learn research and presentation skills and develop the ability to apply business theory to real business situations.

What will students study?

The themes that make up the core subject content are:

- **Businesses in the real world** – business ownership and enterprise, aims, objectives, measures of success, business planning, stakeholders, business structures, location, expansion and growth.

- **Influences on business** – technology, digital communication, economic climate, globalisation, legislation and ethical and environmental factors.

- **Business operations** – production methods for manufacturing and service based businesses, customer service, impact of ICT, quality assurance and logistics.

- **Human resources** – recruitment, retention, motivation, employment rights and responsibilities, appraisals, internal business structures, communication, motivation and training.

- **Marketing** – market research with limited budgets, using the marketing mix (price, product, promotion and place), product portfolio, segmentation, market research

- **Finance** – sources of finance for large and small business, profit and loss, cash flow forecasting, balance sheets and break-even

GCSE Business Students should be able to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society

- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts

- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems

- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds

- Use an enquiring, critical approach to make informed judgements

- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business

- Develop and apply quantitative skills relevant to business, including using and interpreting data

How is the course assessed?

Students will study the AQA specification.

There are two exams:

- **Paper 1: Influences of operations and HRM on business activity (50% of GCSE)**

- **Paper 2: Influences of marketing and finance on business activity (50% of GCSE)**

Each paper will be 1 hour 45 minutes in duration and consists of three sections:

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production

Why study Creative Media Production?

The Media industry is very fast growing. Newspapers, magazines, books, radio, television, games, Internet, film, web design, photo manipulation, photography, interactive user displays, digital music and mobile graphics, are all part of this global industry.

The aim of this focused vocational qualification is to prepare you to take an active part in this dynamic, cutting edge, worldwide industry. It will emphasise the knowledge and practical skills which will enable you to understand, create and evaluate a range of types of media. As a vocational qualification it is important that you not only gain the technical skills and knowledge but a clear understanding on the ways of working relevant to the media industry and some appreciation of the culture of the workplace. By focusing on digital media production this course will particularly appeal to those students who enjoy using ICT as a creative design tool.

Learners who complete this course in Creative Digital Media Production will obtain a qualification which will enable progression to further study, training, or employment, and enable them to make informed choices with regard to a career in the creative media sector. They will also have developed media technology skills that may be applicable in other work situations or will enable them to progress to higher qualifications in other sectors.

What will students study?

Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Exploring Media Products	**36**	**1/2**	Internal
2	Developing Digital Media Production Skills	**36**	**1/2**	Internal
3	Create a Media Product in Response to a Brief	**48**	**1/2**	Synoptic External

How is the course assessed?

This course will be assessed in a variety of different ways including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments. Each unit will be graded as Pass, Merit, or Distinction.

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning knowledge for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding including the range of different types of media products, production processes and techniques
- The development and application of skills such as: research skills and stylistic and technical skills
- Reflective practice through the refinement of their own media products that allows learners to respond to feedback and identify areas for improvement

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component *3:* Create a Media Product in Response to a Brief requires learners to apply their production skills to the creation of a media product in response to a brief.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.
The external assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson. Learners are permitted to re-sit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40 per cent of the total qualification GLH.

Details of all assessments and deadlines will be issued to students at the start of the course. External exam will be sat at the end of Year 10.

Art and Design GCSE

Why study Art and Design?

Art and Design provides an ideal course for students who wish to develop their interests and enthusiasm for creative activities in art and design. It can lead to a wide range of varied and creative vocations.

It provides opportunities for:

- Creativity challenges and learning through practical application
- Making different artefacts using a wide range of media including; painting, print making, sculpture, ICT, mixed media and ceramics

Through this Art and Design experience, students will be encouraged to interact and be aware of the artistic world around them and have opportunities to visit the London galleries.

What will students study?

Students will be encouraged to develop:

- Creative and imaginative abilities, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- Understanding of the conventions of art, craft and design and awareness of contexts in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures

Students will study a number of themes:

- natural Forms
- cultural Prints
- architecture
- figurative Forms

How is the course assessed?

A controlled ten hour exam is worth 40% of the final marks.

Students have a week to prepare for this exam and have a degree of choice with regard to the theme of the exam.

The Portfolio accounts for 60% of the final grade.

Students need to submit a portfolio of work that covers the four assessment objectives. Included in their portfolio students should include a range of observational studies created in a range of media; research into the work of others and developmental pieces.

The work in the portfolio should represent approximately 45 hours' worth of work and will be made up of projects completed over the course of study.

Food Preparation and Nutrition GCSE

Why study Food Preparation and Nutrition?

Food Preparation and Nutrition is an exciting subject where you will learn to cook new foods, and develop your culinary skills. The new syllabus focuses more on nutrition and health, as well as the functional properties and chemical processes of food products.

As well as gaining a GCSE in this subject, you will also develop life skills in cooking and gain a good understanding of health and nutrition. There are many links with other subjects so you can apply what you learn here to your other subjects. For example Geography – learning about food from other countries and food miles; Science – links to nutrition, bacteria, experimental work; Maths – scaling up and costing recipes; PHSE and PE – Healthy Eating, diet and wellbeing.

Food Preparation and Nutrition is a very dynamic subject. You will acquire transferable life skills that you will use throughout your whole life. Examples include managing your time, team working and problem solving.

What will students study?

GCSE Food Preparation and Nutrition will equip students with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Key areas to be covered by the new syllabus include:

- Nutrition - healthy eating, meal planning, dietary reference values, understanding of the major diet related health risks
- Food Provenance - including, where food comes from, "farm to fork"
- Food Choice - including, sensory perception of foods, factors influencing choice such as religion, culture and ethical belief, food marketing and labelling of products
- Cooking and Food Preparation - including the scientific principles underlying the preparation and cooking of food
- Skills Requirements: preparation and cooking techniques - e.g. understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

How is the course assessed?

Assessment will be in the following format:

Non-assessed examination work (worth 50% of total GCSE)

- A food science investigation (15% of GCSE) set by the exam board in September of Year 11, worth 15% of total GCSE
- A food preparation task which includes a 3 hour practical exam where students will be expected to make three dishes, worth 35% of GCSE

Assessed examination (worth 50% of total GCSE)

- This will consist of a 90 minute written exam

Philosophy and Ethics GCSE

What will students study?

Students will study the Philosophy and Ethics component of the AQA A Religious Studies exam. This is the new GCSE which we have been teaching for the last three years. In this course students will study the following topics:

Part One: 50% Study of Religions

25% study of a first religion (Christianity)

- Beliefs and teachings
- Sources of wisdom and authority

25% study of a second religion (Buddhism)

- Beliefs and teachings
- Sources of wisdom and authority

Part Two: 50% Thematic Studies

- Religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation.
- Crime and punishment; causes of crime, aims of punishment, the concepts of forgiveness, retribution, deterrence, reformation; the death penalty, treatment of criminals; good, evil and suffering.
- Religion and life; the origins and the value of the universe, the origins and value of human life. Students will cover themes such as; abortion, euthanasia and animal experimentation.
- Religion, human rights and social justice; issues of equality and freedom of religion or belief; prejudice and discrimination in religion and belief; human rights; wealth and poverty; racial prejudice and discrimination.

We have selected these topics to help engage students and to help cover the issues which we have found are most important to the students we teach. In each issue both religious and non-religious views are examined.

How is English incorporated into the GCSE?

All students will be given the opportunity to improve their use of English through Philosophy and Ethics. This will take place through the requirement to produce extended answers including key terms. Students are also awarded marks for their spelling, punctuation and grammar. Students will be supported with this in lessons.

How is the course assessed?

All students will be assessed through a series of exams at the end of Year 11. Currently, this involves the sitting of two exams the content of which is taught over the previous years.

Sociology GCSE

Why study Sociology?

Sociology is the study of societies and the way that they shape people's behaviour, beliefs and identity. Sociology enables us to make sense of the rapidly changing world that we live in. Some of the main changes that we have seen recently in Britain have been:

- Changes in family life: fewer people are living in the 'conventional nuclear family' – marriage rates are falling, divorce rates are increasing and other types of family/household are becoming popular. Roles and relationships are also changing dramatically within the family
- Increasing inequalities as more people have experienced poverty and exclusion, and the gap has widened between rich and poor
- Crime rates in the UK have been falling consistently since 1995 – but most people think that the opposite has happened because of the way that the media report crime

This subject encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.

Perhaps most fundamentally of all, sociology enables us to understand ourselves. The way that we think, behave and feel; indeed our very sense of identity, is socially produced. Students examine the structure of society, the mechanisms of its processes of change, the taken-for-granted but binding rules which govern the everyday behaviour of people in everyday situations.

What will students study?

The following modules are covered during the course:

- Studying Society – Sociological Methodology
- Education
- Families and Households
- Crime and Deviance
- Social Inequality

It is important to note that Sociology is not a subject that can be studied in terms of isolated conceptual areas. Each section of the specification is connected and interrelated.

How is the course assessed?

Students will sit two exams – each lasts 1hour and 45 minutes.

Paper 1:

Accounts for 50% of the overall GCSE grade and will assess: Education, Families and Households with links to sociological methods – all sections of this examination are compulsory.

Paper 2:

Accounts for 50% of the overall GCSE grade and will assess: Crime and Deviance and Social Inequality with links to sociological methods – all sections of this examination are compulsory.

For more information, please contact Mr Tidman

Performing Arts BTEC Technical Award (Open Pathway)

What are BTECS?

Chosen by over a million students every year, BTECS are vocational qualifications designed to help students develop knowledge and understanding through applying their learning to work-related contexts, and gain the skills they need for further study and employment. BTEC Tech Awards are brand new Level 2 qualifications. Complementing GCSES and providing a first glimpse into a professional sector, these qualifications assess students through assignments and tasks (including performance) rather than traditional exams, recognised by employers and universities. In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

What will you gain from a BTEC Technical Award?

1. Practical, transferable skills

BTEC Tech Awards focus on building skills which will give students the confidence to progress in whatever path they choose.

2. A taster of the Performing Arts sector

The BTEC Tech Award is a practical introduction to life and work in Performing Arts, so students can develop their understanding of the sector and see whether it's an industry they'd like to be in.

3. A well-rounded foundation for further study

As they're designed to be taken alongside GCSES, with a BTEC Tech Award, students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

How does the course work?

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure, **Explore**, **Develop** and **Apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1 - Explore

Exploring the Performing Arts

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer
Assessment: internally assessed assignments
Weighting: 30% of total course

During Component 1 you will:

• **explore** performance styles, creative intentions and purpose
• **investigate** how practitioners create and influence what's performed
• **discover** performance roles, skills, techniques and processes.

Component 2 – Develop

Developing Skills and Techniques in the Performing Arts

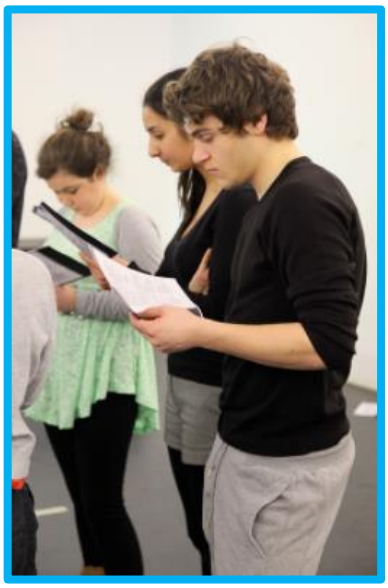
Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.
Assessment: internally assessed assignments
Weighting: 30% of total course

During Component 2 students will:

• **take** part in workshops, classes and rehearsals
• **gain** physical, interpretative, vocal and rehearsal skills
• **apply** these skills in performance
• **reflect** on their progress, their performance and how they could improve

Component 3 – Apply

Performing to a brief



Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.
Assessment: externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.
Weighting: 40% of total course

To achieve this aim, students will:
• use the brief and previous learning to come up with ideas
• build on their skills in classes, workshops and rehearsals
• review the process using an ideas and skills log
• perform a piece to their chosen audience
• reflect on their performance in an evaluation report

MUSIC GCSE AQA 8271

Why Study Music?

This course will suit students who wish to develop their musical and theoretical skills. It is a practical course covering performance and composition, theoretical knowledge and listening to musical elements and style.

There are three elements: Composition 30%, Performing 30% and Listening 40%. It will offer you the chance to develop creative skills and also to use music technology to produce coursework that will be recorded and moderated.

GCSE Music will prepare you for studying Music further at 'A' Level as well as working in the Media or Music Recording Industry. The software that you will be introduced to is used in the Music Industry and will provide an excellent stepping-stone towards working in this field.

What Will students Study?

Throughout the course you will develop your performance skills including solo and group work. Performance can be technology based, linked to keyboards and computers. You will be taught how to compose music in a variety of styles, using Music Technology. This will build on composing skills that you have already gained during Key Stage 3.

How is GCSE Music Assessed?

Course Outline:

Music will be assessed through **2 composing tasks** (lasting at least 3 minutes in total), **2 performance tasks**, (one solo and one ensemble, recorded in Year 11 and must last 4 minutes in total) and a **listening exam** which includes set works.
All GCSE composing and performing assessments are moderated by staff at Walton High.

The listening section is examined at the end of the course by a written exam.

Support

In addition to Session 9, there is also a lively extra curriculum programme in music with regular rehearsals and performances. Students should be encouraged to work at their performance and compositional skills through instrumental lessons available through Walton High instrumental tuition or Yamaha Music Point. Please contact Yamaha@waltonhigh.org.uk for more details.

For more information please speak to Mr Copping - Subject Leader for Music

Level 2 BTEC FIRST Award in SPORT

Why study Sport?

- Prepares you for a career in the sports sector
- Provides education and training for sports-related personnel who are employed in a variety of types of work, such as fitness, coaching support and land/water-based outdoor pursuits
- Motivates you via applied learning and assessment
- Provides a good progression route to more advanced qualifications, e.g. BTEC Nationals
- Esteem of working in a sector of your choice

What will students study?

During Year 9:

Practical Sports Performance
The aim of this unit is to develop learner knowledge of the rules, skills and techniques for at least two sports through practical application.

During Year 10:

Leading Sports Activities
The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.

The Mind and Sports Performance
The aim of this unit is to make learners aware of the psychological factors which influence sports performance and how psychological skills can be developed.

During Year 11:

Fitness for Sport and Exercise
This unit gives learners the opportunity to explore the essential fitness requirements and training methods used to achieve successful sports performance. The unit also explores lifestyle and psychological factors and the effects these can have on sports training and performance. Learners will investigate their personal fitness levels by participating in a series of fitness tests.

How is the course assessed?

All units are internally assessed through portfolio based work, apart from the fitness unit where there is an online exam to complete. Each unit is assessed using the grading grid and grading criteria at Pass, Merit and Distinction. There is also an overall qualification grade calculated from the unit grades. To achieve the BTEC Award all units have to be achieved at least to a pass level.

Notes