



Great in name, greatest together

**Great Sankey**  
High School

# KEY STAGE 4

## COURSE INFORMATION FOR PARENTS

September 2019 - July 2021



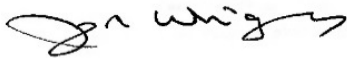
## Welcome

Welcome to the next stage of your child's education. From this point forward they will become more involved in and responsible for planning their future and making choices about which pathways and careers are best. Students will get every support needed to understand Key Stage 4 courses and the options therein.

In keeping with our vision and values, we are keen to personalise learning where possible. We have high standards and expectations and recognise that, whilst learning should be challenging, it must also be meaningful and manageable to the individual. Learning is above all 'for life' and it is important that you, as parents, and your child make maximum use of the guidance available to you through school.

We aim to inspire our students' future success, ensuring both achievement and enjoyment. There are important aspects of learning that students will need to continue to build on, in the core subjects of English, Maths and Science, where success is vital to keep all doors open to them. Continued effort and commitment over the two-year Key Stage will ensure they have the best platform for future choices.

We value parental and student views and always welcome feedback. Over recent years, there has been a great deal of change with qualifications and courses. Please feel free to request clarification or additional support throughout the process. Good luck!



Mr J Wright  
CEO

Key stage 4 is an important time for students. It marks the beginnings of their GCSE programme here at Great Sankey and the start of their formal qualifications that will allow them to access further study here at Barrowhall College or elsewhere or to access apprenticeships.

GCSEs are seen as the key to unlock the doors of their future career goals and are the National standard that their futures will be based upon.

It is therefore vital an effective partnership between school and parents is maintained to ensure all students' success. Research has shown that parental involvement in their child's education can impact on their achievement by at least one grade, so ensuring that you are informed about the courses your child is studying is critical.

We thank you for your support this evening. We hope you find the evening and this booklet useful and ask that you continue to support us by attending Parents Evenings and checking your child's planner.

Thank you for your continued support.



Mr J Shannon  
Headteacher

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# CAREERS INFORMATION, ADVICE AND GUIDANCE

Now you are in Year 10, it is important to start thinking about your future and life after Great Sankey High School. As a school we want to help you to make use of all of the resources we have to guide you towards making the right choices.

Under the Raising of the Participation Age you will be expected to do one of the following until the age of 18:

- Full-time education, such as School, College or home education
- Apprenticeships, Traineeship or Supported Internship
- Part-time education or training if they are employed, self employed or volunteering for at least 20 hours a week.

It is vital therefore that you make good choices. To help you there is a list of useful websites with this information, there is also a Careers section in the LRC, and information is posted on the careers noticeboard on the middle corridor.

Enclosed with this information are the dates, times of Open Evenings, and contact numbers of local Colleges. I encourage you to think about researching what Barrow Hall College has to offer you alongside these other providers and attend Open Evenings if you wish.

In school you can if you wish request a Careers Guidance interview with myself (Stacey Lowe), however priority is given to Year 11 students at the moment. I will put up a request an appointment list on the careers noticeboard and you can put your name down and I will book you in for an appointment as soon I can. I am based in the College LRC every Tuesday and Wednesday.

This year we are happy to announce that we will be offering Work Experience placements for you during the summer term. You will attend a week-long placement with an employer and you will develop key employability skills which will help you in the future. This opportunity will allow to get a real insite into the working world and sample an industry you are interested in. This will also look great on your CV and College, University and Apprenticeship applications. We encourage you to try and source your own work placement but I will be available to help set up placements if you are having difficulties. More information regarding Work Experience will come in due course.

Over the course of Year 10 you will also have access to Guest Speakers who will discuss their career journeys and will attend Barrow Hall College as a taster day to sample courses and get a real feel of being a College student! You will also attend a careers fair in the summer term where you will meet local colleges, employers and training providers offering apprenticeships so you are more informed and ready to make your next steps after Year 11.

As you can see this will be a very busy and important year and I hope you enjoy all of these activities which will help you make informed decisions about your future.

Stacey Lowe

Careers Co-ordinator and Careers Adviser

Stacey.lowe@greatsankey.org

## OPEN EVENING DATES 2019-2020

Barrow Hall College	Thursday 7 <sup>th</sup> Nov	6.30-9.00pm
	Saturday 18 <sup>th</sup> Jan	10-12.30pm
	<a href="http://www.barrowhallcollege.co.uk">www.barrowhallcollege.co.uk</a> 01925 720726	
Priestley College	Tuesday 8 <sup>th</sup> Oct	5.30-8pm
	Wednesday 9 <sup>th</sup> Oct	5.30-8pm
	Saturday 10 <sup>th</sup> Nov	10.30-12.30pm
	Tuesday 12 <sup>st</sup> Nov	5.30-8pm
	<a href="http://www.priestley.ac.uk">www.priestley.ac.uk</a> 01925 633591	
Warrington and Vale Royal College	Thursday 10 <sup>th</sup> Oct	5.30-8pm
	Wednesday 13 <sup>th</sup> Nov	5.30-8pm
	Thursday 5 <sup>th</sup> Dec	5.30-8pm
		<a href="http://www.wvr.ac.uk">www.wvr.ac.uk</a> 01925 494494
Cronton College	Wednesday 9 <sup>th</sup> Oct	5.30-7.30pm
	Thursday 10 <sup>th</sup> Oct	5.30-7.30pm
	Thursday 7 <sup>th</sup> Nov	5.30-7.30pm
	Thursday 27 <sup>th</sup> Feb	5.30-7.30pm
	<a href="http://www.cronton.ac.uk">www.cronton.ac.uk</a> 0151 424 1515	
Riverside College	Wednesday 13 <sup>th</sup> Nov	5-7pm
	Wednesday 11 <sup>th</sup> March	5-7pm
	Wednesday 10 <sup>th</sup> June	5-7pm
	<a href="http://www.riversidecollege.sc.uk">www.riversidecollege.sc.uk</a> 0151 257 2800	
Myerscough College	Saturday 5 <sup>th</sup> Oct	10-12noon
	Saturday 9 <sup>th</sup> Nov	10-12noon
	Saturday 8 <sup>th</sup> Feb	10-12noon
	Saturday 25 <sup>th</sup> Apr	10-12noon
	<a href="http://www.myerscough.ac.uk/">www.myerscough.ac.uk/</a> 01995 642222	

Winstanley College	Thursday 17 <sup>th</sup> Oct	6-8pm
	Wednesday 6 <sup>th</sup> Nov	6-8pm
	Tuesday 4 <sup>th</sup> Feb	6-8pm
	<a href="http://www.winstanley.ac.uk">www.winstanley.ac.uk</a> 01695 633244	
Carmel College	Wednesday 16 <sup>th</sup> Oct	5.30-8pm
	Thursday 7 <sup>th</sup> Nov	5.30-8pm
	Saturday 16 <sup>th</sup> Nov	11-1.30pm
	Tuesday 4 <sup>th</sup> Feb	5.30-8pm
	<a href="http://www.carmel.ac.uk">www.carmel.ac.uk</a> 01744 452200	
St Helen's College	Wednesday 9 <sup>th</sup> Oct	5.30-8pm
	Thursday 7 <sup>th</sup> Nov	5.30-8pm
	Wednesday 5 <sup>th</sup> Feb	5.30-8pm
	<a href="http://www.sthelens.ac.uk">www.sthelens.ac.uk</a> 01744 733766	
UTC Warrington	TBC	
<a href="http://www.UTCWarrington.org">www.UTCWarrington.org</a> 01925 737067		
Reaseheath College	Saturday 19 <sup>th</sup> Oct	10am start
	Saturday 16 <sup>th</sup> Nov	10am start
	Saturday 7 <sup>th</sup> Dec	10am start
	Saturday 18 <sup>th</sup> Jan	10am start
	Saturday 8 <sup>th</sup> Feb	10am start
	<a href="http://www.reaseheath.ac.uk">www.reaseheath.ac.uk</a> 01270 625131	

Please see Stacey Lowe if you need more information

## **What are my options at 16?**

- **A Levels**
- **Apprenticeship**
- **Vocational**

### **A Levels**

A Levels are level 3 qualifications and usually follow GCSE. A Levels are usually academic and will require an element of independent study. A Levels are usually assessed by exams but some subjects like Art will have an element of coursework.

Each college and sixth form have differing GCSE requirements for entry –see each prospectus for the specific details. As a general rule most establishments will require at least 5 GCSEs 9-4, however some will request a higher level of attainment.

### **Apprenticeship**

This is a work-based learning programme which enables the apprentice to earn a wage, gain on the job experience whilst learning new skills which will lead to nationally recognised qualifications. Apprenticeships have no set duration as the time taken will depend on the ability of the apprentice and the employer's requirements. The minimum pay is £95 per week however the most recent survey showed that on average an apprentice can earn £170 per week. Most of the apprentice's time will be in employment as most training takes place on the job. However, off-the-job training can be completed on day release or over a number of days in a block; the amount of time is dependent on the type of Apprenticeship

### **Vocational Qualifications**

Vocational courses offer students a more practical programme with equipping students with skills that relate directly to job roles or industry. Emphasis is put on coursework rather than examinations. There are different types of vocational qualifications offered by a number of different awarding bodies including BTEC and Cambridge Nationals. Each college and sixth form has their own entry requirements for each course and these will be set out in their prospectus. Vocational qualifications can start at Level 1 and can go up to Level 3 (equivalent of A-Levels) and what level you start on will depend on GCSE results.

## USEFUL CAREERS INFORMATION WEBSITES

### Unifrog

A one-stop-shop where students can explore their interests, then find and successfully apply for their best next step after school.

<https://kudos.cascaid.co.uk/> Kudos – Careers Software Programme. License code is **someinfo28**.

<https://warrington-life.co.uk/> Warrington LiFE (formally Careers for Young People). Careers Information, Advice & Guidance for 16-19 (up to 25 with EHCP) in Warrington.

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) National Apprenticeship Service official website

<https://www.healthcareers.nhs.uk/> NHS Careers

<http://www.stepintothens.nhs.uk/> NHS Careers

[www.indeed.co.uk](http://www.indeed.co.uk) Job search engine. Shows all jobs available in your region.

[www.tomorrowsengineers.org.uk](http://www.tomorrowsengineers.org.uk) Careers opportunities in Science and Maths

[www.futuremorph.org](http://www.futuremorph.org) Careers opportunities in Science and Maths

[www.screenskills.com](http://www.screenskills.com) Information on Careers in TV, Film, Games and Animation

<http://icould.com/> This website is an excellent resource that will allow you to watch video clips of people who have experience of working in a wide range of job sectors from property management, science, marketing, PR and many more.

<http://www.careersbox.co.uk/> This is similar to the icould.com website and it provides short films on various careers from Medical, Science, Creative & Media to name but a few.

### Amazing Apprenticeships Parents Pack

### Amazing Apprenticeships Website

Amazing Apprenticeships deliver national projects designed to inform and inspire England's students about apprenticeships on behalf of the National Apprenticeship Service.



## CHANGES TO GCSE GRADINGS AND HOW YOUR CHILD'S PERFORMANCE WILL BE MEASURED

The old A\*-G system of grading GCSEs is being replaced with a new 1 to 9 scale, with 9 being the top grade. The new system has been “anchored” to the old A\*-G system at two points. A grade 4 is the equivalent of an old C grade and a 7 the equivalent of an old A grade.

**New grading structure**

9	8	7	6	5	4	3	2	1	U
A*	A		B	C		D	E	F	G

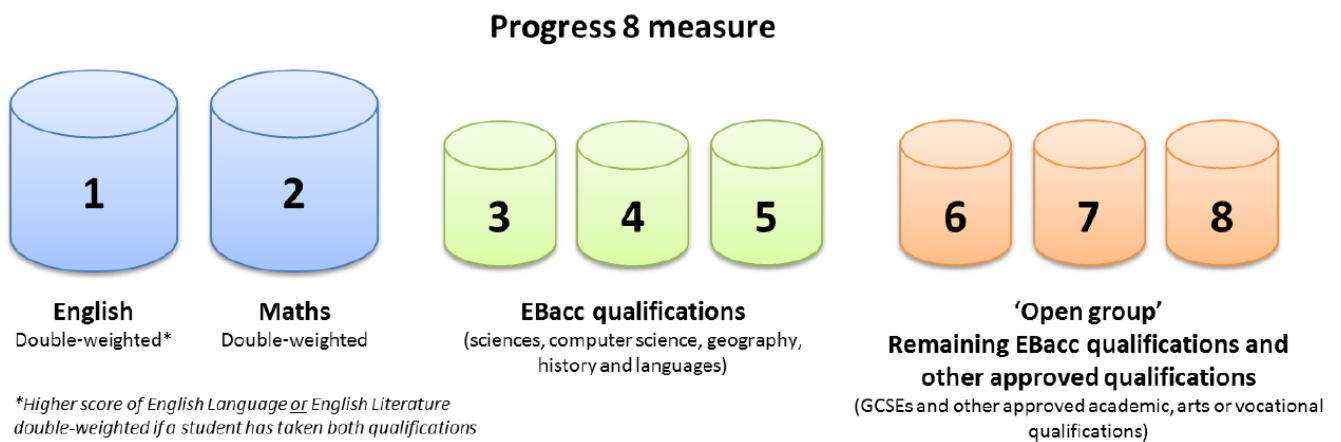
**Current grading structure**

### Changes to Attainment

Since 2016 all students have been measured on how much progress they make from when they started in Year 7 to when they complete their exams at the end of Year 11.

This is known as Progress 8 and has been designed to encourage all students to study a broad and balanced curriculum.

This measure is based on students' progress measured across eight subjects. For each student the 8 subjects must be a combination from the diagram below.



The Progress 8 score will always be determined by dividing the points total by 10 (the eight qualifications with English and Mathematics counting double), regardless of how many qualifications your child sits or in which subjects.

In addition, your child will leave GSHS with an attainment 8 score. This shows their average achievement in the same suite of subjects as the Progress 8 measure.

## **What do these changes mean for my child?**

Your child will need at least a grade 4 in English and Maths to progress to college courses and there is funding available for them to continue studying these subjects until they achieve a grade 4. Additional time throughout KS4 has been built into the curriculum to support your child in reaching this new level.

Students need to make progress in ALL their GCSEs and cannot decide to lose focus in a subject they do not wish to continue. The move to linear exams means they need to balance their workload and start their revision early in year 10.

# GCSE ART & DESIGN

## COURSE INFORMATION

KS4 students study Eduqas Art & Design. This is a broad practical course which covers painting, drawing and artist research and also allows learners to develop their work in a variety of craft areas if they choose e.g. printing, clay, batik etc. Students are required to keep a sketchbook of their research, ideas and development work and this forms a major part of their coursework.

## ASSESSMENT

The course is 60% coursework – Their final portfolio will be selected from work that is produced during the course and the **coursework deadline will be November of year 11.**

The final exam is 40% of their final GCSE grade. This unit begins in January of year 11 with the final exam taking place around Easter time of year 11. Students will receive a choice of starting points from the exam board and have approx. 6-8 weeks to produce preparation work – this can be taken into the exam with them. The final exam is a 10-hour piece and they can work in the materials of their choice. (The exam will be in at least 2-3 sessions)

The coursework and exam piece are marked against 4 criteria, each having equal weighting of 25% each and all students will have a copy of these criteria in their sketchbooks.

There will be a 3-hour exam at the end of year 10 and a 3-hour mock exam around Christmas time of year 11. Work produced in these exams will be included in the final coursework portfolio.

## SUPPORT

GCSE support sessions are run each week by all teaching staff to support students outside lessons (check with individual teachers which day they are available.) There will also be focused sessions during the year e.g. for specific exam prep.

As parents you can support your child by encouraging them to keep up with coursework, taking an interest in their research by visiting galleries and encouraging them to develop their own thoughts and opinions about the work of other artists and showing how this has an influence upon their own work.

Useful resources include...

Art@GSHS on Pinterest

[www.Art2day.co.uk](http://www.Art2day.co.uk)

[www.lightboxresource.co.uk](http://www.lightboxresource.co.uk)

As students will be studying artists on a more individual basis it is not necessary to list all the books that would be of use. However, there are many art books available in the school library, resources on the classwork area and numerous websites that can be used as a starting point for research. Learners can ask for advice from class teachers on an individual basis.

## GCSE BUSINESS (9-1)

### COURSE INFORMATION

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

### ASSESSMENT

<b>Paper 1 Theme 1 Investigating Small Business</b>	<b>Paper 2 Theme 2 Building A Business</b>
Written exam 90 minutes, 90 marks	Written exam 90 minutes, 90 marks
50% of the total GCSE.	50% of the total GCSE.
Multiple choice, calculation, short answer and extended writing questions.	Multiple choice, calculation, short answer and extended writing questions.
There are three sections in the paper.	There are three sections in the paper.
Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.	Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
Sections B and C are based on real life business contexts and examples.	Sections B and C are based on real life business contexts and examples.

**SUPPORT:** Wednesday night in T13

Websites: tutor2u GCSE Business revision notes.  
BBC - business news.  
BBC Bitesize – GCSE Business

Parents: Please discuss your own experiences of the business world with the student.

# BTEC FIRST IN BUSINESS

## COURSE INFORMATION

Across the two years students will study 4 different units. Three of these are assessed internally through coursework and one is assessed through an external exam. Students will learn about setting up a business, types of ownership, meeting customer needs, entrepreneurial risks, costs and revenues, cashflow forecasts and the feasibility of business ideas.

Lessons are a mixture of contextualised learning, looking at businesses in the news, coursework tasks and preparation for the exam. They have a great deal of coursework to complete and will need to do some of this at home. Students will be challenged to think and develop their business brain.

Students will be expected to work individually, in pairs and group work. In lessons they will be assessed through the written assessments, role play and practice tests.

## ASSESSMENT

Unit 4: Principles of Customer service – internally assessed coursework (25%) February 2018

Unit 2: Business finance - Online exam worth 25% (Externally Assessed) June 2018

Unit 1: Enterprise in the Business World - internally assessed coursework (25%) – February 2018

Unit 5: Personal Selling – internally assessed coursework (25%) – May 2018

## SUPPORT

- Drop in help sessions on Thursday in T13.
- After school revision sessions in the run-up to the exams.

### Websites:

- tutor2u GCSE Business revision notes.
- BBC - business news.
- BBC Bitesize – GCSE Business

### Parent support

- Please help your child find a small local business that they can use for their coursework
- Please discuss your own experiences of the business world with the student.
- For the customer service unit please encourage them to take part in shopping trips with you to the supermarket

# GCSE COMPUTING

## COURSE INFORMATION

GCSE Computing consists of two written exam components and one non-examined component. The non-examined assessment will be set by the exam board and completed in year 11.

The two examined components will cover:

1. **Computer systems – 1hr 30min written exam worth 40% of your GCSE, sat at the end of year 11**

<ul style="list-style-type: none"><li>• Systems architecture</li><li>• Memory</li><li>• Storage</li><li>• Wired and wireless technologies</li></ul>	<ul style="list-style-type: none"><li>• Network topologies, protocols and layers</li><li>• System security</li><li>• System software</li><li>• Ethical, legal, cultural and environmental concerns</li></ul>
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2. **Computational thinking, algorithms and programming - 1hr 30min written exam worth 40% of your GCSE, sat at the end of year 11**

<ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming techniques</li><li>• Producing robust programs</li></ul>	<ul style="list-style-type: none"><li>• Computational logic</li><li>• Translators and facilities of languages</li><li>• Data representation</li></ul>
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You will be developing your knowledge and understanding of both of these components throughout your two years of study in preparation for the two exams which you will sit at the end of year 11.

3. **Programming project (non-examined assessment) – total of 20 hours worth 20% of your GCSE completed during year 11**

You will be given a scenario and problem set by the exam board and you are assessed on the following areas:

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

## Support

- Computing support sessions are available throughout year 10 and 11. Speak to your Computing teacher to find out when they offer sessions. This can help boost your subject knowledge.
- You will be given a login to the Dynamic Learning website which will give you access to the course text book, tasks and exam question preparation
- You will be expected to research certain topics prior to lessons so you have a base knowledge which will help with the following lessons.

## Websites

- For more information, including the subject specification, sample past papers and more visit the link below  
<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

## BTEC Level 1/Level 2

### Tech Award in Creative Media Production

#### COURSE INFORMATION

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production is for learners who wish to acquire skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, and this will complement their GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

#### ASSESSMENT

The course consists of three components. Two are internally assessed, and the third is an externally assessed task.

##### Component 1: Exploring Media Products

Assessment type: **Internal**

Guided learning hours: **36**

##### Component in brief

Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.

##### Component 2: Developing Digital Media Production Skills

Assessment type: **Internal**

Guided learning hours: **36**

##### Component in brief

Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.

##### Component 3: Create a Media Product in Response to a Brief

Levels: **1/2**

Assessment type: **Synoptic External**

Guided learning hours: **48**

##### Component in brief

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

#### SUPPORT

Support sessions will be available in room 208 every Wednesday/ Thursday after school, 2.30-3.30, or on request.

Websites: Students should use the *mediaedu* website. Students should use the username and passwords stored in Classwork –Media- mediaedu logons. A course booklet, including more detail on units, will be also available.

Parent support; Parents could discuss their own Digital Media consumption, and feedback on any plans and outcomes students choose to share.

## GCSE DESIGN AND TECHNOLOGY

### COURSE INFORMATION

#### AQA GCSE Design and Technology

#### Assessment

**50% Coursework 30 –35 hours approx. 100 marks**

**50% Examination -2 hours, 100 marks**

#### Summary of content

#### Examination

**Section A** – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of 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) A mixture of short answer and extended response questions.

#### Coursework

Substantial design and make task

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the coursework
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA.

### GCSE Design and Technology

Year 10 will be used to completed various small projects to gain knowledge and a practical understanding of materials, tools and equipment. The knowledge and skills will then be used to complete the coursework and the exam in Y11. Exam revision will be completed for 50% of the time. Unit 1 = 50% Exam and Unit 2 = 50% Coursework. Both unit 1 and 2 are completed in Year 11.

### SUPPORT

#### Coursework and Revision Session

During Year 11, once a week there is a GCSE Design and Technology after school session where all pupils can continue their practical work or complete some extra revision, usually on a Wednesday.



**GCSE DRAMA**  
**Examination Board: EDUQAS**

<b>Component 1: Devising Theatre (40% of qualification)</b>	
<p><b>PRACTICAL</b></p> <p>You will devise a practical performance based on a theme, linked with a practitioner or genre.</p> <ul style="list-style-type: none"> <li>• You may choose <b>either</b> acting or a theatre design skill</li> <li>• Teachers record the work on DVD/Video</li> <li>• Internally assessed</li> <li>• Externally moderated</li> </ul>	<p><b>WRITTEN</b></p> <p>You will create an evidence portfolio of their practical work (how it developed) focusing on three significant moments in the process.</p> <p>You will evaluate the final performance and your individual contribution to it.</p> <ul style="list-style-type: none"> <li>• Internally assessed</li> <li>• Externally moderated</li> </ul>
<b>External Assessment</b>	
<b>Component 2: Performing from a text (20% of qualification)</b>	<b>Component 3: Interpreting Theatre (40% of qualification)</b>
<p>You will be assessed on <b>either</b> your acting <b>or</b> a theatre design skill, in a scene from a published play.</p> <ul style="list-style-type: none"> <li>• Work in groups of between 2 to 5 members</li> <li>• You will study <b>two</b> extracts from the same play</li> <li>• You will participate in <b>one</b> performance using sections from <b>both</b> extracts</li> </ul>	<p>You will sit a 1 ¼ hour written exam.</p> <p>You will be assessed on their ability to analyse <b>one</b> set text as an actor, designer and director.</p> <p>You will also analyse and evaluate a piece of live theatre you have seen during the course.</p>

**SUPPORT**

When undertaking Components 1 & 2, rehearsal sessions are run each week by teaching staff to support learners outside lessons (check with individual teachers which day they are available).

As parents you can support your child by ensuring their commitment to rehearsals outside of lesson. The nature of the subject requires students to be examined within a group; learners' need to be aware that their personal input affects the success of the whole group.

For Component 3, revision sessions will be held in preparation, beginning in the Spring term. Encouraging your child to develop their own thoughts and opinions about the work of theatre companies, styles and genres and showing how this has an influence upon their own work will be invaluable. Meeting homework deadlines for components 1 and 2 and support for students attending intervention sessions will all help your child be successful.

## GCSE ELECTRONIC PRODUCTS

### COURSE INFORMATION

GCSE Electronic Products at Great Sankey High School uses the AQA syllabus (further information can be obtained through [www.aqa.org.uk](http://www.aqa.org.uk)).

In year 10 students will start from the very basics in electronic engineering using a mixture of theory backed up with practical tasks. They will cover such things as:

- Resistors and capacitors
- Transistors
- Integrated circuits (I.C's)
- Timing circuits
- Pulsing circuits
- Operational Amplifiers
- Microcontroller software and hardware.

In year 11 the Learners will use the knowledge they have acquired to start their coursework. Coursework is a project which consists of an artifact which is made at school backed up with a folder. There are currently twelve areas set by the exam board which pupils can choose from. Typical projects are as follows:

- A simple electronic game.
- Electronic dice.
- An alarm for an out building such as a garage.
- An electronic clock.

### ASSESSMENT

Your child will need to do coursework. The controlled assessment is worth 60% of the total mark and is spread over 45 hours during year 11.

40% is a two-hour exam sat at the end of year 11.

Mock exams will be taken at the end of year 10 and during year 11.

### SUPPORT

Please encourage your child to keep up to date with homework.

Encourage your child to look at new technologies and other areas of Electronics (such as robotics).

### After school sessions

It is likely that the controlled assessment will be completed during lesson time but in year 11 one night a week is provided for support if needed to complete coursework.

## **CAMBRIDGE NATIONALS IN ENGINEERING - MANUFACTURING – OCR LEVEL 2 CERTIFICATE**

### **Unit R109 - *Engineering materials, processes and production***

This unit will develop knowledge and understanding of engineering materials and processes, and their application in the manufacture of engineered products.

This unit covers types of engineering materials such as ferrous - non-ferrous metals, alloys, polymers, thermosetting plastics, ceramics, composites, smart materials and new and emerging materials. Learners will understand properties of engineering materials and learn the theory of hand and machine skills to engineer a product.

### **Unit R110 - *Preparing and planning for manufacture***

This unit develops knowledge and understanding of procedures used during the planning and preparing stages in the manufacture of engineered products. Students are required to plan and make a pre-production product by conventional (non- Computer Numerical Control (CNC)) methods to develop a suitable product.

Students have the opportunity to apply appropriate processes for making pre-production products and use hand-held tools, measuring and marking equipment safely. They will also carry out manually controlled machining operations such as drilling, turning and milling and perform quality control checks to review finished pre-production products.

### **Unit R111 - *Computer aided manufacturing***

This unit covers computer applications in the design and manufacture of engineered products. Learners will produce CAD drawings of a product to produce a batch of Computer Numerical Control (CNC) manufactured examples. Also, students will understand how computer control can be used in the high-volume/mass production of engineered products.

Learners will develop knowledge and understanding of computer applications in the design and manufacture of engineered products and know the procedures for setting up CNC equipment to produce a batch of products to required specification. Students will also investigate methods used to compare items manufactured by manually controlled and CNC production.

### **Unit R112 - *Quality control of engineered products***

This unit develops knowledge and understanding of techniques and procedures used to ensure the quality of engineered products. Students are required to produce and carry out a detailed set of procedures for the quality control of engineered products which will be used in a 'real world' situation involving high-volume manufacture of products. Students will also gain an understanding of the principles of lean manufacture and how they are applied to improving the quality of the manufacturing process.

## Assessment:

<b>Unit R109: <i>Engineering materials, processes and production</i> (Jan &amp; Jun Y11)</b>	
30 GLH 1 hour written paper 60 marks (60 UMS) OCR set and marked	This question paper: <ul style="list-style-type: none"><li>• comprises short answer and extended response questions</li><li>• assesses the quality of written communication</li></ul>
<b>Unit R110: <i>Preparing and planning for manufacture</i> (Jun Y10 and Nov, Jan &amp; Jun Y11)</b>	
30 GLH Centre assessed tasks (10 - 12 hours) 60 marks (60 UMS) Centre assessed and OCR moderated	The centre assessed tasks: <ul style="list-style-type: none"><li>• will be practical tasks in the context of an assignment, selected from the OCR bank of model assignments</li></ul>
<b>Unit R111: <i>Computer aided manufacturing</i> (Jan &amp; Jun Y11)</b>	
30 GLH Centre assessed tasks (10 - 12 hours) 60 marks (60 UMS) Centre assessed and OCR moderated	The centre assessed tasks: <ul style="list-style-type: none"><li>• will be practical tasks in the context of an assignment, selected from the OCR bank of model assignments</li></ul>
<b>Unit R112: <i>Quality control of engineered products</i> (Jun Y10 and Nov, Jan &amp; Jun Y11)</b>	
30 GLH Centre assessed tasks (10 - 12 hours) 60 marks (60 UMS) Centre assessed and OCR moderated	The centre assessed tasks: <ul style="list-style-type: none"><li>• will be practical tasks in the context of an assignment, selected from the OCR bank of model assignments</li></ul>

## Support

There are many websites that will help with this course, learners will be informed of these when appropriate.

Good general websites are:

[www.hse.gov](http://www.hse.gov)

[www.technologystudent.com](http://www.technologystudent.com)

[www.engineeringtoolbox.com](http://www.engineeringtoolbox.com)

An excellent book to support this course:- “DeGarmo’s Materials and Processes in Manufacturing” – Black & Kosher – Wiley ISBN: 978-0-470-87375-5.

There is now, also, a range of suitable textbooks in the school LRC.

## GCSE ENGLISH LANGUAGE & LITERATURE

### COURSE INFORMATION

#### What is my child studying?

There are two qualifications for all students: English Language and English Literature. The exam board is eduqas: <http://www.eduqas.co.uk/qualifications/english-language/gcse/>

<http://www.eduqas.co.uk/qualifications/english-literature/gcse/>

#### English Language

##### **Component 1: 20<sup>th</sup> Century literature Reading and Creative Prose Writing**

**Written examination: 1 hour 45 minutes**

**40% of the qualification**

##### **Section A (20%) Reading**

Understanding one prose extract (about 60-100 lines) of literature from the 20<sup>th</sup> century assessed through a range of structured questions

##### **Section B (20%) Prose Writing**

One creative writing task selected from a choice of four titles

##### **Component 2: 19<sup>th</sup> and 21<sup>st</sup> Century non-Fiction Reading and Transactional/Persuasive Writing**

**Written examination: 2 hours**

**60% of qualification**

##### **Section A (30%) – Reading**

Understanding of two extracts (about 900-1200 words in total) of high quality non-fiction writing, one from 18<sup>th</sup> century, the other from the 21<sup>st</sup> century, assessed through a range of structured questions.

##### **Sections B (30%) – Writing**

Two compulsory transactional/ persuasive writing tasks

##### **Component 3: Spoken Language**

**Non-exam assessed**

**Unweighted**

One presentation/speech, including responses to questions and feedback.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

#### English Literature

##### **Component 1: Shakespeare and Poetry**

**Written examination: 2 hours**

**40% of qualification**

##### **Section A (20%) Shakespeare**

Romeo and Juliet; OR Macbeth; OR Othello; OR Much Ado About Nothing; OR Henry V; OR The Merchant of Venice

One extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list.

**Learners are not permitted to take copies of the set texts into the examination**

**Section B (20%) Poetry from 1789 to the present day**

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

**Learners are not permitted to take a copy of the anthology into the examination.**

**Component 2: Post 1914 prose/drama, 19<sup>th</sup> Century prose and Unseen Poetry**

**Written examination: 2 hours and 30 minutes**

**60% of qualification**

**Section A (20%) post 1914 Prose/Drama**

Lord of the Flies (Golding); OR Anita and Me (Syal); OR Never Let Me Go (Ishiguro); OR The Woman In Black (Hill); OR Oranges are not the Only Fruit (Winterson); OR The Curious Incident of the Dog in the Night Time (play script) (Stephens); OR A Taste of Honey (Delaney); OR An Inspector Calls (Priestley); OR The History Boys (Bennett); OR Blood Brothers (Russell)

One source-based question on a post 1914 prose/drama text from the above prescribed list.

**Learners are not permitted to take copies of the set texts into the examination**

**Section B (20%) 19<sup>th</sup> Century prose**

A Christmas Carol (Dickens); OR Silas Marner (Eliot); OR Pride and Prejudice (Austen); OR War of the Worlds (Wells); OR Jane Eyre (Bronte); OR The Strange Case of Dr Jekyll and Mr Hyde (Stevenson)  
One source-based question on a 19<sup>th</sup> century prose text from the above prescribed list.

**Learners are not permitted to take copies of the set texts into the examination**

**Section C (20%) Unseen Poetry from the 20<sup>th</sup>/21<sup>st</sup> Century**

Two questions on unseen poems, one of which involves comparison.

**Examinations** (All taken in summer of year 11) Exam board - Eduqas

**How can I support my child?**

- Reading skills - encourage your child to:
  - Read widely
    - quality newspapers, letters, pamphlets, information / non-fiction texts as well as quality literature
  - Have a wide knowledge of world affairs to aid understanding of texts
    - Watch the news, documentaries or historical programmes
- Communication skills – encourage your child to:
  - Discuss what they are learning in school
    - Give their ideas, views and opinions in detail

- Respond to, or empathise with, the ideas of others
- Argue their point of view
- 

Use a dictionary and thesaurus at home when writing coursework/homework.

- **Learning Resource Centre**
  - Books, newspapers, DVDs, CD-ROMs, etc. (and they can order in resources especially!)
  - **Virtual Learning Environment**
  - *Kerboodle*, *SAM Learning* and *Moodle* are all accessible from home and contain resources/activities/revision aids
- **Internet**
  - Search this for revision of key skills, background information, critical essays, etc. or for information/revision

#### KEY SITES:

- English/English Language  
<http://www.bbc.co.uk/skillswise/english>
- English Literature  
<http://www.sparknotes.com/>  
<http://www.shmoop.com/>

#### Support Texts

Critical guides (such as York Notes) are available for most Literature texts from Waterstones/Amazon and general revision guides are available from WH Smith/Amazon.

## GCSE FOOD PREPARATION AND NUTRITION

### COURSE INFORMATION AND ASSESSMENT

The course consists of 2 main parts.

Coursework makes up 50% of the final grade and involves two, timed practical assessments to be done in school. Written justifications and evaluations have to be provided in conjunction with these.

Both practical assessments are to be completed in Year 11. Task 1 is a Food Investigation worth 30 marks. Students' understanding of the working characteristics, functional and chemical properties of the food will be assessed. Task 2 is a Food Preparation Assessment worth 70 marks. For this task students will plan, prepare, cook and present a final menu of 3 dishes within a timescale of 3 hours. A written portfolio has to accompany this task.

The written exam is worth 50% of the final grade and is 1 hour and 45 minutes long. The paper is worth 100 marks and includes multiple choice questions, and 5 more detailed questions, each with a number of sub questions.

### Time Schedules

Timed assessments will be done in the Autumn term of Year 11. Mock assessments will be carried out prior to the real thing.

- Please encourage your child to keep up to date with homework and encourage them to practise cooking at home.
- Provide the necessary ingredients for practicals (support is available from school if there are difficulties).
- Encourage your child to try new flavours and food combinations.
- Go out for lots of meals and take notice of the flavours used as well as presentation techniques!

### SUPPORT

Students will be given some standard recipes to improve specific skills. They will also be encouraged to find their own recipes. Please encourage them to use cookbooks rather than always depending on the internet – some of the recipe sites are very unreliable! We realise the provision of ingredients is a 'big ask' but hope you enjoy lots of delicious teas in return. If there are any difficulties with ingredients, please don't hesitate to contact us and arrangements will be made wherever possible.

There is a good range of up to date cookery books within the department that students are encouraged to use. We subscribe to The Good Food Magazine so this is available for use in class too. Pinterest is another amazing place to get ideas for presenting recipes.

### Relevant websites

[www.wjec.co.uk](http://www.wjec.co.uk)

[www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

[www.bbcgoodfood.com/content/recipes](http://www.bbcgoodfood.com/content/recipes)



## GCSE GEOGRAPHY

### COURSE INFORMATION

The Geography Department follows the AQA Geography syllabus. This has a good range of physical and human geography topics.

Over the two course, students will study:

### SUBJECT CONTENT

Living with the physical environment – tested on Paper 1

3.1.1 [Section A: The challenge of natural hazards](#)

3.1.2 [Section B: The living world](#)

3.1.3 [Section C: Physical landscapes in the UK](#)

Challenges in the human environment – tested on Paper 2

3.2.1 [Section A: Urban issues and challenges](#)

3.2.2 [Section B: The changing economic world](#)

3.2.3 [Section C: The challenge of resource management](#)

Geographical applications – tested on Paper 3

3.3.1 [Section A: Issue evaluation – tested on Paper 3](#)

3.3.2 [Section B: Fieldwork – tested on Paper 1 and 2](#)

Geographical skills – tested throughout all papers

3.4 [Geographical skills – tested on all three papers](#)

### ASSESSMENT

<b>Paper 1: Living with the physical environment</b>	<b>Paper 2: Challenges in the human environment</b>	<b>Paper 3: Geographical Applications</b>
<ul style="list-style-type: none"><li>• The challenge of natural hazards.</li><li>• The living world.</li><li>• Physical landscapes in the UK</li><li>• Geographical skills</li></ul>	<ul style="list-style-type: none"><li>• Urban issues and challenges.</li><li>• The changing economic world.</li><li>• The challenge of resource management.</li><li>• Geographical skills</li></ul>	<ul style="list-style-type: none"><li>• Issue evaluation.</li><li>• Fieldwork.</li><li>• Geographical skills.</li></ul>
<ul style="list-style-type: none"><li>• 1 hour 30 minutes</li><li>• 35% of GCSE</li></ul>	<ul style="list-style-type: none"><li>• 1 hour 30 minutes</li><li>• 35% of GCSE</li></ul>	<ul style="list-style-type: none"><li>• 1 hour 15 minutes</li><li>• 30% of GCSE</li><li>• Pre- release booklet will be studied before the exam.</li></ul>
<ul style="list-style-type: none"><li>• Multiple choice</li><li>• Short answer</li><li>• Levelled answers</li><li>• Extended writing</li></ul>	<ul style="list-style-type: none"><li>• Multiple choice</li><li>• Short answer</li><li>• Levelled answers</li><li>• Extended writing</li></ul>	<ul style="list-style-type: none"><li>• Multiple choice</li><li>• Short answer</li><li>• Levelled answers</li><li>• Extended writing</li></ul>

There is no coursework but students will still have to complete Fieldwork, as there will be questions about fieldwork and the skills used on all the papers. Students will complete a day in Colwyn Bay, where they will do a beach study and a survey in the town of Colwyn Bay. Both Physical and Human elements of coursework are covered on the same day.

### SUPPORT

- Students will have revision sessions before every Assessment.
- There will be an Intervention session once a week.
- Each student will be given a detailed revision pack for every examination.
- There will be booster sessions for every examination paper in the half term holidays.
- There will be detailed information sheets for each case study
- AQA exam questions will be used for homework.
- <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## V.CERT TECHNICAL AWARD GRAPHIC DESIGN

### COURSE INFORMATION

Graphic design and the creative industries are one of the fastest growing industries in the UK. In an ever visual and digital world this course prepares students in all aspects of this industry from basic typography to digital graphic design, from design history to the industrial processes behind mass production of packaging. It compliments digital, computing and creative art & design based subjects.

You can continue onto A Level Art & Design (Graphic Communication) in Barrow Hall College, which counts as an Art subject for Architecture, gaming or web design or Art Foundation at university. Continue with a design apprenticeship before or after a-level. Graphic design is a fast going sector, be part of it.

### SUBJECT CONTENT

In year 10 you will complete bite size projects to develop your skills, as part of this you will produce a small portfolio to demonstrate them. Knowledge and design theory will be embedded within these projects and reinforced practically where possible. Towards the end term of year 10 you will use the skills learnt in your first unit to produce an extended project. Your practical skills, design history, technical drawing skills, printing and CAD experience, and practical applications of design in business and industry will be brought together in making a campaign, whether its bags for a shop and advertisements or business cards and packaging for a hair care brand.

### ASSESSMENT

The course takes the form of coursework and making. There are four compulsory units in level one and two. It's a creative subject and will explore techniques on and off the computers. The design and industrial theory will be taught where possible through making and practical experience. In year 11 you will get to design your own extended project. You will also sit a 10 hour practical task set by the examboard were you will demonstrate your skills and the theory you have learnt. The assessments take place in Early March and at the end of the GCSE programme. Students have an opportunity to have work marked and re-submitted.

### SUPPORT

We have set up a Google classroom page for you will multiple links and websites. There is afterschool help which is available for year 10 & 11.

Our Pinterest site offers lots of inspiration. [www.pinterest.com/gshsdt](http://www.pinterest.com/gshsdt)

NCFE website, includes sample portfolios and course specification.

## **BTEC TECHNICAL AWARD IN HEALTH & SOCIAL CARE**

### **Course content**

Across the two years pupils will study 3 units of work. Two of these are assessed internally and are each worth 30% of the course. The third and final unit is externally assessed with a 'task' and is worth 40% of the course.

#### **Unit 1: - Human lifespan development (coursework)**

The study of how people grow and develop over the course of their life & how they deal with life events.

#### **Unit 2: - Health & social care services (coursework)**

The study & practical exploration of health & social care services & how they meet the needs of real service users. Pupils also have to be able to demonstrate the key care values in a health & social care context.

#### **Unit 3: - Health & Well-being (exam)**

The study of factors that affect health & the interpretation of health indicators. Pupils also have to design a health & well-being plan & show how to overcome obstacles.

### **Assessment**

Three units:

2 x internally assessed units worth 30% each

1 x externally assessed **task** worth 40%

### **How can I support my child?**

- ✓ Support us with 100% attendance for your child wherever possible.
- ✓ Encourage your child to attend our Wednesday pm drop in sessions if they need help with any aspect of their course.
- ✓ Encourage your child to keep on top of any internal deadlines and not to leave anything to the last minute!

## GCSE HISTORY (AQA)

### COURSE INFORMATION

<b><u>UNIT 1 Studied in year 10</u></b>	<b><u>UNIT 2 studied in year 11</u></b>
<b><u>September – January 2017/18</u></b>  Conflict and Tension 1918 – 1939	<b><u>September – December 2018</u></b>  USA 1920 – 1973 Opportunity and Inequality
<b><u>February – July 2018</u></b>  Britain: Power and the People	<b><u>February – May 2018</u></b>  Medieval England: the Reign of Edward 1272 – 1307.

History is divided into 4 topics, in year 10 students study how the terms of the Treaty of Versailles led to the origins of the Second World War, they then go on to study how power and politics has changed within the United Kingdom from the Magna Carta to the modern day. In year 11 students study the history of America from the boom and bust years, through the Second World War and racial and political tensions in the United States in the 50s, 60 and 70s and finally students study the reign of Edward I and how he was able to gain control of England

### **Revision Methods**

Revision is vitally important for history and as such it is good advice to start revision early and for students to begin to organize their own notes soon after they have been taught the class content. For example, all year 10 students have been given a slim 'specific knowledge book' that will allow them to keep all specific knowledge in one place. To reach the higher grades in history students need to support their opinion with specific knowledge. Students will also receive knowledge tests one every two weeks. An effective method of revision would be for students to make mind maps on each topic and try to link key information together. Also students should be comfortable with analyzing sources both verbal and non-verbal. Students can collect source capture sheets from the head of history.

### **Assessment**

Students will be assessed through exam questions in class and a more formal assessment at key points within the topic. After each assessment students will receive feedback specific to themselves and will be given the opportunity to improve upon their work. It is important for students to use these assessments to constantly revise the topics that they have covered in class.

### **Targets**

After assessments, each student will set specific targets for improvement. These targets will relate to either knowledge or exam skills. You may wish to keep a track of your child's targets after each assessment as they will contain information that will inform your child's revision.

## CAMBRIDGE NATIONALS ICT

### COURSE INFORMATION

Launching for first teaching September 2017, the Cambridge National Level 1/2 Certificate in Information Technologies qualification will allow students to achieve their potential and progress to the next stage of their lives, whether it be Further Education, an apprenticeship or employment.

Good use of Information Technology is an essential part of any successful business. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs.

OCR have created a qualification which will raise students' confidence in using IT and plugging potential gaps in digital skills and knowledge not covered by studying computing. To do this OCR have consulted with teachers, employers, such as Siemens and Fujitsu and IT specialists to make sure that students will gain the right combination of knowledge, understanding and skills required for the 21st century.

### ASSESSMENT

#### **R012: Understanding tools, techniques, methods and processes for technological solutions**

Assessed by an exam and marked by OCR. It is a 1 hour 45-minute written paper.

#### **R013: Developing technological solutions**

This is a controlled assessment unit marked internally and moderated externally. It is approx. 20 hours in length. The exam board will set a problem for students to analyse and students will need to analyse, design, develop and evaluate a solution. Sample assessments show solutions could be spreadsheet or database based.

### SUPPORT

- Skills support sessions are available throughout the year whilst students are completing the controlled assessment. Once the exam is approaching, revision sessions will be offered to students. Please see your teacher for more information on this.

#### Websites:

<http://ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/>

## GCSE MATHEMATICS

### COURSE INFORMATION

Based upon their progression in Year 9, learners begin studying GCSE Mathematics at either Higher or Foundation Level. There is flexibility in the structure of the course that allows for learners to change between the levels, dependent on progress throughout the course.

### ASSESSMENT

#### External Assessments

Learners will take three exams at the end of Year 11.

Exam Board	Sets 1 and 2 AQA Higher – 8300H Grades: 5-9 (240 marks available)	Typically sets *3, 4 and 5 AQA Foundation – 8300F Grades: 1 - 5 (240 marks available)
<b>Paper 1 Non-Calculator</b>	1 hour 30 minutes 80 marks	1 hour 30 minutes 80 marks
<b>Paper 2 Calculator</b>	1 hour 30 minutes 80 marks	1 hour 30 minutes 80 marks
<b>Paper 3 Calculator</b>	1 hour 30 minutes 80 marks	1 hour 30 minutes 80 marks

**Note:** As GCSE Mathematics syllabus vary very slightly we will continue to monitor which exam board is the most beneficial to the achievement of our learners. Any changes that take place will be relayed to both learners and home.

\*Students in set 3 initially start the foundation course, but suitability will be continually assessed for the Higher tier.

#### Internal Assessments

**None of the internal assessments contribute towards a candidates GCSE grade.**

Internal assessments will take one of two forms

- **Common Assessments (via the Assessment Passport):** These are tasks that are set as an in-class test or homework, that usually feature a range of previous examination questions that practice areas covered in recent lessons. As the Assessment Passports are one of the main tools that inform all stakeholders of progression it is important that learners try work on these independently in the initial case. Any assistance should be indicated by a different coloured pen or pencil in order to distinguish this.
- **Tests:** There will be three times in Year 10 where learners will be tested – towards the end of the Autumn Term in December, the end of the Spring Term in late March and during the exam week in mid-June. The dates of these will be conveyed to learners by their individual mathematics teachers. Currently, mock examinations take place in December of Year 11.

### TEXTBOOK

Students have access to an electronic textbook that is the same version of the textbook used in lessons. This is accessed via **Kerboodle (www.kerboodle.com)**. Students have individual logins for these and will be shown how to use this in class.

## SUPPORT

### How can I support my child?

There are many useful websites and apps. A few of these are:

- <https://vle.mathswatch.co.uk/vle/>
- The Mathematics Department website on [www.greatsankey.org](http://www.greatsankey.org) – currently in redevelopment
- [www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize)
- [www.mymaths.co.uk](http://www.mymaths.co.uk) (this is great) – login: **sankey** password: **divide**
- [www.amathsdictionaryforkids.com](http://www.amathsdictionaryforkids.com)
- [senecalearning.com](http://senecalearning.com)

Learners should have a login and password on their information sheet that is in the inside cover of their exercise book.

There are Mathematics Support Sessions **every Thursday from 2.30 to 3.30** in the Mathematics Department.



## GCSE MODERN FOREIGN LANGUAGES (9-1) GCSE French / German / Spanish

### COURSE INFORMATION

The MFL department follows the AQA syllabus for all three languages. The aims of the courses are to encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French, German or Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

The course is topic-based and comprises 4 components: Listening, Reading, Speaking and Writing. The topics covered are:

- **Theme 1: *Identity and Culture*** (Me, my family and friends / Technology in everyday life / Free-time activities)
- **Theme 2: *Local, national, international and global areas of interest*** (Home, town, neighbourhood and region / Social issues / Global issues / Travel and tourism)
- **Theme 3: *Current and future study and employment*** (My studies / Life at school and college / Education post-16 / Jobs, career choices and ambitions)

### ASSESSMENT

- Paper 1 Listening (25%) - Foundation 30 mins / Higher 45 mins
- Paper 2 Speaking (25%) – Foundation 7-9 mins / Higher 10-12 mins + preparation time
- Paper 3 Reading (25%) - Foundation 45 mins / Higher 1 hour
- Paper 4 Writing (25%) - Foundation 1 hour / Higher 1 hour 15 minutes

There is no longer any coursework or controlled assessment. Students will sit the listening, reading and writing papers at the end of Year 11 during the usual external examination period (June 2019). The speaking exam (centre-conducted oral) will take place at the beginning of May as the examination window for this component closes on the 12<sup>th</sup> May.

Tiers can no longer be 'mixed and matched' and so students will sit the foundation OR the higher tier in ALL four components. The decision as to which level students will be entered for will be taken in Year 11.

The Modern Languages department also subscribes to 'Vocab Express'. This is an interactive, online vocabulary learning tool, which will allow students to learn independently and to develop their language skills at home. All students will be issued with log-in details.

### SUPPORT

#### How can I support my child?

- Check that your child is completing their weekly vocabulary learning tasks on Vocab Express. Offer to test your child on vocabulary (including spellings).
- Invest in a quality dictionary (Collins or Collins Gem are recommended and can be easily obtained relatively cheaply from Amazon or any good book shop)

- Encourage your child to access useful language learning websites. These offer excellent exam practice questions in addition to a range of grammar and vocabulary-building activities

[www.vocabexpress.com](http://www.vocabexpress.com) (login provided by school)

[www.memrise.com](http://www.memrise.com) (students will need to create their own log-in)

[www.linguascope.com](http://www.linguascope.com) (Username: **catsankey2** Password: **mflanguage**)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/)

[www.quizlet.com](http://www.quizlet.com)

[www.wordreference.com](http://www.wordreference.com) (a very comprehensive online dictionary)

There is also a wide range of language learning apps available which can be downloaded onto portable devices such as iPhones, smartphones and iPads

- Make sure that your child copies up any work missed through absence
- Encourage your child to read around the subject as much as possible.
- Monitor your child's planner
- Discourage your child from accessing and using translation tools or translation sites on the Internet
- The full GCSE AQA specifications for the individual languages can be found at:
  - <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>
  - <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>
  - <http://www.aqa.org.uk/subjects/languages/gcse/german-8668>
- CGP revision guides are available from the department. These cost £6.50 and cover all topics, and all four components of the examination.
- Do not hesitate to contact your child's teacher or Mrs Robins, the Head of Department, if you have a problem or a query. We are happy to help!

### Revision sessions

Individual teachers offer a programme of weekly extra-curricular lessons and revision sessions in Year 11 – please encourage your child to attend on a regular basis. We also offer intensive revision and examination practice during the Easter holidays for French, and during May half term for German and Spanish exam practice.

## GCSE MUSIC

### COURSE INFORMATION and ASSESSMENT

To succeed at the highest level it is essential that a high mark is awarded in all three components. These being: Listening and Analysing (40%), Performing (30%) and Composing (30%). The exam board we use is AQA.

**Component 1: Understanding Music:** This is a 1 hour and 30 minutes written paper and students are expected to listen to unfamiliar music and also study pieces, responding to questions based on four areas of study:

Western classical tradition 1650- 1910  
Popular music  
Traditional music  
Western classical tradition since 1910

Set study pieces:-

- Haydn: Symphony 101 in D major *The Clock*, movt. 2
- The Beatles: Sgt Pepper's Lonely Hearts Club Band
  - *With a Little Help from my Friends*,
  - *Within You, Without You*,
  - *Lucy in the Sky with Diamonds*

**Component 2: Performing Music:** Each student should record two different performances in Year 11. A minimum of four minutes of music in total is required and the ensemble performance should last more than one minute:

- 'Individual Performance'
- 'Ensemble Performance'

**Component 3: Composing Music:** Students are required to compose two pieces of music. Composition 1 is a set brief issued by the AQA in Year 11. Composition 2 is a free composition. A minimum of three minutes of music is required in total.

### SUPPORT

You can support your child by ensuring that sufficient instrumental / vocal practice and listening/ theory is taking place at home on a regular basis. The department will provide revision sessions according to need and offer a free ABRSM theory class after school. It is essential that all learners entered for GCSE Music have private instrumental / vocal lessons throughout the course. These can be provided by GSHS Instrumental Service at a charge of £7 (maximum) per lesson, or you can arrange your own private instrumental / vocal tuition for your child.

## **MUSIC TECHNOLOGY**

### **NCFE Technical Award Level 2 in Music Technology**

#### **COURSE INFORMATION:**

Music Technology is a practical subject, where pupils learn the skills required to succeed in the Music Technology industry. Musical performance skills are not required for this course. Basic keyboard skills are useful, but not essential.

#### **ASSESSMENT:**

Over the course of two years, students complete:

- a portfolio of four units of work (50% of the final grade)
- a two-hour practical examination (35% of the final grade)
- a synoptic written examination (15% of the course)

The four units of work are:

Unit 1 – Using a Digital Audio Workstation (configuring and using Pro Tools software)

Unit 2 – Creating Music (create an original piece of music in the genre of your choice)

Unit 3 – Studio Recording (use the studio to capture a live performance and use effects to mix)

Unit 4 – Sound Creation (create sound for a visual project)

Each unit of work is broken down into three sections:

**KNOW** – Learn and explain key concepts. Complete research where appropriate. Plan work.

**DO** – Complete a large scale piece of practical work (e.g. a track, recording or piece of music).

**REVIEW** – Evaluate practical work, identify strengths and weaknesses, suggest improvements.

Each unit will last for roughly a term, with the final term being used for exam preparation.

#### **GRADING:**

Students will be graded on the quality of their portfolio and examination responses.

<b>Grade</b>	<b>GCSE Equivalent</b>
Distinction*	A* / 8
Distinction	A / 7
Merit	B / 6
Pass	C / 5
Not Yet Achieved	U / 0

#### **SUPPORT:**

There is a lot of content to get through, so learners will be expected to complete certain pieces of written work as homework. We suggest that students bring their own pen drives to lessons in order to transfer work effectively.

The structure of the course means that there will be twelve separate deadlines. If deadlines are missed then it will be difficult to catch up, so parents are asked to support students by encouraging them to meet deadlines and complete work to the best of their ability.

## GCSE PSYCHOLOGY

**Psychology is the study of the human mind and behaviour.** The next time someone behaves in a certain way, you might be better able to understand the influences and motivations behind their actions. Psychology will also help to develop your critical thinking skills, as you will debate the strengths and limitations of both research and theories.

Studying psychology can help you better understand how psychological conditions are diagnosed and treated. You can also discover how mental wellness can be enhanced, how to reduce stress, how to boost memory, and how to live a happier, healthier life.

**Psychology can help you in your future career.** There are plenty of exciting careers in psychology that you might want to explore, but studying the subject can also help you in many other professions as well. For example, if you want to become a business manager, understanding human behaviour can improve your ability to manage and interact with your employees.

<b>EXAM BOARD: EDEXCEL</b>
<b>PAPER 1 TOPICS = 55% of overall GCSE</b>
<ul style="list-style-type: none"><li>• <b>Topic 1: Development</b> – How did you develop?</li><li>• <b>Topic 2: Memory</b> – How does your memory work?</li><li>• <b>Topic 3: Psychological problems</b> – How would psychological problems affect you?</li><li>• <b>Topic 4: The brain and neuropsychology</b> – How does your brain affect you?</li><li>• <b>Topic 5: Social influence</b> – How do others affect you?</li></ul>
<b>PAPER 2 TOPICS = 45% of overall GCSE</b>
<ul style="list-style-type: none"><li>• <b>Topic 6: Criminal psychology</b> – Why do people become criminals?</li><li>• <b>Topic 7: Sleep and dreaming</b> – Why do you need to sleep and dream?</li><li>• <b>Topic 8: Research methods</b> – How do you carry out psychological research?</li></ul>

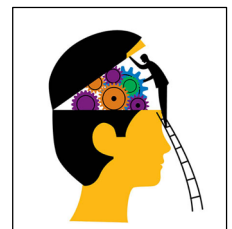





**Recommended book: GCSE (9-1) Psychology Student Book. Edexcel**

### SUPPORT WITH REVISION

- Talk to your son/daughter about what they are studying and ask them to discuss the interesting studies they have been taught.
- Your son and daughter must do active revision in preparation for tests throughout the course and for their GCSE Exams:
  - Summarising information onto A3/A4 sheets.
  - Using memory techniques to remember key information.
  - Completing mini revision booklets and key study cards.
  - Completing past exam question packs.



### Psychology can be both fun and fascinating

From intriguing optical illusions that reveal the inner workings of the brain to shocking experiments that expose how far people will go to obey an authority figure, there is always something amazing and even downright astonishing to learn about the human mind and behaviour.

## GCSE RELIGIOUS STUDIES

### COURSE INFORMATION

All students have been studying for this GCSE since the beginning of Year 9. Living in a multi-cultural society means that it is important that we understand why people think or act in different ways. This course is designed to allow students to develop an understanding of why different people might have different views about controversial issues. It is also important that students develop their own opinions about these issues.

We follow the AQA Specification A. The course is made up of two units; The study of religions: beliefs, teachings and practices, this looks at things such as key beliefs, festivals and the effect of religion on a person's life. The second unit is Thematic Studies which covers topics such as capital punishment, animal testing, abortion and war.

You can find out more at:

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

### ASSESSMENT

- **Classwork** Regular marking will ensure progress is being made.
- **Homework** A range of homework tasks will allow learning to take place outside the classroom.
  
- **Homework Assessments** One Homework Assessment per unit will allow your child to demonstrate their understanding and develop the skill of independent learning
  
- **Assessments** All GCSE Assessments are fully standardised to enable your child to achieve the best possible results at GCSE. These take place at the end of each unit studied.

The assessment for this course is 100% exam based and will consist of two exams worth 50% each. Both of these are taken in May 2019.

### SUPPORT

#### What can I do to help my child?

We hope you will take an active role in your child's progression throughout the course. There are a number of ways in which you can do this;

- Regularly look through their work and **discuss** it with them.
- Each week ask them about what they're studying and **what they think**, it is crucial that they develop and justify their opinions.
- Ask them questions! **Encourage** them to discuss their work with you regularly.
- Ask them when they have **assessments** coming up and encourage them to **revise**.
- If possible, spend some time **testing them** (there are quick knowledge tests for each topic)
- Attend **Parents Evenings** to discuss your child's progress.
- We regularly study topics that are in the news. Please encourage your child to look at these news stories and think about their own opinions about them.

**GCSE SCIENCE**  
**AQA COMBINED SCIENCE: TRILOGY**  
**AQA BIOLOGY, CHEMISTRY AND PHYSICS**

## **COURSE INFORMATION**

In Year 10 all students will study Biology, Chemistry and Physics, with 3 specialist teachers for a total of 12 hours a fortnight. Some students will complete a dual award called GCSE Combined Science: Trilogy, and some will complete separate qualifications in Biology, Chemistry and Physics. All of the above courses follow the AQA Science syllabus.

We choose the right course for your child at the end of year 9, checking again towards the end of the first half-term of Year 10 that this is still the best pathway for them thus ensuring that they are given them the best chance of achieving higher qualifications.

## **COMBINED SCIENCE: TRILOGY**

In completing Combined Science: Trilogy students cover many of the same units of work as those on the separate science courses. Students will cover the 3 science disciplines in the traditional fashion, with this course taking a logical and coherent journey through both old and new GCSE materials. Students can still access AS and A2 courses from Combined Science: Trilogy.

## **BIOLOGY, CHEMISTRY & PHYSICS**

In completing the separate sciences students will cover more content throughout the course, than GCSE Combined Science: Trilogy. These courses provide thorough preparation for AS and A2.

## **ASSESSMENT**

### **Examinations**

All of our science courses are examined at the end of year 11. Currently, two levels of exam paper are available, foundation and higher tier. The decision as to which level students will be entered will be taken in year 11. All students in year 10 will therefore be taught all of the syllabus, including the higher tier content in all 3 subjects.

Exams will contain the following question types: multiple choice, link boxes, sentence completion, labelling/drawing diagrams, short answer and extended response. There will be a much higher mathematical content than in any of our previous GCSE courses.

Combined Science: Trilogy has 6 papers in total with each paper lasting 1 hour 15 minutes.

Each of the separate science courses has 2 papers with each paper lasting 1 hour 45 minutes.

In Combined Science: Trilogy students will be awarded 2 numbers, these will either be 2 numbers the same (9-9, 8-8, 7-7 etc.) or 2 adjacent numbers (9-8, 8-7, 7-6 etc.) giving the possibility of 17 different number combinations.

### **Does my child have to do controlled assessment?**

No.....Controlled assessment has been replaced with a set of required practical activities.

Students will complete 8 practicals for Biology Chemistry and Physics and 16 for Combined Science:

Trilogy. Students will then be assessed on their practical skills in their exams with at least 15% of the marks coming from questions related to practicals that they have completed in class. Attendance to these lessons in particular is therefore of great importance.

## **SUPPORT**

### **How can I support my child?**

- ✓ Please encourage your child to take an interest in current affairs and watch TV programmes with a scientific background.
- ✓ Be aware of when the both internal and external exams are and prepare a thorough revision timetable with your child.

- ✓ Buy the Science Revision guides when available (we will sell these at school)
- ✓ Support us with 100% attendance for your child wherever possible.
- ✓ Ask your child for the past papers which they will be issued with closer to the exam time. Work through the papers with them identifying any gaps in knowledge.
- ✓ Encourage your child to attend our Wednesday pm drop in sessions if they need help with any aspect of their course.



## OCR CAMBRIDGE NATIONAL CERTIFICATE IN SPORTS STUDIES

### Course information and assessment

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Studies reflect this and provide students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry

Two mandatory units:

Contemporary issues in sport (exam)  
Developing sports skills (coursework)

Two optional units:

Sports leadership  
Outdoor Education

### Support

How can I support my child?

Encourage an interest in all aspects of sport through practical participation/ reading articles in magazines, newspapers on the internet

Extra kit might be needed; as practical lessons will be in addition to core PE lessons

Buy your son/daughter a pen drive so work can easily be transferred between school and home.

Take an interest in their work and ensure they are revising for their exam and assignments are up to date

Support we offer.

Assignments and teaching materials are on the 'classwork' area on the school network and can be copied for use at home.

A progress tracker is also available for students to use

Catch up sessions/revision sessions are offered after school

Website: [www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813](http://www.ocr.org.uk/qualifications/cambridge-nationals-sport-studies-level-1-2-j803-j813)

## GCSE SPORTS STUDIES (PE)

### COURSE INFORMATION and ASSESSMENT

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course. It is now 60% theory and 40% practical.

#### Subject content

1. Applied anatomy and physiology 2. Movement analysis 3. Physical training  
4. Use of data 5. Sports psychology 6. Socio-cultural influences 7. Health, fitness and well-being

#### Assessments

Paper 1: The human body and movement in physical activity and sport. 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport. 30% of GCSE

Non-exam assessment: Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

Assessed by teachers, moderated by AQA 40% of GCSE

### SUPPORT

#### How can I support my child?

Encourage active participation in sport. Sports that cannot be covered on the school curriculum can be used for assessment e.g. martial arts / skiing / golf/ horse riding.

- A good level of physical fitness is useful.
- Extra kit might be needed as opting for GCSE PE will increase the number of practical PE lessons each week.
- Purchase revision guides (AQA specific).
- Regularly check their written work to ensure the teacher's feedback is being followed.
- Help to test your son/daughter in preparation for regular tracking tests.

#### Support we offer

- Theory is delivered through a variety of resources including online interactive activities.
- There will be tracking tests at the end of each topic studied in theory lessons.
- Revision sessions and practice papers are used in lessons in the lead up to the exam.
- We will make arrangements to assess any practical sport that your son/daughter is involved in outside of school if it is accepted by the board.

#### Useful Websites

[www.aqa.org.uk](http://www.aqa.org.uk)    [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)    <http://www.mypeexam.org/>

## GCSE TEXTILES

### COURSE INFORMATION

KS 4 students study Eduqas Textiles Design. This is a broad practical course which covers research, drawing and design using a variety of practical textiles techniques. It also allows students to develop their work using a variety of different materials e.g. screen printing, appliqué, batik, machine embroidery etc. All projects on the course will involve making final pieces from textiles materials and techniques. Students are required to keep a sketchbook of their research, ideas and developments and this forms a major part of their coursework portfolio.

### ASSESSMENT

The course is 60% coursework – Their final portfolio will be selected from work that is produced during the course and the **coursework deadline will be November of year 11.**

The final exam is 40% of their final GCSE grade. This unit begins in January of year 11 with the final exam taking place around Easter time of year 11. Students will receive a choice of starting points from the exam board and have approx. 6-8 weeks to produce preparation work – this can be taken into the exam with them. The final exam is a 10-hour piece and they can work in the materials of their choice. (The exam will be in at least 2-3 sessions)

The coursework and exam piece are marked against 4 criteria, each having equal weighting of 25% each and all students will have a copy of these criteria in their sketchbooks.

There will be a 3-hour exam at the end of year 10 and a 3 hour mock exam around Christmas time of year 11. Work produced in these exams will be included in the coursework portfolio.

**SUPPORT** GCSE support sessions are run each week by all teaching staff to support students outside lessons (check with individual teachers which day they are available. There will also be focused sessions during the year e.g. for specific exam prep.

As parents you can support your child by encouraging them to keep up with coursework and taking an interest in their research and designing work. Also by visiting galleries and encouraging them to develop their own thoughts and opinions about the work of other textiles artists and designers.

Useful resources include...

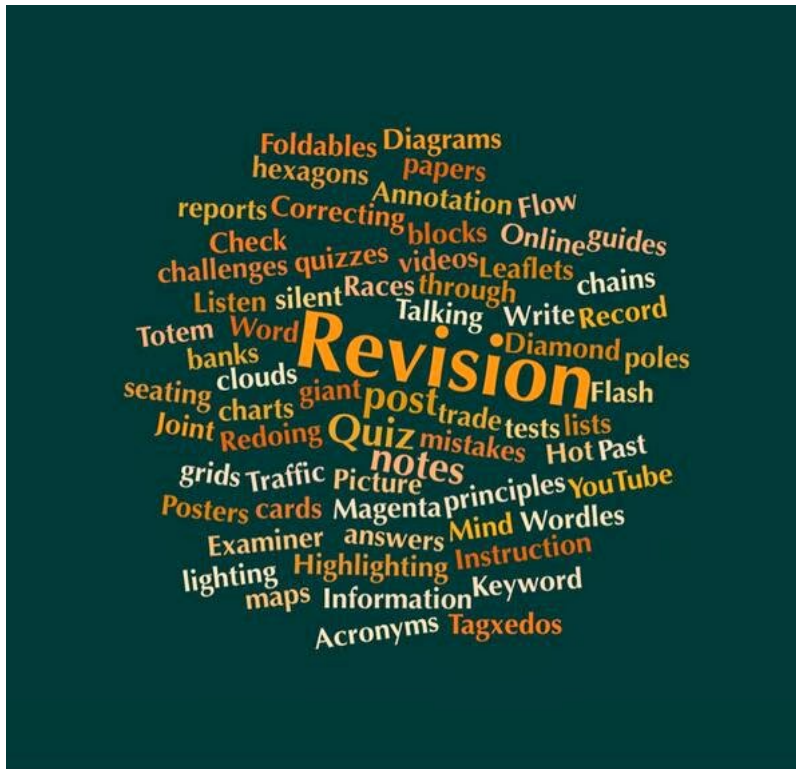
Art@GSHS on Pinterest

[www.Art2day.co.uk](http://www.Art2day.co.uk)

[www.lightboxresource.co.uk](http://www.lightboxresource.co.uk)

As students will be studying artists on a more individual basis it is not necessary to list all the books that would be of use. However, there are many art books available in the school library, resources on the classwork area and numerous websites that can be used as a starting point for research. Learners can ask for advice from class teachers on an individual basis.

## HELPING YOUR CHILD TO REVISE



Revision is key to your son/daughter's GCSE success, now modular exams are a thing of the past and all GCSEs are linear (have 1 or more terminal exams at the end of 2 years) it means that good revision is vital for good results.

### How can parents help?

You won't have studied all the subjects your child is studying at GCSE so knowledge of subjects is not key to the support you can give. What is important is instilling some of these practices:

1. Space – does your child have somewhere quiet to revise? They need somewhere away from siblings, free of distractions such as TV, Computer games and need a table/desk, pens, paper etc.
2. Time – make sure they have designated time, time away from their phone, you, the TV, their siblings so they can concentrate. Also make sure that revision starts early – the sooner your child starts the better.
3. A plan – agree a timetable for revision, make this well in advance of exams – they have 2 years worth of subject content revise for every subject
4. Rest - The brain is **like** a *muscle*, students cannot revise all day and night. When we workout, our muscles need a rest. They need to **take regular breaks to refresh and rest their mind.**
5. If you have a computer and Internet access at home make sure your son/daughter is making full use of Sam learning, My Maths, Maths Watch and other subject specific sites they have access to. If you don't, book slots at the local library or make sure they are attending homework club at school. In 2016

our year 11 students clocked up over 5445 hours on Sam learning this was a contributing factor in their success, but the most successful students had been active on Sam learning in year 10 too.

6. Many subjects recommend revision guides and often school can secure a bulk order for these at a discount – make sure your child is aware of these and that they don't miss order deadlines
7. Progress Evenings – these are key to your working with school to track your child's progress, identify any difficulties they may be having, celebrate successes and agree future actions.
8. Revision is basically re-looking at information already learnt, so key to this is that your child understood it in the first place. There are many different ways to revise and your child will need to trial different methods to see which works best for them. Useful revision involves **DOING SOMETHING** with the information – making notes, acronyms, practicing questions, spider diagrams, pictures, recordings, podcasts, quizzes. Subjects do provide revision sessions and will look at revision techniques in class but it is the responsibility of students to do the bulk of their revision in their own time.
9. **DO NOT LEAVE IT TOO LATE** – revision needs to start early. Students have a lot of subjects and will have a lot to revise for each subject – starting early is key to their success.

There are many websites that will help your son/daughter and each subject will make recommendations for the most suitable, subjects also provide after school revision classes and your child should be encouraged to attend.