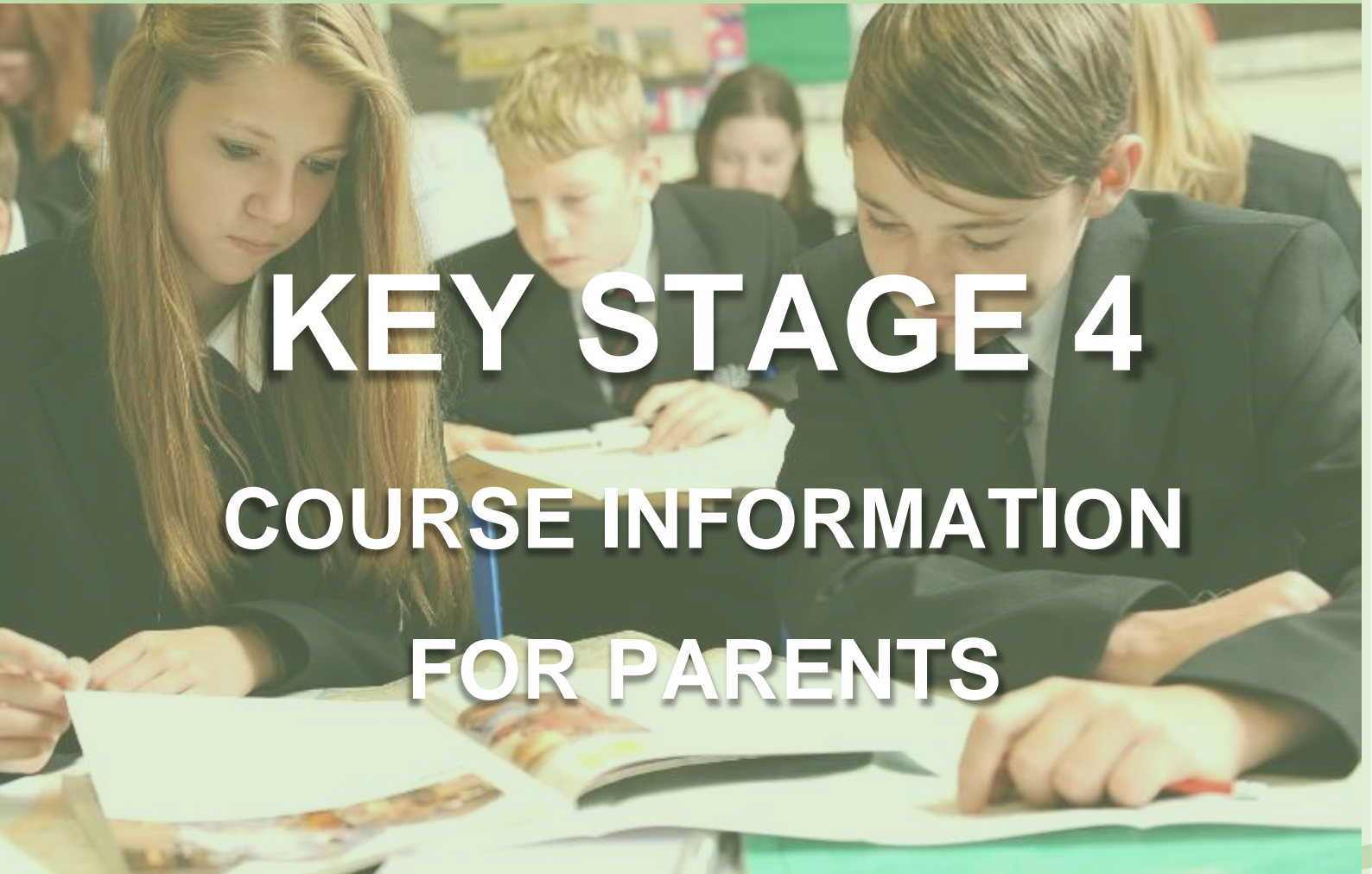




Great in name, greatest together

Great Sankey

High School



KEY STAGE 4

COURSE INFORMATION FOR PARENTS

September 2015 - July 2017

Welcome

Year 10 is an important time for your son/daughter. 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 that we work together in partnership with our parents to ensure all our students' success. Research has shown that parental involvement in their child's education can impact on their achievement by at least 1 grade, so ensuring that you are informed about the courses your child is studying is key to this.

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.



Mrs P Crawley

Headteacher

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CAREERS INFORMATION, ADVICE AND GUIDANCE

As a year 10 student it is important to think about post 16 choices. 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 new Raising of the Participation Age you will be expected to stay in school or have an Apprenticeship with training or carry out voluntary work with education as well until you are 18 . 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. You can also drop in to see me before school, and most breaks and lunches in the Careers Office.

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.

In school you can if you wish request a Careers Guidance interview with Mrs Jackie Connor who is our impartial and independent Careers Advisor, or with myself (Ms Anders), however priority is given to Year 11 learners for obvious reasons.

The recent changes in Government policy mean that Work Experience will no longer take place in Year 10 (it has moved to Year 12), therefore Careers Education will take place in a single block at the end of Year 10, and will include local employers, mock interviews, CV and application form skills. I welcome contributions from parents who feel they could assist with this aspect of Careers work.

I wish all Year 10 Learners success as they start their GCSE courses.

Ms R Anders

Head of Careers Information, Advice and Guidance

Ruth.anders@greatsankey.org

Open Evening dates 2015-2016

Barrow Hall College	Thursday 12 Nov 6.30-9.00 pm www.barrowhallcollege.co.uk 01925 720726
Warrington Collegiate	Mon 12 th Oct 5-7.30pm Thurs 12 Nov 5-7pm Mon 25 th Jan 5-7pm Mon 6 th June 5-7pm www.warrington.ac.uk 01925 494494
Carmel College	Weds 21 Oct 6-8.30pm Thurs 28 Nov 6-8.30pm Tues 17 Nov 6-8.30pm Sat 6 th Feb 10AM-2PM www.carmel.ac.uk 01744 452200
Riverside College, Widnes	Weds 18 Nov 5-7pm Weds 9 March 5-7pm Thurs 16 June 4.30-7.30pm www.riversidecollege.ac.uk 0151 257 2800
Priestley College	Weds 7 Oct 5.30-8pm Thurs 8 Oct 5.30-8pm Sat 17 Oct 10.30 AM-12.30 AM www.priestley.ac.uk 01925 633591
St Helen's College	30 Sept 5-7pm 23 Nov 5-7pm 3 Feb 5-7pm www.sthelens.ac.uk 0800 996699

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 A*-C, 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. Each college and sixth form has their own entry requirements for each course and these will be set out in their prospectus. However, this general guide shows the requirements for each level.

Level	Example of qualifications	Example of entry requirements
Entry	Introductory course Basic skills course	No formal qualifications. Entry by interview.
Level 1 - Foundation	BTEC Introductory Diploma City & Guilds NVQ Level 1	No formal qualifications. Entry by interview.
Level 2 – Intermediate	BTEC First Diploma NVQ Level 2 GCSE Apprenticeship	GCSEs grade D-G or above
Level 3 – Advanced	BTEC National Diploma BTEC Extended Diploma NVQ Level 3 A Levels (AS and A2) Advanced Apprenticeship	4 or 5 GCSEs at grade C or above
Level 4	Higher National Diploma Higher National Certificate NVQ Level 4 Foundation Degree Professional courses Higher Apprenticeship	A Levels Level 3 NVQ or Diploma

USEFUL CAREERS INFORMATION WEBSITES

www.cascaid.co.uk/launchpad (enter timetask14 when prompted for license)

www.careersbox.co.uk (lots of interactive information)

nationalcareersservice.direct.gov

<http://russellgroup.ac.uk/informed-choices/>

UCAS (university courses)

www.skillsactive.com/careers (careers in sports and leisure)

www.cogent-careers.com (careers in Science based industries)

www.skillset.org/careers (careers in creative industries)

www.e-skills.com/careers (careers in IT)

www.bt.com/movingon

www.mploysolutions.com

www.notgoingtouni.co.uk

www.totalpeople.co.uk

www.apprenticeships.org.uk (A MUST IF YOU ARE THINKING OF AN APPRENTICESHIP ROUTE)

ALSO:

Warrington Youth Café is open in Time Square from 12.30-4.30 (424900)

Warrington Borough Council website has a page called “Careers for Young People”

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 would be “anchored” to the old A*-G system at two points to ensure that the bottom of the new grade 4 will equal the bottom of the current grade C. For the first time, the new exam will be tied to an international benchmark, with a grade-5 pass chosen to be broadly in line with the average performance level of 16-year-olds in countries such as Finland, Canada and Switzerland. This grade 5 will be equivalent to the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. **This will affect English and Maths results in 2016 as these subjects are the first to change.**

Students will need to achieve a grade 5 in English and Maths to progress to level 3 courses (at the moment a grade C is the entry requirement)

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

Changes to Attainment

At the moment, schools are judged on the proportion of students scoring at least five Cs at GCSE including English and maths.

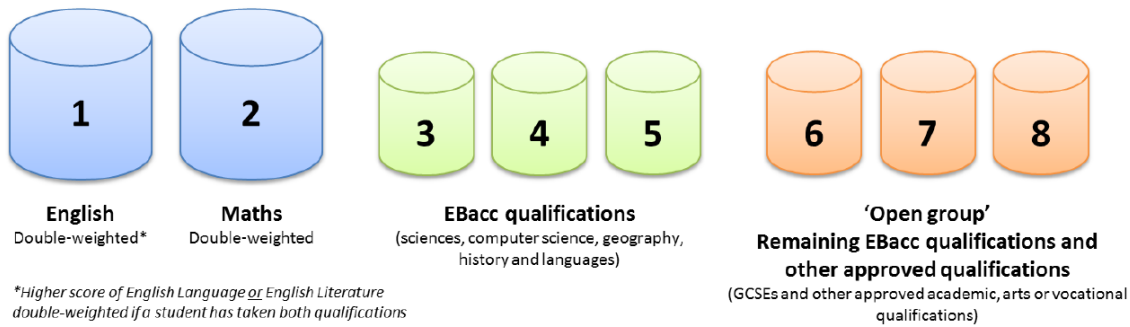
From 2016 all students will be measured on how much progress they make from when they started in Year 7 to when they complete their exams at the end of Year 11.

This will be known as Progress 8.

Progress 8 will be introduced for all students and is designed to encourage all students to study a broad and balanced curriculum.

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

Progress 8 measure



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 a grade 5 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 5. Additional time 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, using tools such as Sam Learning from 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 over the 2 years.

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 2-3 hour sessions and spread over approx. 2 weeks)

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. Both of these pieces of work will be included in their 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

Art2day.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, 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.

AUTOMOTIVE ENGINEERING

COURSE INFORMATION

Students will study for IMIAL level 2 Certificate in Service and Maintenance Engineering (VRQ)

This is an industry recognised qualification, designed to give students a broad understanding of this sector.

Units of study include:

- Health & Safety
- Tools and Equipment
- Internal combustion engine
- Routine vehicle maintenance and repair
- Mathematics and Science for engineering

ASSESSMENT

Students will be assessed through practical tasks, written assignments and online assessment tests for each unit. This will take place throughout the course and does not rely on a terminal exam.

Students will use industry standard tools and equipment and practice on real vehicles.

SUPPORT

The course is delivered in our industry standard RAC training centre and students have the benefit of being taught by GSHS teachers and RAC trainers.

Students should take an interest in automotive engineering and are encouraged to keep abreast of industry developments in the news.

For further information visit

<http://www.imiawards.org.uk/Qualifications/IMIAL-Level-2-Diploma-in-Service-and-Maintenance-Engineering-VRQ>

GCSE BUSINESS STUDIES

COURSE INFORMATION

In Year 10 students study a unit about setting up a business. They will learn about deliberate creativity, 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 and preparation for exams. They will be reading case study material and analysing data. There are many difficult concepts to learn, so there are lots of past papers, memory techniques and peer assessments in lesson time. 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 use of practice exam questions, group presentations, end of unit tests and case study application of knowledge.

ASSESSMENT

Unit 1: Multi-choice exam 25% (Externally Assessed) June 2017

Unit 2: Controlled Assessment 25% (Internally Assessed, Externally Moderated) 2016

Unit 3: Extended Answer exam 50% (Externally Assessed) June 2017

SUPPORT

- Drop in help sessions on Thursday in T13.
- After school resit of controlled assessment if students have underachieved.
- After school revision sessions in the run-up to the exams.

Websites:

- tutor2u GCSE Business revision notes.
- bbc - business news.

Parent support

- Please help your child find a small local business that they can use for their controlled assessment.
- Please discuss your own experiences of the business world with the student.

GCSE BUSINESS ECONOMICS

COURSE INFORMATION

In Year 10 students study “An introduction to business” and “Investigating a small business” for 50% of the marks. These are common modules with GCSE Business Studies.

In Year 11 students study fascinating topical economic issues such as recession, inflation, unemployment, growth and international trade. **The approach is more theoretical and is most suited to pupils in top sets.**

The lessons will require students to follow current economic stories in the news. What is a recession? What is the best response to a recession? Should the Bank of England cut interest rates or put them back up? Why is congestion an economic problem? Why are house prices so high? Why is wealth distributed across the globe so unevenly?

ASSESSMENT

Unit 1 Introduction to Business (25% Multiple Choice Exam) June 2017

Unit 2 Investigating Small Business (25% Controlled Assessment) 2016

Unit 5 Introduction to Economic Understanding (50% Extended Answer) June 2017

Students will be expected to work individually, in pairs and group work. In lessons they will be assessed through the use of practice exam questions, group presentations, end of unit tests and case study application of knowledge.

SUPPORT

Drop in help sessions on Thursday in T13.

After school resit of controlled assessment if students have underachieved.

After school revision in the run-up to the exams.

Websites:

- tutor2u GCSE Economics revision notes.
- BBC news - Economy

Parental support:

- Please help your child find a small local business that they can use for their controlled assessment.
- Please discuss your own experiences of the business world with the student.

BUSINESS AND ENTERPRISE V CERT (NCFE)

COURSE INFORMATION

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment or progress onto further study.

ASSESSMENT

Unit 1 Introduction to Business and Enterprise (25% internal assessment) year 10
Students will understand different types of business, understand the characteristics of an entrepreneur and know about risks and rewards in business. This is assessed through coursework.

Unit 2 Marketing for Business and Enterprise (25% Externally assessed) year 10

Students will look at different aspects of marketing, why a business needs marketing, identify target markets for a business and compare the different needs of target markets for a business. This is assessed through a written exam.

Unit 3 Finance for Business and Enterprise (25% internally assessed) year 11

Students will understand sources of business funding for a new enterprise, produce a financial plan for a new business, understand a businesses responsibilities for tax and NI, understand the records a business needs to keep. This will be based on the students' own business idea and is assessed through coursework.

Unit 4 Plan, develop and participate in a business or enterprise project (25% internally assessed) year 11

For this unit students will take part in an enterprise project and evaluate their success.

Students will expected to work individually, in pairs and group work. In lessons they will be assessed through their coursework.

SUPPORT

Drop in help sessions on Wednesday in T15.

Websites:

- Businessstudiesonline.co.uk
- News websites to keep up to date with changes in the Business world and the economy

Parental support:

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

GCSE CATERING

COURSE INFORMATION AND ASSESSMENT

The course consists of 2 main parts.

Coursework makes up 60% 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.

One practical assessment is to be done in Year 10 and is worth 20%. The other is completed in Year 11 and makes up 40% of the controlled assessment marks.

The written exam is worth 40% of the final grade and is 1 hour and 15 minutes long. All questions are compulsory. There is an un-tiered paper externally set and assessed.

Time Schedules

Timed assessments will be done in the Summer term of Year 10 and the same for 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 mini cookbooks for each of the recipes to be made – this should help with organisation of ingredients. 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

www.foodafactoflife.co.uk

www.nutrition.org.uk

www.bbcgoodfood.com/content/recipes

GCSE COMPUTING

COURSE INFORMATION

GCSE Computing consists of one controlled assessment unit in year 10 worth 30% of your final mark. You will carry out a practical investigation on a problem set by the exam board. You will research and analyse the problem, show technical understanding and come up with a solution to the problem with recommendations on how it could be improved. This assessment combines practical tasks with documentation to show understanding. In year 10 you will also develop your knowledge on computer systems for the written paper you will sit at the end of year 11.

In year 11 you will undertake a programming project which is also in controlled assessment conditions. You will show you understand programming techniques by designing solutions to a problem set by the exam board. You will also continue to develop your knowledge on computer systems for the written paper

Much of your time will be spent at a computer. During controlled assessment periods the majority of the lessons will involve you working independently. During theory lessons you will be given a variety of tasks to widen your knowledge on programming and computer systems.

ASSESSMENT

Computing GCSE is **60% controlled assessment** and **40% written exam**.

As the course is 60% controlled assessment you will constantly be given short deadlines and receive feedback on your work during this period. Theory sessions will be interactive tasks to widen your knowledge of computer systems.

Support

- Computing support sessions are available throughout year 10 and 11. Speak to your Computing teacher to find out when they offer sessions.

Websites

- For more information including the subject specification, sample past papers and more visit the link below
- <http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/>

GCSE DRAMA

GCSE Drama Course overview Examination Board: WJEC

Controlled Assessment UNIT 1: Devise Practical Performance 60%	
<p>TASK 1: Devise Performance 40%</p> <p>Candidates will devise a practical performance based on a theme, linked with a practitioner or genre.</p> <ul style="list-style-type: none"> • Candidates may choose either acting or a theatre design skill; • Teachers record the work on DVD/Video; • Internally assessed; • Externally moderated 	<p>TASK 2: Devise Performance Report 20%</p> <p>Candidates will complete a written report of the practical work they completed in Task One, under formal supervision.</p> <p>The report should include details of live performances candidates have seen, that have influenced their practical work; details on decision making, the inclusion of technical elements and the content of the piece and an evaluation of their own work and that of the group;</p> <ul style="list-style-type: none"> • Internally assessed; • Externally moderated
External Assessment	
UNIT 2 20%	UNIT 3 20%
Performance from a Text	Written Examination
<p>Candidates will be assessed on either their acting or a theatre design skill, in a scene from a published play.</p> <ul style="list-style-type: none"> • Candidates to work in groups of between 2 to 5 members; • No more than two design candidates per group, each working on a different skill; • Externally assessed by a visiting examiner in April/May. 	<p>Candidates will sit a 1 ¼ hour written examination.</p> <p>They will be assessed on their ability to analyse one set text as an actor, designer and director.</p> <p>Externally assessed in June</p>

SUPPORT

When undertaking Unit 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 lessons and by visiting the theatre when possible. In addition, revision sessions will be held in preparation for Unit 3, 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. In addition ensuring they meet homework deadlines, deadlines for units 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).

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 the end of year 11.

SUPPORT

Support Parents can offer.

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:

Unit R109: <i>Engineering materials, processes and production</i> (Jan & Jun Y11)	
30 GLH 1 hour written paper 60 marks (60 UMS)	This question paper: <ul style="list-style-type: none">• comprises short answer and extended response questions

OCR set and marked	• assesses the quality of written communication
Unit R110: <i>Preparing and planning for manufacture</i> (Jun Y10 and Nov, Jan & Jun Y11)	
30 GLH Centre assessed tasks (10 - 12 hours) 60 marks (60 UMS) Centre assessed and OCR moderated	The centre assessed tasks: • will be practical tasks in the context of an assignment, selected from the OCR bank of model assignments
Unit R111: <i>Computer aided manufacturing</i> (Jan & Jun Y11)	
30 GLH Centre assessed tasks (10 - 12 hours) 60 marks (60 UMS) Centre assessed and OCR moderated	The centre assessed tasks: • will be practical tasks in the context of an assignment, selected from the OCR bank of model assignments
Unit R112: <i>Quality control of engineered products</i> (Jun Y10 and Nov, Jan & Jun Y11)	
30 GLH Centre assessed tasks (10 - 12 hours) 60 marks (60 UMS) Centre assessed and OCR moderated	The centre assessed tasks: • will be practical tasks in the context of an assignment, selected from the OCR bank of model assignments

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

www.technologystudent.com

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.

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: 20th Century Literature Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes

40% of qualification

Section A (20%) – Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20th 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: 19th and 21st 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 the 19th century, the other from the 21st century, assessed through a range of structured questions

Section B (30%) – Writing

Two compulsory transactional/persuasive writing tasks

Component 3: Spoken Language

Non-exam assessment
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, 19th 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%) 19th Century Prose

A Christmas Carol (Dickens); OR *Silas Marner* (Eliot); OR *Pride and Prejudice* (Austen); OR *War of the Worlds* (Wells); OR *Jane Eyre* (Brontë); OR *The Strange Case of Dr Jekyll and Mr Hyde* (Stevenson)

One source-based question on a 19th 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 20th/21st 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 GEOGRAPHY

COURSE INFORMATION

Our Geography Department follows the OCR Specification B syllabus as it is an interesting course which appeals to a huge range of our learners.

Over the two year course, students will study 4 different themes:

Theme 1 – Rivers and Coasts

Theme 2 – Population and Settlement

Theme 3 – Natural Hazards

Theme 4 – Economic Development

ASSESSMENT

There are two examinations and one piece of coursework, in order to achieve the final GCSE grade, these include:

1. Sustainable Decision Making (worth 25%) – this is a 1½ hour written examination and involves making an informed decision and is based on one of the themes.
2. Geographical Enquiry (worth 25%) – this consists of a fieldwork enquiry, written up under controlled conditions within class.
3. Key Geographical Themes (worth 50%) – this is 1 hour 45 minute examination which will feature questions on three of the four themes listed above.

The Fieldwork is completed on a day trip, usually in the Summer term. This enables us to keep the costs to a minimum. In the past we have completed fieldwork in Warrington town centre and Llandudno.

SUPPORT

- Revision sessions are run for Year 11 students.
- A detailed revision programme for students to follow from the end of January.
- Revision and case study sheets.
- After school sessions to support the completion of Coursework.
- The OCR Revision Guide is issued to students.

HOW YOU CAN HELP

- Know the examinations and coursework requirements.
OCR Geography B (J385).
- Check they are following the revision programme – there is a section for parents/carers to sign.
- Encourage your son/daughter to watch the news.
- Useful websites
<http://www.geography.org.uk/resources/>
<http://www.rgs.org/HomePage.htm>
<http://www.s-cool.co.uk/>
<http://www.environment-agency.gov.uk/>
<http://practicalaction.org/>
<http://www.ocr.org.uk/qualifications/gcse-geography-b-j385-from-2012/>

GCSE HISTORY

COURSE INFORMATION

In the History Department, we believe that involving parents closely in the process of revising for the final GCSE exams will be hugely beneficial to learners. The exam board is AQA. These are some of the ways in which we believe you can help your child prepare for the exams:

Unit 1 Topics (June 2017)

- Peacemaking 1918-19 and the League of Nations
- Hitler's foreign policy and the origins of the Second World War
- The origins of the Cold War 1945-60

Unit 2 Topics (June 2017)

- The Roaring 20s: USA 1918-29
- Stalin's dictatorship: USSR, 1924-41
- Race relations in the USA, 1955-68

Unit 3 (completed from April-September 2015)

- Controlled Assessment on both World Wars (questions are released in November 2015)

Revision Methods

Revision is a key aspect of the course, with a large amount of knowledge to retain. It should be ongoing throughout the course. A quiet place to revise, free from distraction is key. Students must also experiment with the best ways for them to revise. For most people, simply reading materials is not the most effective way of retaining information. PREP revision materials (to be explained) and A3 revision sheets are among the key revision methods used in History.

Assessment

Exam-style assessments will be completed at the end of each topic. Knowledge assessments will also take place at the end of each topic. It is vital that students revise thoroughly for all of these assessments in order to gauge their progress accurately.

Targets

After assessments, each student will set specific targets for improvement. These targets will relate to either knowledge or exam skills. We believe it would be beneficial for you to monitor your child's targets and progress in assessments closely, in order for us to work together to ensure that your child remains on track for exam success.

GCSE ICT

COURSE INFORMATION

ICT GCSE consists of one controlled assessment in year 10 which is a practical unit where you will broaden and enhance your ICT skills and capability. You will work on a range of digital tools and techniques to produce effective ICT solutions to a range of contexts. Then in year 11 you will explore how digital technology impacts on the lives of individuals, organisations and society. You will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing, on the move). Which you will then have an exam on at the end of year 11. The exam board is Edexcel.

Much of your time will be spent at a computer. During controlled assessment periods the majority of the lessons will involve you working independently. During theory lessons you will be given a variety of tasks to widen your knowledge on the use of ICT both in everyday lives and in places of work.

ASSESSMENT

ICT GCSE is **60% controlled assessment** and **40% written exam**.

As the course is 60% controlled assessment you will constantly be given short deadlines and receive feedback on your work during this period. Theory sessions will be interactive tasks to widen your knowledge of the uses of ICT.

SUPPORT

- ICT Support sessions are available throughout the year. Please see your teacher for more information on this.

Websites:

- <http://www.edexcel.com/quals/gcse/gcse10/ict/Pages/default.aspx>

Parent support

- There are only limited tasks students can do at home as part of their controlled assessment in year 10. Therefore parents are asked to please encourage and help students to meet the many deadlines they will have to ensure they complete it to the best of their ability.

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 two exams at the end of Year 11. Dependent on the tier of entry they are entered for, the composition of the exams will differ due to the fact that there are different Examination Boards being used.

Exam Board	Sets 1 and 2 AQA Higher – 8300H Grades: 5-9 (175 marks available)	Typically sets *3, 4 and 5 AQA Foundation – 8300F Grades: 1 - 5 (175 marks available)
Paper 1 Non-Calculator	1 hour 30 minutes 80 marks	1 hour 30 minutes 80 marks
Paper 2 Calculator	1 hour 30 minutes 80 marks	1 hour 30 minutes 80 marks
Paper 3 Calculator	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 homework tasks 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 during 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.

SUPPORT

How can I support my child?

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

- The Mathematics Department website on www.greatsankey.org – currently in redevelopment
- www.bbc.co.uk/schools/bitesize
- www.mymaths.co.uk (this is great) – login: **sankey** password: **divide**
- www.amathsdictionaryforkids.com
- samlearning.com – centre id: **WA5GS** login: **mmddyy + initials** password: **mmddyy + initials** (please change)
- www.mathswatchvle.com

Learners should have a sticker on the front of their exercise book that gives details of these sites with logon details

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

GCSE MODERN FOREIGN LANGUAGES

GCSE French / German / Spanish

COURSE INFORMATION

The MFL Department follows the AQA syllabus in all three languages. The aims of the course are to encourage and help students to develop their language skills in a variety of contexts, and to enable them to gain a broad understanding of the culture of countries and communities where the language is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

All learners have access to a textbook (AQA GCSE French/Metro 4, and ¡Mira! for AQA for Spanish). These offer differentiated practice materials that reinforce all four skills areas and fully support the syllabus. The Modern Languages Department also subscribes to 'This is Language' (www.thisislanguage.com). This is an interactive, video based website which will allow students to learn independently, and to develop their language skills at home. All students will be issued with log-in details.

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

- **Lifestyle:** Health / Relationships and Choices
- **Leisure:** Free Time and the Media / Holidays
- **Home and Environment:** Home and local area / The Environment and environmental issues
- **Work and Education:** School, College and Future Plans / Current and future jobs

ASSESSMENT

Unit 1 Listening	Unit 2 Reading	Unit 3 Speaking	Unit 4 Writing
Examination Foundation 35 mins Higher 45 mins 20% weighting	Examination Foundation 30 mins Higher 50 mins 20% weighting	Controlled Assessment (internally assessed) 30% weighting	Controlled Assessment (externally assessed) 30% weighting

Does my child have to do coursework?

The coursework component of the specification has now been replaced with controlled assessments in Speaking and Writing. Learners are informed of each task in advance, and are allocated time (6 hours over a two week period) to prepare their answers prior to completing the task under controlled conditions. These controlled assessments will take place throughout the two

year course, so learners will do some in Year 10 and some in Year 11. Two speaking and two writing assessments (those with the highest marks) are submitted to form the final GCSE grade.

YEAR 10 (2015-16):

- November / December 2015 – Writing
- January 2016 – Speaking (French – 26/1/16 Spanish - 29/1/16)
- May/June 2016 Speaking / Writing

YEAR 11 (2016-17):

- December 2016 - Writing
- January 2017 – Speaking (dates to be arranged)
- March/April 2017 - Speaking/Writing 'catch-up' as necessary

NOTE: This schedule may vary slightly, to meet the needs of individual classes.

The speaking assessments are conducted by the individual class teacher, recorded, and marked. A sample is then sent to the exam board for moderation. Controlled writing assessments are sent to an AQA moderator for marking.

Listening and reading papers are taken at the **end of Year 11**, during the normal external GCSE examination period. The papers are tiered (higher/foundation), but it is possible to 'mix and match'. Speaking and writing span both tiers.

SUPPORT

How can I support my child?

- Invest in a Malvern Vocabulary Guide (£5.00 - available via the MFL Department).
Pupils should systematically learn topic vocabulary in addition to work set /covered in class. Please ensure that they do so.
- 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.memrise.com (students will need to create their own log-in)

www.linguascope.com (Username: **catsankey2** Password: **languages**)

www.thisislanguage.com

www.languagesonline.org.uk

www.bbc.co.uk/schools/gcsebitesize/

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

- Students are issued with a Controlled Assessment Handbook which includes a Study Logbook. This provides a structured approach to independent learning and revision on a four-

weekly basis. Please monitor, check and sign your child's logbook and ask them about the tasks they have completed.

- Offer to test your child on vocabulary (including spellings). Students will have a vocabulary test every week.
- Make sure that your child copies up any work missed through absence
- Know when controlled assessment deadlines are, and ensure that these are met.

Please note: The deadlines are **NOT** flexible owing to the strict nature of the AQA guidelines about preparation for controlled assessments (see above). If a student is absent on the day of the assessment they may not be able to sit it at a later date. Students **must** endeavour to attend school on the day of their assessment.

- Monitor your child's planner
- Discourage your child from accessing translation tools or translation sites on the Internet
- The full GCSE AQA specifications for the individual languages can be found at:

<http://filestore.aqa.org.uk/subjects/AQA-4655-W-SP-14.PDF>

<http://filestore.aqa.org.uk/subjects/AQA-4665-W-SP-14.PDF>

<http://filestore.aqa.org.uk/subjects/AQA-4695-W-SP-14.PDF>

- 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.

GCSE MUSIC

COURSE INFORMATION and ASSESSMENT

To succeed at the highest level it is essential that a high mark is awarded in all four units. These being: Listening and Analysing (20%), Composing and Appraising Music (20%), Performing Music (40%) and Composing Music (20%). The exam board we use is AQA.

Unit 1: Listening and Appraising Music: This is a 1 hour written paper and students are expected to respond to questions based on short musical excerpts drawing on music from five areas of study:

1. Rhythm and Metre
2. Harmony and Tonality
3. Texture and Melody
4. Timbre and Dynamics
5. Structure and Form
- 6.

These will be explored through three strands:

1. The Western Classical Tradition
2. Popular Music of the 20th and 21st centuries
3. World Music

Unit 2: Composing and Appraising Music: Students are required to compose one piece of music and must choose two or more of the five areas of study. There must be a link to one of the three strands which will be announced annually by the exam board. The composition will be completed under 20 hours of supervised time where the work of the students will be monitored. Students will appraise the process and the outcome of the composition in relation to the areas of study and indicate the link to the chosen strand. Students have 2 hours of controlled time for the appraisal which must be undertaken as an individual exercise under formal supervision.

Unit 3: Performing Music: Each student should perform two different pieces:

- one for 'Individual Performance', lasting no more than five minutes.
- one for 'Group Performance', lasting no more than five minutes.

Unit 4: Composing Music: Students are required to compose one piece of music which explores two or more of the five areas of study. This may be in any style or genre of the students choosing. Students have up to 25 hours of controlled assessment in which to complete the composition. This must be undertaken as an individual exercise under informal supervision. Students should demonstrate sufficient development of musical ideas in the music.

To succeed at the highest level it is essential that a high mark is awarded in all four units: Listening and Analysing (20%), Composing and Appraising Music (20%), Performing Music (40%), Composing Music (20%).

SUPPORT

You can support your child by ensuring that sufficient instrumental / vocal practice and listening is taking place at home on a regular basis. The department will provide revision sessions according to need. 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 £5 (maximum) per lesson, or you can arrange your own private instrumental / vocal tuition for your child.

MUSIC TECHNOLOGY

V CERT LEVEL 2

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.

Mandatory Units

Unit 1 – Set up and operate a digital audio workstation:

This unit introduces pupils to Pro Tools software, which is the industry standard for music production. Pupils will learn to navigate this software confidently, and how to use it as a tool to create, arrange and shape music to generate realistic and musical performances.

Unit 2 – Create music using a digital audio workstation:

This unit will be completed in controlled conditions and assessed externally. Pupils have 20 hours to produce a piece of music to a given brief. They will use the skills that they learnt in unit 1.

Optional Units

Unit 3 – Recording multi-track audio:

This unit will teach pupils how to capture live performances. It will cover the layout of a typical mixing desk, appropriate selection and placement of microphones and advanced recording techniques. This unit will culminate in pupils planning, implementing and producing their own multi-track recording.

Unit 4 – Mixing multi-track audio:

Having created their multi-track recordings, pupils will learn how to use effects plug-ins within Pro Tools to alter the sound of their tracks to produce a balanced audio mix.

Unit 5 – Developing DJ skills:

This unit teaches pupils the skills required to set up and perform a DJ set. For practical reasons it is not common for pupils to study this unit unless they have a specific interest in this area.

Unit 6 – Producing dance music:

This unit teaches pupils a range of advanced production techniques, which can be used to create dance music. It culminates in them producing their own dance track in a specific style.

Unit 7 – Working with digital audio:

This unit teaches pupils to edit audio recordings, including splitting, crossfading and stripping silence. It also teaches pupils how to read a waveform display. These skills are useful if you are interesting in pursuing a career in broadcasting.

ASSESSMENT

Throughout Years 10 and 11, pupils will prepare a portfolio of work. This will be assessed to provide their final grade.

For each unit of work, pupils must meet a list of outcomes. When the unit is complete, each pupil is awarded a grade (pass, merit or distinction) based on the difficulty of the outcomes they have met. Pupils must complete two mandatory units, one of which is externally assessed. They then complete two optional units, based on their areas of interest.

GCSE PRODUCT DESIGN

COURSE INFORMATION

Product Design is a course which introduces pupils to how products are designed and made in the Real World. Pupils have the opportunity to design and make many projects, from initial ideas to final products and evaluation.

In Year Ten pupils will make three separate projects using various materials and techniques. They are encouraged to be as creative as possible.

Topics to be covered in Year Ten

- Market Pull and Technological Push
- Product Evolution
- Design Methodology
- Designers of the past and present
- Environmental Issues
- Product Life Cycles
- Human Factors
- Consumer Issues
- Packaging and Labeling
- Batch and Mass Production

ASSESSMENT

Year Eleven

The course is split into three sections;

Design Folder and **Product** = 60%

2 hour exam = 40%

The exam board we use is AQA.

It is essential that all aspects of the course are completed to a high standard to achieve maximum marks.

The exam is worth 40% and all of the work covered in Year Ten is crucial to their success in Year Eleven.

SUPPORT

Coursework and Revision Sessions

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

GCSE PSYCHOLOGY

COURSE INFORMATION

Psychology is the study of the human mind and behaviour. We believe it is an important subject because it studies people—who and what they are. It looks into why they act and think the way they do and how someone can improve himself or herself. Therefore, everything a person does is connected to the subject. Psychology allows people to understand more about how the body and mind work together. This knowledge can help with decision-making and avoiding stressful situations. It can help with time management, setting and achieving goals, and living effectively.

Some of our material at GCSE level includes:

- ❑ Stereotyping, prejudice and discrimination
- ❑ Aggression, personality types and non-verbal communication
- ❑ Gender development, learning and social influence
- ❑ Memory and Research Methods

ASSESSMENT

The AQA GCSE course is 100% exam based and the students will be assessed, via two exams, at the end of Year 11. Each exam is 1 hour 30 minutes long and is worth 50% of the overall GCSE grade

- Unit One – 1hr 30 mins – 50% of GCSE
- Unit Two – 1hr 30 mins – 50% of GCSE

The exam papers are not tiered; therefore the question papers have been designed to be accessible to candidates of all abilities. There are approximately 53 studies to learn so there will be a lot of revision to complete over the two years.

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.
- Parental support and involvement by helping to test your son/daughter in preparation for student tracking tests/key term tests.
- Your son and daughter must do active revision in preparation for tests throughout the course and for their GCSE Exams such as:
 - Summarising information onto A3/A4 sheets.
 - Using memory techniques to remember key information.
 - Creating key terms and definition sheets.
 - Completing mini revision booklets and key study cards.
 - Completing past exam question packs.
- **AQA GCSE Psychology: Student's Book – Mike Stanley** is the textbook we recommend to buy.

GCSE Religious Studies

COURSE INFORMATION

All students are 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.

The course is made up of two units, Religion and Life and Religion and Society. These include topics such as: life after death, euthanasia, war, capital punishment, organ transplants and homosexuality.

We follow the Edexcel Specification (Specification A, Units 1 and 8). We study all topics from four view points; non-religious, Christian, Muslim and the students. We have chosen Christianity and Islam as the two religious perspectives because they are the largest religions in the UK and so, even if a student is not a follower of one of those (or any religion), they are likely to have friends or classmates and, in the future, colleagues who are.

You can find out more at www.edexcel.org.uk and select 'Religious Studies Specification A: Christianity & Islam'.

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 2017.

SUPPORT

What can I do to help my child?

We hope you will take an active role in your child's progression through 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– 21st Century Science BIOLOGY, CHEMISTRY AND PHYSICS CORE AND ADDITIONAL SCIENCE

COURSE INFORMATION

In year 10 students will study the following separate science subjects;

- Biology
- Chemistry
- Physics

All of the above courses follow the OCR Twenty First Century Science syllabus (www.ocr.org.uk)

At the end of year 10 we will decide whether students will complete qualifications in the 3 Separate Sciences or a dual award of Core and Additional Science (combining all 3 subjects) This option enables us to ensure that students are on the right pathway for them and thus giving them the best chance of achieving higher qualifications.

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.

Does my child have to do coursework?

Biology, Chemistry, Physics - Yes

Learners going on to study the traditional 3 science courses will complete a full investigation in each of the subjects. The timing of the controlled assessment will be dependent upon the titles provided the awarding body.

Core and Additional Science - Yes

Learners going on to study the Core and Additional courses will complete a case study a data analysis and a whole investigation. The timing of the controlled assessment will be dependent upon the titles provided the awarding body.

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 (one for each of the three subjects at a cost of £3 from the Science prep.-room). This contains all the information from the syllabus as well as questions sections for all the sections of each module

- ✓ The coursework is done under controlled conditions and there is **no opportunity** to improve their work once it is complete. A **'Right first time'** ethos is needed. Please encourage your child with this and help them plan and prepare for their coursework when the time comes.
- ✓ Know when the deadlines for completion of any coursework tasks are.
- ✓ Ask your child for the past papers which they will be issued with close to the exam time. Work through the papers with them identifying any gaps in knowledge

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

GCSE SPORTS STUDIES (specification A)

COURSE INFORMATION and ASSESSMENT

GCSE PE is based on a 60% internally-assessed practical component and a terminal examination with a weighting of 40%.

Paper 1

Written Paper is **40%** of total marks – 1hr 30 mins. The written paper is taken at the end of the course. There is an end of year 10 exam and a mock exam in year 11, both of which are based on past papers but do not count towards the final grade.

Coursework

Practical is **60%** of total marks - The Effective Performance in a variety of roles and Analysis of Physical Activities. They use four activities chosen from at least two of the following activity areas. Outwitting opponents e.g. Football. Maximal performance e.g. Athletics. Accurate replication e.g. Gymnastics. Exploring and communicating ideas, concepts and emotions e.g. Dance. Problem solving e.g. Lifesaving.

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. We also order revision guides for year 11 students to help prepare for their exam.
- 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

www.bbc.co.uk/schools/gcsebitesize

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 over the 2 years.

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 2-3 hour sessions and spread over approx. 2 weeks) 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. Both of these pieces of work will be included in their 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 eg. 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.

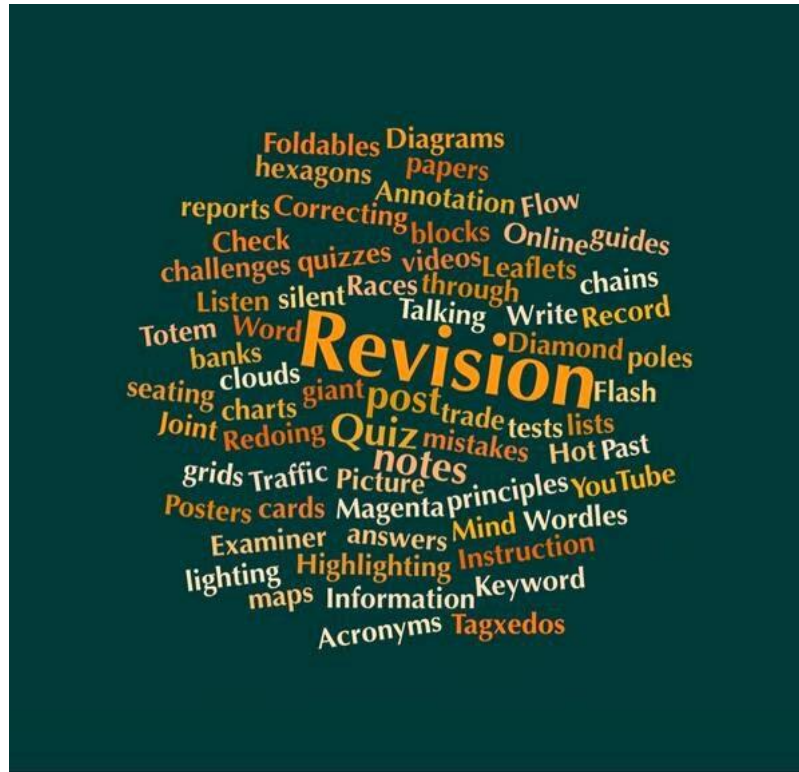
Useful resources include...

Art@GSHS on Pinterest

Art2day.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, 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 2015 our year 11 students clocked up over 5314 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.