

MADELEY  
SCHOOL



Inspiring Excellence

# KEY STAGE 4 THE CURRICULUM EXPLAINED 2026-2028



EXPECT EXCELLENCE • OVERCOME OBSTACLES • MAXIMUM EFFORT • PRIDE AND RESPECT  
EXPERT TEACHING AND FEEDBACK • CHALLENGE YOURSELF • INSPIRE AND BE INSPIRED



KMF



Shaw  
Education  
Trust

PRIDE & RESPECT • CONFIDENCE • RESILIENCE • ASPIRATION • POSITIVITY • ENJOYMENT • POLITENESS



## OUR CORE VALUES

*In all of our students we will instil*



## GROWTH MINDSET

**EXPECT EXCELLENCE • OVERCOME OBSTACLES • MAXIMUM EFFORT**  
**EXPERT TEACHING AND FEEDBACK • CHALLENGE YOURSELF**  
**INSPIRE AND BE INSPIRED • PRIDE AND RESPECT**



## Introduction – Year 9 Options 2026-2028

In the next few weeks, you are going to make important decisions about some of the subjects you will study during your final two years at Madeley School. This booklet has been written to give you:

- Information about the subjects you **must** study.
- Information about the option subjects you can **choose** to study.
- **Advice** on how to decide which options to choose.

### THE CURRICULUM

Subjects that you must study because they are part of the National Curriculum make up the **CORE CURRICULUM**. You will find information about these subjects in the first part of this booklet.

The subjects that you choose to study make up the **OPTIONS**. The second part of this booklet contains information about the option subjects that you can choose from.

The tables below show how many lessons you will have in each subject every two weeks.

CORE SUBJECTS	LESSONS
GCSE English Language	
GCSE English Literature	10
GCSE Mathematics	8
GCSE Triple Award Science (Biology, Chemistry and Physics) or AQA GCSE Combined Science - Trilogy	12
Physical Education	2

OPTION SUBJECTS (dependent on pathway)	LESSONS
GCSE Art & Design (Fine Art) GCSE Computer Science GCSE Creative iMedia (Camb Nat Level 2) GCSE Drama GCSE Fashion Textiles GCSE Food Preparation & Nutrition GCSE Geography <u>or</u> GCSE History (required to follow for Ebacc) GCSE Music GCSE Photography GCSE Physical Education GCSE Product Design GCSE Religion, Philosophy & Ethics GCSE Spanish (required to follow for Ebacc) BTec Enterprise (Level 1 & 2 - by discussion with Mr Hawkins) BTec Health & Social Care (Level 2)	6

There is a structured Personal Development programme delivered during form time and you will also experience Personal Development days that are designed and integrated into the curriculum at key times over the next two years. Topics covered on these days will include: **Careers Information and Guidance, Health & Well Being, Financial Capability, Citizenship and Relationships & Sex Education.**

## Key Stage 4 Curriculum Offer: Inspiring Excellence Through Opportunity

At Madeley School, our curriculum is designed to reflect our core values of **Pride & Respect, Confidence, Aspiration, Enjoyment, Resilience, and Politeness**, with the overarching aim of **Inspiring Excellence** in all our students.

### EBacc: Opening Doors to Future Opportunities

The Department for Education (DfE) highlights the importance of the English Baccalaureate (EBacc) as a key measure of academic success, emphasising its value in opening doors to higher education, employment opportunities, and lifelong learning. In line with this guidance, we encourage students to consider the EBacc pathway as part of their Key Stage 4 studies when considering their options.

The EBacc is made up of the following subjects:

- **English Language**
- **English Literature**
- **Maths**
- **Science**
- **Geography or History**
- **A Language**

Research from the UCL Institute of Education shows that studying EBacc subjects can improve future educational opportunities and increase the likelihood of remaining in full-time study. Additionally, Sutton Trust research suggests that students taking the EBacc are more likely to achieve higher grades in English and Maths.

### How to Choose the EBacc

To complete the full EBacc, you must select:

- **Spanish**
- **One of History or Geography**
- **One free-choice subject (plus a reserve)**

**Note:** While some students may wish to study both History and Geography, we recommend selecting just one to maintain a balanced and varied curriculum.

### Flexibility Within the Curriculum (Non-EBacc)

We respect that the EBacc may not suit every student. For students who feel the EBacc pathway is not the right fit for them, such as those who already have a specific career in mind, we offer a flexible curriculum while ensuring a broad and balanced education that still meets the DfE's Attainment 8 requirements. In this case, you must select:

- At least one of **History, Geography, Spanish, or Computer Science**
- Two additional free-choice subjects (plus a reserve)

This ensures all students follow a curriculum that supports their personal goals and aspirations.

### Reflecting Our Core Values

Our curriculum empowers students to make decisions with **confidence and resilience**, whether they choose the EBacc or a flexible pathway. By fostering **aspiration, pride, and respect** for diverse ambitions, we ensure every student can thrive and achieve their full potential while always **Inspiring Excellence**.

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## What can stop me getting my first choice?

- **Behaviour for Learning / Effort:** If your behaviour for learning or effort in a subject does not reflect your apparent aspirations to study the subject to Key Stage 4, it might be recommended that you choose a different subject in which you seem more committed.
- **Progress:** If your progress data shows that you are likely to have more success in an alternative subject, a discussion will be had with you and a member of the Senior Leadership Team to better understand your aspirations for the future.
- **Oversubscription:** Sometimes, so many students choose a subject that we don't have the capacity within the timetable to allocate all those students a class. Either that, or the class size would be larger than we would like. In these cases, a discussion will be had with the students and a member of the Senior Leadership Team to best prioritise students to the subjects that are essential for readiness for the next phase of education, training or employment
- **Non-viable course:** If too few students choose a subject, a discussion takes place between the Senior Leadership Team to assess the viability of staffing a course for so few students. It is always our hope that all the courses we offer will run each year, and this is often the case. On rare occasions where this is not possible, the course will not be timetabled and students will be allocated their reserve choice.
  - this is why you **MUST** choose a **reserve**.

We try our best to accommodate all choices in the order of preference; we want everyone to get their first choice from the “**FREE**” option and over the years a very high proportion of students get exactly what they want. However, it is not always possible. In these cases, you would be allocated your reserve choice.

If you are required to use your reserve choice or if other issues arise – you and your parents will be notified to discuss the way forward.

## Examinations

All GCSE courses are graded 9-1.

Most subjects are now Linear Courses and are examined solely at the end of Y11 however some specifications i.e. Art and Design, Technology and Drama retain some form of continuous or controlled assessment produced during the course.

The Cambridge National and BTEC qualifications have different assessment arrangements. Please check the individual course page later in this booklet for more details.

## Choosing Options

Try to choose subjects you enjoy and are making good progress in but don't necessarily avoid those subjects where you're not doing so well. Sometimes it is important to continue working at a subject you find difficult because it may be the only way to lead on to something you really want to do.

Your option form shows the grades you are most likely to achieve in your best four option subjects. These are based on the GCSE results students with similar ability to you at the end of Key Stage 2 have obtained in previous years. You can use this information alongside your current assessments to get an idea of the subjects you're most likely to do well in at GCSE.

If you have an idea of what you would like to do, we can easily check that you are selecting the right subjects. You can get advice from your teachers or from the Careers Service in school. If you don't have any clear ideas about what job you would like to do, don't worry because most young people are like you at this stage.

Try to keep a wide range of subjects with a good balance so that you have lots of options when you leave school.

**DON'T** choose a subject just to be with your friends. Your friends may not have the same abilities or ambitions as you. Make your own choice.

**DON'T** choose a subject, or give it up, just because you like or dislike a particular teacher. In the first place you often do not know who will be teaching you next year and, in any case, your future is far more important.

## What to do next

- Thinking about your choices starts NOW.
- Read the information in this booklet **carefully** so that you know what work is involved in your CORE subjects and what choices are available in the OPTION subjects.
- Think about and discuss your possible option choices with your parent(s)/carer(s).
- Talk to your Form Tutor, Head of Year or your subject teachers if you have any questions.
- Think about the advice you have been given during Personal Development lessons.
- Use UniFrog, an interactive online platform designed to help students explore career paths, build skills for the future, and connect their interests with potential career opportunities. Guidance on how to do this will be provided during Personal Development lessons this term.
- Attend the Year 9 Parents' Consultation & Options Evening on **Thursday 12<sup>th</sup> February**.
- Complete your Options Form and hand it in to your Form Tutor no later than **Monday 2<sup>nd</sup> March**.
- Finally, wait patiently. We aim to confirm your option choices with you w/c 29th June. This gives the school chance to model the curriculum, recruit additional staff or to make any changes to rooms to accommodate your choices. We really do re-plan everything around what you have chosen!





## **1. CORE CURRICULUM**

This section of the booklet contains information about the subjects all students must study.

**KEY STAGE 4**  
**ENGLISH LANGUAGE AND**  
**ENGLISH LITERATURE**

**Teacher in Charge**

**MRS L FARRINGTON**

**What course do I follow?**

**GCSE ENGLISH LANGUAGE: AQA 8700**

**GCSE ENGLISH LITERATURE: AQA 8702**

**What will I study?**

The majority of students will study English Language and English Literature; two separate and distinctive GCSE subjects which are taught in combination across the two-year course.

GCSE English Language aims to equip you with the reading and writing skills essential for your future lives. The course has been designed to inspire and motivate students, providing stretch and challenge whilst ensuring that a range of fiction and non-fiction texts are accessible to all. The course will enable students to develop the skills they need to read, understand and analyse a range of texts covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

GCSE English Literature takes a skills-based approach to the study of English Literature that is consistent across a range of genres and texts over time. Again, the texts chosen are inspiring and challenging with assessment through close analysis of whole texts and then through extract analysis. 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century texts will be covered and include Shakespeare, poetry, plays and novels; texts are selected to ensure all abilities can meet their potential.

**Details of Assessment**

Both GCSE English Language and English Literature are assessed through un-tiered, closed book terminal examination. In addition to this, students will receive a separate endorsement for their spoken language skills.

### ***English Language***

#### **Paper 1: Examination (50%)**

Explorations in creative reading and writing.

#### **Paper 2: Examination (50%)**

Writers' viewpoints and perspectives.

#### **Non Examination Assessment:**

Spoken Language

### ***English Literature***

#### **Paper 1: Shakespeare and the 19<sup>th</sup> Century novel (40%)**

*Macbeth* (Shakespeare) and *A Christmas Carol* (Charles Dickens)

#### **Paper 2: Modern Texts and Poetry (60%)**

*An Inspector Calls*, (J.B. Priestley) and *Power and Conflict Poetry Anthology* (various poets)



## KEY STAGE 4

# MATHEMATICS

**Teacher in Charge**

**MR W WOODFINE**

**What course do I follow?**

**GCSE MATHEMATICS:  
EDEXCEL 1MA1, LINEAR ASSESSMENT**

**What will I study?**

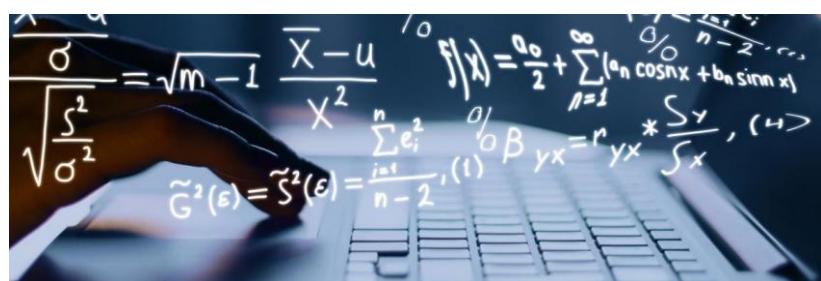
The National Curriculum programmes of study for Key Stage 4 in Mathematics.

There are two programmes of study, higher and foundation. These cover grades 9 to 1 at GCSE.

**Assessment and details of Examination**

The GCSE specification has been written to assess the Key Stage 4 programmes of study in Mathematics.

- This course is designed to offer students the opportunity to acquire a valuable qualification often requested by employers.
- This particular course has a simplified linear structure.
- Higher Tier covering grades 9 to 4.
- Foundation Tier covering grades 5 to 1.
- Paper 1 will be a non-calculator paper (33.33%).
- Paper 2 will be a calculator paper (33.33%).
- Paper 3 will be a calculator paper (33.33%).
- There is no coursework in Mathematics.



## KEY STAGE 4

# SCIENCE

<b>Teacher in Charge</b>	<b>MISS A AUSTIN</b>																										
<b>What course do I follow?</b>	<p><b>Separate sciences - GCSE Biology: AQA 8461, GCSE Chemistry: AQA 8462 and GCSE Physics: AQA 8463</b></p> <p><b>OR</b></p> <p><b>Combined sciences - GCSE Combined Science – Trilogy: AQA 8464</b></p> <p>A decision will be made towards the end of Year 9 about which Science route pupils will follow. This will be based on individual attainment and progress.</p>																										
<b>Aims of the course</b>	The aim of the Science courses is to develop a critical approach to scientific evidence, explore the implications of science for society and to develop scientific literacy. Students are encouraged to explore, explain and theorise using scientific models, and develop a critical approach to scientific evidence.																										
<b>Awarding Grades</b>	Each qualification is graded on a 17-point scale: 1–1 to 9–9 where 9–9 is the highest grade. Students taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9 for each of the subjects. Students taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5.																										
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**Assessment**

For each of the Science routes, there are six papers: two Biology, two Chemistry and two Physics. These take place at the end of Year 11. Each of the papers will assess knowledge and understanding from distinct topic areas.

Separate Science route			
Course	Exam	Time	Marks
GCSE Biology	<u>Paper 1</u> Topics 1 – 4  <u>Paper 2</u> Topics 5 - 7	Each paper is 1hr 45 mins	Each paper is worth 100 marks and 50% of the GCSE
GCSE Chemistry	<u>Paper 1</u> Topics 8 - 12  <u>Paper 2</u> Topics 13 - 17	Each paper is 1hr 45 mins	Each paper is worth 100 marks and 50% of the GCSE
GCSE Physics	<u>Paper 1</u> Topics 19, 21, 23 & 24  <u>Paper 2</u> Topics 18, 20 & 22	Each paper is 1hr 45 mins	Each paper is worth 100 marks and 50% of the GCSE

Combined Science route			
Course	Exam	Time	Marks
GCSE Combined Science	<u>Biology Paper 1</u> Topics 1 – 4  <u>Biology Paper 2</u> Topics 5 - 7	Each paper is 1hr 15 mins	Each paper is worth 70 marks and 16.7% of the GCSE
	<u>Chemistry Paper 1</u> Topics 8 - 12  <u>Chemistry Paper 2</u> Topics 13 - 17	Each paper is 1hr 15 mins	Each paper is worth 70 marks and 16.7% of the GCSE
	<u>Physics Paper 1</u> Topics 19, 21, 23 & 24  <u>Physics Paper 2</u> Topics 18, 20 & 22	Each paper is 1hr 15 mins	Each paper is worth 70 marks and 16.7% of the GCSE

## Where can I find more information?

More information about the course can be found using the links below.

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

## Assessment Resources

Specimen paper questions can be found using the links below.

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## Careers Information

Useful information on Science careers can be found using the links on our website:

<https://madeleyschool.org/our-curriculum/science>



## KEY STAGE 4

# SCIENCE

**Teacher in Charge**

**What course do I follow?**

**Aims of the course**

**Awarding Grades**

**Subject Content**

**MISS A AUSTIN**

**Combined sciences - GCSE Combined Science – Trilogy: AQA 8464**

A decision will be made towards the end of Year 9 about which Science route pupils will follow. This will be based on individual attainment and progress.

The aim of the Science courses is to develop a critical approach to scientific evidence, explore the implications of science for society and to develop scientific literacy. Students are encouraged to explore, explain and theorise using scientific models, and develop a critical approach to scientific evidence.

Each qualification is graded on a 17-point scale: 1–1 to 9–9 where 9–9 is the highest grade. Students taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9 for each of the subjects. Students taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5.

**Biology**

1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	5. Homeostasis and response 6. Inheritance, variation and Evolution 7. Ecology
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**Chemistry**

8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes	13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources
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**Physics**

18. Forces 19. Energy 20. Waves 21. Electricity	22. Magnetism and electromagnetism 23. Particle model of matter 24. Atomic structure
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**Assessment**

There are six papers: two Biology, two Chemistry and two Physics. These take place at the end of Year 11. Each of the papers will assess knowledge and understanding from distinct topic areas.

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**Careers Information**

Useful information on Science careers can be found using the links on our website:

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## KEY STAGE 4

# PERSONAL DEVELOPMENT

**Teacher in Charge**

**What course do I follow?**

**MRS R DERRINGTON**

The Personal Development programme is non examinable but a vitally important part of the curriculum at Madeley. The Course will be delivered in school through form time activities and focused drop-down days through years 10 and 11. It is based on the National Curriculum orders for PSHE, SRE and RAW.

The programme is structured to provide pupils with knowledge and skills that will enable them to make informed decisions, identify and manage risk to both themselves and others, reflect on their own attitudes, skills strengths and weaknesses so that they are able to lead healthy happy and fulfilling lives.

**What will I study?**

Modules in:

**Financial Capability** – to develop an understanding of money matters including budgeting, loans and lending, mortgages, utility bills, pensions and payslips.

**Citizenship** – to develop an understanding of their place in the world and what it means to be a British Citizen in a global society. We will look at UK politics and national and worldwide issues that will have a bearing on their future lives. Students will also study Religion and Worldviews which promotes spiritual, moral and cultural development and prepares students for the opportunities, responsibilities and experiences of later life.

**Sex & Relationship Education** - To develop an understanding of healthy relationships, assessing the risk associated with the choices they make and how this could impact on their lives and others.

**Personal Health & Wellbeing** – covers aspects of personal wellbeing and asks students to reflect on their own lifestyle and whether the risks they make will affect their future life potential. This module includes drugs and alcohol, mental health and wellbeing.

**Careers Information & Guidance** - prepare for the world of work including preparing CVs and considering careers choices to make the best of post 16 opportunities that are open to them. Students will receive presentations from all the local post 16 education providers, information on apprenticeships and from training providers.

**KEY STAGE 4**

# **PHYSICAL EDUCATION (CORE)**

**Teacher in Charge**

**What course do I follow?**

**What will I study?**

**MR P GOODWIN**

Students will follow a non-examination course.

Throughout, students will be given the opportunity to;

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.





## 2. OPTIONS

For the Ebacc route, you must choose either

- **Geography or History and Spanish**

If you do not wish to follow Ebacc, you must still choose **one** subject from this section, **or Computer Science** from Section 3 - Options, then 2 additional subjects.

## KEY STAGE 4

# GEOGRAPHY

**Who can I ask for more information?**

**DR N CURTIS**

**What course do I follow?**

**GCSE GEOGRAPHY: AQA (1-9)**

**What will I study?**

The course has been developed to be exciting, relevant and interesting. The issues it deals with are the most important challenges facing the world today. It will give you inside information on the causes of these different challenges, the impact they have on us and our environment and what we can do to help overcome the problems we face to build a more sustainable future nationally and globally. The content of this course is divided into different themes. In today's rapidly changing world, never has Geography been a more relevant and popular subject to study

**The Fieldwork:**

In Geography, fieldwork must take place outside the classroom and school grounds on at least two occasions. Students must carry out two geographical enquiries in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography. The most likely location for the Geography fieldtrip will be the North Wales coast, in and around Llandudno. Here, issues of coastal management and tourism will be studied.

**Subject content:**

**Living with the physical environment**

The challenge of natural hazards – Earthquakes, Tropical Storms, UK Weather Hazards  
The living world – Ecosystems  
Physical landscapes in the UK – Coasts and Rivers

**Challenges in the human environment**

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

**DETAILS OF ASSESSMENT**

The course is examined over 3 final exam papers: one Physical Geography paper, one Human Geography paper, these test the 'taught content', and a final paper which is 1) An Issue evaluation (based on pre-release booklet) and 2) A Fieldwork Paper based on 2 pieces of fieldwork which will be carried out by the students.

The course is subject to change due to the governmental changes in syllabus structure.

## KEY STAGE 4

# HISTORY

**Teacher in Charge****MR N DAWKINS****What course do I follow?****GCSE HISTORY 9-1 Edexcel****What will I study?**

Pupils will study five topics with three exams in year 11.

**Development Study - Crime and Punishment through time**

This study will focus on various crimes throughout history and how crime has evolved. Topics such as witchcraft, highway robbery and suffragettes will be covered. Students will also discover the punishments criminals have had to endure throughout history such as being hung, drawn and quartered, spending time in the pillory or even having limbs chopped off.

**Historic environment - Whitechapel, 1870-1900: crime, policing and the inner city**

This topic investigates the living conditions in Industrial Britain and how this impacted on crime and punishment in the period. Policing methods and the infamous Jack the Ripper crimes will be investigated using historical sources to highlight the issues that Industrialisation caused in Britain during this period.

**In Depth Study - Germany 1918-39**

This study will focus on the huge problems Germany faced after World War One before moving on to cover how Hitler and the Nazis rose to power. The course then focus' on how people's lives in Germany changed and the impact the Nazis had on people's everyday lives.

**British Depth Study - Anglo Saxon and Norman England 1060-88**

This module highlights the changes and continuities that happened in England during and after the Norman invasion. How William I took control and tried to tackle resistance is covered as well as the changes made to Anglo-Saxon life, culture and architecture.

**Period study - The American west 1835-1895**

This study will focus on the expansion of the USA into Native American territory during the 19th century. Topics focus on Native American beliefs, development of settlements and conflicts that arose between Native Americans and the settlers. The course reflects on the impact of settlement and how the new settlers changed the USA.

## Details of Examination

There will be three examination papers on the above topics.

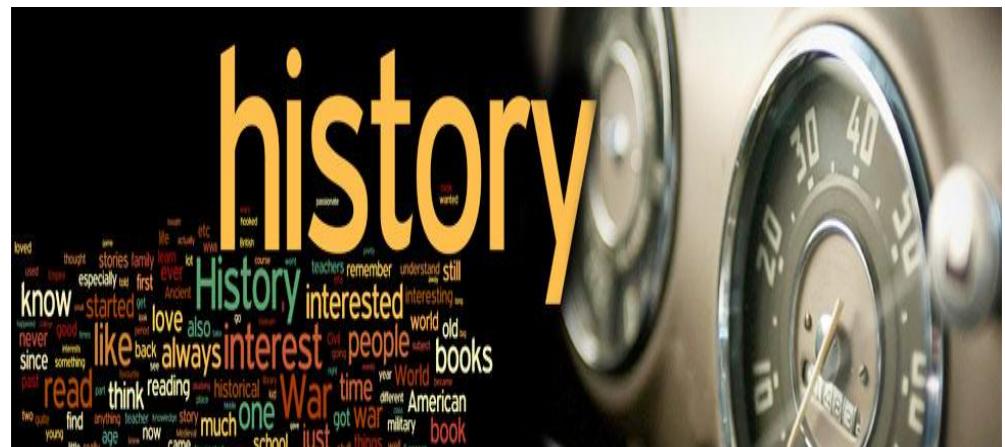
Paper 1: Development Study - Crime and Punishment through time & Historic environment - Whitechapel, 1870-1900: crime, policing and the inner city- 1hr 15 mins

## Paper 2: Period study - The American west 1835-1895 & British Depth Study - Anglo Saxon and Norman England 1060-88 – 1hr 45min

Paper 3: In Depth Study - Germany 1918-39 1 hr 20 mins

All pupils will be entered for the same examination papers.

There is no coursework element to this study



KEY STAGE 4  
**SPANISH**

**Teacher in Charge**

**What course do I follow?**

**Why should I take a language?**

**What and how will I study?**

**Details of Examination and Assessment**

**MISS L EVANS**

**AQA GCSE SPANISH 8692**



- GCSE Languages can help some of you gain the English Baccalaureate and support progression into most higher education courses
- Language learning can support career opportunities in an ever-increasing global job market, especially those that have an international dimension
- A GCSE language course is ideal for students who have enjoyed their KS3 language classes
- A GCSE language course will also benefit students who wish to improve their communication skills; become more independent and confident; and appreciate and understand important foreign cultures.

- The GCSE course focuses on practical communication in Listening, Speaking, Reading and Writing and builds on topics covered at Key Stage 3
- This specification has a slimmed down vocabulary list compared to previous specifications.
- In Listening and Reading, students will learn to understand and respond to information from announcements, conversations, adverts, letters, news items, instructions, notices, brochures, magazines, emails and websites
- In Speaking, students will develop the skills of sustaining a conversation in answer to questions in which they must express opinions and reasons and describe situations
- In Writing, students will develop the ability to use their chosen language creatively to produce a variety of types of writing, matching language to purpose, audience and context
- There is also a strong emphasis on gaining an understanding of the wider world, including the lifestyles and cultures of other people in a variety of the countries where the language is spoken including a brand new topic called “Celebrity Culture”.
- To make sure you get a good result, you will need to complete homework on a regular basis. You will always need to learn new vocabulary and structures as part of your homework. In addition, you will be set Reading, Writing and Speaking assignments or be asked to practise what you have learnt on various websites that we use.

Students must be entered for all of the four skills at either Foundation or Higher level.

Each exam is worth 25%.



### **3. OPTIONS**

You must choose 2 subjects (1 and 1 reserve)  
from the following subject pages.

KEY STAGE 4

# ART & DESIGN

**Teacher in Charge**

**What course do I follow?**

**What will I study?**

**Details of Examination**

**Details of Portfolio**

**Additional Information**

**MRS G STOCKDALE**

**GCSE ART & DESIGN (FINE ART): AQA 8202**

- 1) The work of other Artists, Designers and Craftspeople, studying their approach, style and use of materials applying this knowledge to your own work.
- 2) The development of ideas through the investigation and exploration of the formal elements of Art and Design i.e. line, tone, colour, texture, form etc.
- 3) Recording from direct observation (drawing and taking photographs) and personal experience in forms that are appropriate to your intentions.
- 4) The selection and control of materials.
- 5) Present personal responses demonstrating understanding, realising your intentions and making connections between all elements.

The examination consists of a Portfolio of work (Unit 1 – 60%) and an Externally Set Task (Unit 2 – 40%) of 10 hours of sustained focused study where you can respond to your chosen starting point.

You submit a portfolio comprising a sustained project and a selection of further work which represents your course of study. You should produce practical and critical / contextual work that should include painting and drawing, mixed media, sculpture, printmaking and new media technologies.

Visits to museums, art galleries and workshops are part of the Art course. A camera and basic art materials are needed to support the course.

KEY STAGE 4

# COMPUTER SCIENCE

**Teachers in Charge**

MISS S L HARTLEY / MRS A BASCOMBE-PRICE

**What course do I follow?**

OCR Computer Science (9-1) - J277

**What will I study?**

The subject content for the GCSE will be as follows:

**Computer systems**

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

**Computational thinking, algorithms and programming**

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

**Details of Examination**

The students will sit two exams at the end of year 11, each exam will contribute 50% towards the GCSE.

**Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

**Component 02: Computational thinking, algorithms and programming.**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

**Additional Information**

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

<https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

## KEY STAGE 4

# CREATIVE iMEDIA

### Teacher in Charge

MISS S L HARTLEY / MRS A BASCOMBE-PRICE

### What course do I follow?

#### Cambridge Nationals in Creative iMedia Level 2 (J834)

This is a Level 2 vocational qualification that is equivalent to one GCSE at grades 9-1.

### What will I study?

#### Creative iMedia in the media industry

#### Unit R093

This is assessed by taking an exam.

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

#### Visual identity and digital graphic

#### Unit R094

This is assessed by completing a set assignment.

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

#### Interactive digital media

#### Unit R097

This is assessed by completing a set assignment.

In this unit you will learn how to plan, create and review interactive digital media products.

Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

### Details of Coursework

Units R094 (Visual identity and digital graphic) and R097 (Interactive digital media) are practical controlled assessments for which, you will produce paper-based portfolios of evidence. Each of these units is worth 30% of the overall mark.

### Details of Examination

There is just one exam in this qualification for Unit R093 (Creative iMedia in the media industry), which lasts for 1 hour and 30 minutes and is worth 40% of the overall mark. You will sit this examination in January of year 11.

### Additional Information

This course supports many specialised media-based career options such as web design, advertising, marketing, broadcasting and filmmaking. You will gain a sound knowledge of ICT to prepare you for life in the 21<sup>st</sup> century workplace. <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

## KEY STAGE 4

# DRAMA

**Teacher in Charge**

**MR T SARGEANT**

**What course do I follow?**

**GCSE DRAMA: AQA 8261**

**What will I study?**

The specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. The opportunity to participate in performance is built into lessons as much as possible.

All students devise drama.

All students explore texts practically and work on two text-based performances.

Students can choose to develop as a:

- performer
- designer (set, costume)
- performer and designer.

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

### Transferable Skills

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

**Details of Examination and Coursework**

Component 1: Understanding drama	Component 2: Devising drama (practical)	Component 3: Texts in practice (practical)
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre.</li> <li>• Study of one set play from a choice of six.</li> <li>• Analysis and evaluation of the work of live theatre makers.</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour and 45 minutes</li> <li>• Open book</li> <li>• 80 marks</li> <li>• 40 % of GCSE</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Section A: multiple choice (4 marks).</li> <li>• Section B: four questions on a given extract from the set play chosen (44 marks).</li> <li>• Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks).</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Process of creating devised drama.</li> <li>• Performance of devised drama (students may contribute as performer or designer).</li> <li>• Analysis and evaluation of own work.</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Devising log (60 marks)</li> <li>• Devised performance (20 marks)</li> <li>• 80 marks in total</li> <li>• 40 % of GCSE</li> </ul> <p>This component is marked by teachers and moderated by AQA.</p>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Performance of two extracts from one play (students may contribute as performer or designer). Free choice of play but it must contrast with the set play chosen for Component 1.</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Performance of Extract 1 (20 marks) and Extract 2 (20 marks)</li> <li>• 40 marks in total</li> <li>• 20 % of GCSE</li> </ul> <p>This component is marked by AQA.</p>

**Additional Information**

- [GCSE Drama Handbook](#)
- [Drama Options Powerpoint](#)

KEY STAGE 4

# DESIGN AND TECHNOLOGY

**Teacher in Charge**

**MRS R SHARRATT**

**What course do I follow?**

**GCSE DESIGN AND TECHNOLOGY**  
**Product Design OR Fashion Textiles**

**What will I study?**

This GCSE will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

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.

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the creative industries.

**Details of Assessment**

**Exam 50%, Project (Coursework) 50%**

**What's assessed**

Core technical principles

Specialist technical principles

**Exam: How it's assessed**

Written exam: 1 hour and 45 minutes

100 marks

50% of GCSE

**Section A – Core**

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of mathematical calculation questions in Section A.

**Section B – Material Categories**

This section is 60 marks and contains a mixture of different question styles relating to either Timbers or Textiles, depending on the student's option choice. Open-response, graphical, calculation and extended-open-response questions are included. There will be 5 marks of calculation questions in Section B

## Where does this lead to?

(just a few of many examples)

Engineering sectors: energy, aerospace, agriculture, vehicle, robotics, biomedical, electronics...

Design: Architecture, product design, art and design, fashion, CAD...

Building: carpentry, construction, set design, civil engineering, plumbing...

...and many more!

Post 16 design and technology allows you to pursue:  
BTECs, NVQs, A-Levels, Higher Nationals, and Degree, and apprenticeships.

### Project: What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

### How it's assessed

- Non-exam assessment (NEA): 30–35 hours approximately
- 100 marks
- 50% of GCSE

### Task(s)

- Students will undertake a project based on a contextual challenge released by Edexcel on the 1<sup>st</sup> of June.
- The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.

- 1 – Investigate (16 marks)
- 2 – Design (42 marks)
- 3 – Make (36 marks)
- 4 – Evaluate (6 marks)

- Students will produce a working prototype and a portfolio of evidence
- Work will be marked by teachers and moderated externally by the awarding body.



***"Pupils are proud of the work they complete in Design and Technology". Ofsted 2019***

By using a combination of design and making activities we ensure that pupils bring the best of their knowledge of all subjects into their projects. This unique experience means that students apply knowledge in creative ways.

*"We aim to teach a balance of modern and traditional making techniques from 3d printing and laser cutting to pattern cutting and garment creation. Having strong links with industry enable us to provide a bespoke curriculum that children enjoy and learn skills that compliment those with post 16 providers."*



KEY STAGE 4

# FOOD PREPARATION & NUTRITION

**Teacher in Charge**

**What course do I follow?**

**MRS S HALSTEAD**

**EDUQAS GCSE Food Preparation and Nutrition**

Food Preparation and Nutrition will provide you with the knowledge, understanding and skills you need to prepare and cook food safely using a wide range of different food commodities, cooking skills and techniques and equipment. It will help you understand:

1. The relationship between diet and health and the effects of a poor diet on health.
2. How a range of different factors affect our food choices (including economic, environmental, ethical, and cultural influences, as well as food availability and food production processes).
3. The functional and nutritional properties, working characteristics and sensory qualities of foods and how food science principles can be applied.
4. How to prepare, process, store and cook food safely.
5. Different culinary traditions and the ingredients and cooking techniques they use.

**What will I study?**

The course is divided into six areas of content, which you will study:

1. Food Commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

**What's assessed.**

Theoretical knowledge of food preparation and nutrition

**How it's assessed**

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Non-examination assessments: assessment 1 and assessment 2

100 marks

50% of GCSE

### **Assessment 1: The Food Investigation Assessment**

A scientific food investigation which will assess knowledge, skills and understanding relation to the scientific principles underlying the preparation and cooking of food. Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. 8 hours to complete and 15% of qualification.

### **Assessment 2: The Food Preparation Assessment**

Preparing, cooking and presenting a menu to assess knowledge, skills and understanding relating to the planning, preparation, cooking and presentation of food. Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. 12 hours to complete and 35% of qualification.

### **Where does this lead to?**

*(just a few of many examples)*

[Dietician](#)  
[Food Developer](#)  
[Food Technologist](#)  
[Chef](#)  
[Restaurateur](#)  
[Nutritionist](#)  
[Food scientist](#)  
[Food vlogger](#)  
[Personal Trainer](#)  
[Farmer](#)  
[Barista](#)  
[Baker](#)  
[Animal food specialist](#)  
[Food waste manager](#)

And many more!

Post 16 design and technology allows you to pursue:  
BTECs, NVQs, A-Levels, Higher Nationals, and Degree, and apprenticeships.



***“Pupils are proud of the work they complete in Design and Technology”. Ofsted 2019***

### **Examples of apprenticeships that relate to food:**

Food technologist - Level:3 (equivalent to A levels at grades A to E). Typical length:36 months

Food and Drink Advanced Engineer - Level:6 (equivalent to bachelor's degree). Typical length:60 months

Advanced butcher - Level:3 (equivalent to A levels at grades A to E). Typical length:22 months

Senior chef production cooking - Level:3 (equivalent to A levels at grades A to E). Typical length:12 months

Hospitality team member - Level:2 (equivalent to GCSEs at grades A\* to C). Typical length:12 months

### **Examples of degree courses that relate to food:**

Bath Spa University  
BSc (Hons) Food with Nutrition

University of Plymouth  
BSc (Hons) Dietetics

Royal Agricultural University  
BSc (Hons) Agri-Food Business Management

**Local courses in food:**  
<https://www.reaseheath.ac.uk/further-education/courses/bakery-patisserie-and-confectionery/>

## KEY STAGE 4

# MUSIC

**Teacher in Charge**

**What course do I follow?**

**What will I study?**

**MR A PILATO**

**GCSE MUSIC: WJEC EDUQAS**

The Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- Engage actively in the process of music study.
- Develop performing skills individually and in an ensemble to communicate musically with fluency and control of the resources used.
- Develop composing skills to organise musical ideas and make use of appropriate resources.
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- Broaden musical experience and interests, develop imagination and foster creativity, by attending off-site visits to Liverpool Philharmonic Hall, Derby University, various local Theatres and The Royal Albert Hall in London.
- Develop knowledge, understanding and skills needed to communicate effectively as musicians in an ensemble setting.
- Develop awareness of a variety of instruments, styles and approaches to performing, composing and appraising.
- Develop awareness of music technologies and their use in the creation and presentation of music.
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology and the history of music.
- Develop as effective and independent learners with enquiring minds.
- Reflect upon and evaluate their own and others' music performance skills.
- Engage with and appreciate the diverse heritage of music, to promote personal, social, intellectual and cultural development.

The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at

## Details of Examination?

texture and sonority in relation to Musicals, Jazz & Blues as well as Chamber music. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music in different idioms.

### Component 1 - Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated 30% of qualification

72 marks

### Component 2 - Composing

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated 30% of qualification

72 marks

### Component 3 - Appraising

Written examination: 1 hour 15 minutes (approximately) 40% of qualification

96 marks

## Additional Information

The course also emphasises the importance of **playing music with others in an ensemble**, and participation in **extra-curricular activities – song-writing, recording techniques, rock/pop bands**, and the **school choir** in and outside of school.

Our instrumental teachers from the **Entrust Music Service** very much support students throughout their course of GCSE music, enabling you to learn your chosen pieces in your **instrumental lessons** with a trained musical tutor. The instrumental lessons are available to you as GCSE music students, however these lessons must be booked and paid for in advance if you wish to take up this offer. Subject to individual pupils' circumstances, you may be offered **funded** instrumental lessons with the Entrust Music Service. Further information about the music curriculum, our achievements in music this year, as well as our facilities in the music department can be found on the following links.

#### Music Video – facilities and course details info

<https://www.youtube.com/watch?v=qAM3qT19ADo>

#### Curriculum information

<https://madeleyschool.org/our-curriculum/music>

For any other queries, or if you would like to talk to the subject leader of music about the course, please contact Mr. Pilato directly via email at [antonи.pilato@madeley.shaw-education.org.uk](mailto:antonи.pilato@madeley.shaw-education.org.uk).



## KEY STAGE 4

# PHOTOGRAPHY

**Teacher in Charge**

**What course do I follow?**

**What will I study?**

**Details of Examination**

**Details of Portfolio**

**Additional Information**

**MRS G STOCKDALE**

**GCSE ART & DESIGN (Photography): AQA 8206**

- 1) The work of other Photographers, studying their approach, style and use of materials applying this knowledge to your own work.
- 2) The development of ideas through the investigation and exploration of the formal elements of Photography i.e. figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation, colour, focus and composition.
- 3) Recording from direct observation (drawing and taking photographs) and personal experience in forms that are appropriate to your intentions.
- 4) The selection and control of camera settings and editing programmes.
- 5) Present personal responses demonstrating understanding, realising your intentions and making connections between all elements.

The examination consists of a digital portfolio of work (Unit 1 – 60%) and an Externally Set Task (Unit 2 – 40%) of 10 hours of sustained focused study where you can respond to your chosen starting point.

You submit a digital portfolio comprising a sustained project and a selection of further work which represents your course of study. You should produce practical and critical / contextual work that should include painting and drawing, mixed media, sculpture, printmaking and new media technologies.

Visits to museums, art galleries and workshops are part of the Photography course. A camera is needed to support the course. You will be required to complete a photography project to determine suitability for this course.



KEY STAGE 4

# PHYSICAL EDUCATION

**Teacher in Charge**

**What will I study?**

**Details of Examination?**

**Details of Coursework**

**Specific Entry Requirement**

**MR P GOODWIN**

**GCSE PHYSICAL EDUCATION: OCR J587**

The specification enables pupils to participate in physical activity in a number of different types of activity and in different roles within activities through practical performance. It also requires pupils to underpin their practical performances with theoretical knowledge of the anatomical, physical and psychological demands of physical activity and how these factors affect physical competence.

Pupils will also learn how to use methods of practice to improve their level of performance in physical activity and the importance of being physically active as part of a balanced, healthy lifestyle.

There are two examination papers, each lasting 1 hour, which combine to be worth 60% of the GCSE. These will both be taken at the end of Year 11.

**Component 1 – Physical factors affecting performance (60 marks)**

**Component 2 – Socio-cultural issues and sports psychology (60 marks)**

This will be worth 40% of your overall result and is divided as follows:

1. Candidates are internally assessed as a performer in 3 practical activities (one team game, one individual activity and a third activity from either list)
  - 60 marks
2. Candidates will be assessed in an Analysis and evaluation of performance written task.
  - 20 marks

Specification content can be found at;

<http://beta.ocr.org.uk/Images/231458-gcse-9-1-physical-education-summary-brochure.pdf>

Pupils should have a real passion for PE and sport. Due to the practical weighting of the subject, this course is only suitable for pupils who participate competitively in a minimum of 2 different sports. Competitive sport could be representing school teams or local sports clubs.

There is also an expectation that pupils take part in extra-curricular physical education at Madeley. This could be in the form of house competitions, lunchtime or after school clubs.

**KEY STAGE 4**

**RELIGIOUS STUDIES – FULL COURSE**

**PHILOSOPHY & ETHICS**

**Teacher in Charge**

**MRS R DERRINGTON**

**What course do I follow?**

This is a full course in Religious Studies 9-1

**What will I study?**

The course the students will follow explores moral dilemmas relevant to life in the ethics topics and enquires into various ideas about why people believe and what they believe in the philosophy topics. Students also explore the beliefs, teachings and practices of Christianity and Islam in the modern world.

**ETHICS & PHILOSOPHY**

1. **Human Relationships** - Including family, marriage, divorce, sexual relationships and contraception.
2. **Peace and Justice** - Including attitudes towards war, violence, capital punishment and the treatment of criminals.
3. **The existence of God, gods and the ultimate reality**- The question of God, The nature of reality and how people experience God.
4. **Dialogue between religious and non-religious beliefs and attitudes**- Challenges for religion, dialogue between different religious and non-religious groups.

**Beliefs, Teachings and practices- Christianity**

This theme includes a variety of topics including the following:

- Nature of God,
- Concept of God as a Trinity of persons,
- Biblical accounts of Creation,
- The problem of evil and suffering and a loving and righteous God,
- Jesus Christ,
- The concept of salvation,
- Beliefs and teachings about Heaven, Hell, Life and Death
- Worship
- Prayer
- Pilgrimage
- Role of the Church in local and national communities.

### Beliefs, Teachings and practices- Islam

This theme includes a variety of topics including the following:

- Core beliefs
- Prophethood
- Sources of wisdom
- Angels
- Beliefs about life after death and human accountability.

The course begins at the start of Year 9 and runs for three years.

### How will I study?

Styles of working will be varied and will include studying independently and in groups. There will be opportunities to express personal views in a supportive atmosphere and to listen to, and learn from each other and guest speakers.

### Additional Information

There is no coursework, it is graded on 100% terminal examination, but regular homework will be set to develop knowledge and skills.

#### R.S. is about:

- Giving students the opportunity to consider their own responses to life's experiences, social issues and the world they live in.
- Exploring views, including those of Christians, which have contributed to our culture, traditions and values, such as respect, tolerance, justice, caring for others, doing your best and a spirit of open-minded enquiry.
- Enabling views to be developed on the idea of God and why people may be religious.
- Think about the concept of good and evil, right and wrong.
- Consider the question, 'Can a scientist be religious?'

#### R.S. is **not** about:

- Expecting or persuading anyone to "be religious". It is about looking at situations in life's experience from social, religious and personal viewpoints, enabling students to develop the skills to consider a range of ideas and draw their own conclusions.

Employers value the subject as an indication that students have a fair-minded approach, and can look at and respect different viewpoints, whilst expressing their own informed opinion.



## KEY STAGE 4

# BTEC TECH AWARD LEVEL 1 & 2 ENTERPRISE

<b>Assessor /Tutor</b>	<b>MRS M MANDER</b>
<b>Moderated</b>	<b>Externally by Exam Board</b>
<b>What course do I follow?</b>	<b>BTEC Tech Award Level 1 &amp; 2 Enterprise, portfolio style course, equivalent to a full GCSE, including progress 8 points.</b>
<b>What will I study?</b>	BTEC level 1 & 2 Tech Award in Enterprise is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to business and enterprise. The qualification enables learners to develop their skills in market research, planning and financial management.  The BTEC complements their learning in other GCSE's such as Maths, English and Business.
<b>Additional Information</b>	NVQ style Portfolio of Evidence  Component 1- Exploring Enterprises (PSA – Pearson set assignment - internal) Component 2- Planning and Presenting a Micro- Enterprise Idea (PSA internal) Component 3- Marketing and Finance for Enterprise. (external exam)  Units are as follows:  <ol style="list-style-type: none"><li>1. Exploring Enterprises</li><li>2. Planning and Presenting a Micro- Enterprise Idea</li><li>3. Marketing and Finance for Enterprise</li></ol>

**KEY STAGE 4**

**BTEC TECH AWARD IN HEALTH & SOCIAL CARE**

**LEVEL 1 & 2**

<b>Assessor/Tutor</b>	<b>MRS M MANDER</b>
<b>Moderator</b>	<b>Externally by Exam Board</b>
<b>What course do I follow?</b>	<b>BTEC Tech Award in Health and Social Care Level 1 &amp; 2, an NVQ portfolio style course equivalent to a full GCSE, including progress 8 points.</b>
<b>What will I study?</b>	<p>The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who wish to acquire knowledge, understanding and skills through vocational contexts as part of their key stage 4 learning.</p> <p>The qualification covers:</p> <ul style="list-style-type: none"> <li>• Sector specific knowledge and skills in a practical learning environment.</li> <li>• Knowledge which underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care service, and factors effecting people's health and wellbeing</li> <li>• This qualification builds on and uses knowledge and skills you are learning in your GCSE's, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.</li> </ul>
<b>Additional Information</b>	<p>NVQ style Portfolio of Evidence</p> <p>Level 1 = 4-1 GCSE</p> <p>Level 2 = 9-4 GCSE</p> <p>The qualification is divided into three components as follows:</p> <ol style="list-style-type: none"> <li>1- Human Lifespan and Development – (PSA – Pearson set assignment - internal)</li> <li>2- Health and Social Care Services and Values- (PSA – Pearson set assignment - internal)</li> <li>3- Health and Wellbeing- external exam</li> </ol>



Newcastle Road  
Madeley  
Crewe  
CW3 9JJ

Tel: 01782 987800

Email: [office@madeley.set.org](mailto:office@madeley.set.org)  
Web: [www.madeleyschool.org](http://www.madeleyschool.org)  
Social Media: @madeleyschool

*Mr L Nixon, Principal  
Mrs C Nicoll, Chair of the Academy Council*