

Key Stage 4

Curriculum Choices

2024-25



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Key Stage 4 Curriculum Choices 2024-25

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Design & Technology

Computing

Creative iMedia (ICT)

Business Studies

Enterprise

Media Studies

History

Geography

Religious Studies

Art

Drama

Music

PE

FOREWORD

In September 2024 your child will start the phase of the curriculum referred to as Key Stage 4, which covers Years 10 and 11.

The educational experiences and the qualifications that are gained in Key Stage 4 have an important influence on each student's future. It is our aim that every student starting Key Stage 4 sets out on a pathway that will take them forward in their learning, open up their chances and choices in life, and enable them to achieve valuable qualifications at the highest level of which they are capable.

The most important factor in achieving this aim is each student's own commitment to doing their best. We want every student to aspire, to be motivated to learn and to receive the support and challenge they need in order to flourish and achieve their aims.

The Curriculum

Planning for Key Stage 4 is about individual aspirations, personal choices and thinking ahead to life beyond school. It is also about information, guidance and decision-making. Some courses are for all students and these make up the core curriculum. Other courses, in the non-core curriculum, are chosen by students through the options system. Most courses lead to one GCSE and some lead to vocational and GCSE equivalent qualifications.

Routes & Pathways

Study at Key Stage 4 is enjoyable but also challenging. Time and effort are needed for each student to succeed, and your support for your child is very important throughout Years 10 and 11. It is essential that the number and the types of courses and qualifications followed by each student are appropriate in terms of individual aptitude, level of challenge and overall workload, so that the goals for each individual are stretching but achievable. Different routes will lead to different numbers of GCSEs, and different combinations of courses. All routes allow for students to make some individual option choices. The options process will provide information and opportunities for you to discuss and ask questions about all the subjects your child will study.

This booklet contains information about each course to enable students and parents to consider the opportunities at Tarporley in Key Stage 4. During the remainder of this term, there will be opportunities through lessons for students to find out more about option subjects. On Thursday 25th January we have a Year 9 Options Evening that will provide parents and students with details about Key Stage 4 curriculum choices which will complement the information in this booklet. There is also a Year 9 parents evening on Thursday 29th February and this will be an opportunity for parents and students to get further subject information before the deadline for submitting choices on Friday 8th March. If you have any questions, please send them to the dedicated email address: Options@tarporleyhigh.co.uk rather than directly to staff.

Mr J Deakin-Headteacher

Key Stage Four Curriculum Choices

At Tarporley we have developed a Key Stage 4 structure that enables students to follow a curriculum that recognises that students' aspirations and needs are different and therefore need to follow different routes. This enables students to achieve their best by the end of Year 11, by selecting the types of courses most suited to the individual. The school will nominate the students who are most suited to the Foundation Learning Route.

Students and parents should consider the different assessment methods offered in subjects as this has a significant impact on distributing workload. For example, some subjects due to their practical or creative content involve substantial assessment through coursework. This provides balance and spreads workload away from the intensive assessment period that students will face now that all examinations will take place at the end of Year 11.

GCSE Reform

In 2015 GCSEs were reformed both in terms of their content and assessment. All GCSEs now have the following features:

- A grading scale of 9 to 1 is used, with 9 being the top grade
- A greater focus on exams at the end of the course
- More demanding content.

The diagram below shows the relationship between the GCSEs graded by the 9-1 numbers and the GCSEs that were graded on the A* - G letters.

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

The Three Routes at Tarporley

The English Baccalaureate Route

The Alternative Route

The Foundation Learning Route

The English Baccalaureate Route (Ebacc)

This route enables students to achieve the nationally recognised English Baccalaureate standard. To qualify for the English Baccalaureate students must study English Language, Mathematics, Science, a Language and History or Geography.

We believe that the majority of our students will select the Ebacc route so that their curriculum is broad and balanced and enables them to gain recognition in key academic subjects. Students opt to take a Language and History or Geography along with two further option subjects.

Maths	1 GCSE
Science	2 GCSEs
English Language	1 GCSE
English Literature	1 GCSE
Option Choices	4 GCSE
4 GCSEs including a Language and History or Geography	
	9 GCSEs

The Alternative Route

This route is for students who do not choose to take all the optional components of the English Baccalaureate i.e. a GCSE Language and History or Geography.

This route requires students to select three option subjects and one of the English Baccalaureate Subjects (a GCSE Language, History or Geography), or Separate Science.

Maths	1 GCSE
Science	2 GCSEs
English Language	1 GCSE
English Literature	1 GCSE
Option Choices 4 GCSEs including a Language or History/Geography or Separate Science	4 GCSE
	9 GCSEs

The Foundation Learning Route

This route is for students who require a more personalised pathway. They will study core subjects English, English Literature, Maths and Science (Combined). Additionally, students select 3 GCSEs from the option subjects and their remaining subject choice is the vocational qualification, COPE (Certificate of Personal Effectiveness). This route allows for structured time for students to do additional work to support the eight subjects they are studying, with a focus on Literacy and Numeracy.

Students wishing to follow this route should contact Mr Pringle or Mr Martin who will be able to provide further information about the personalised options within this route.

Maths	1 GCSE
Science (Combined)	2 GCSEs
English Language	1 GCSE
English Literature	1 GCSE
COPE Qualification/ Literacy & Numeracy Support	
Option Choices 3 GCSEs including a Language or History or Geography	3 GCSEs
	8 GCSEs

GCSE Science Courses

Everyone continues to study Science in Year 10 and 11 and there are two science courses that students can study at Tarporley:

- Combined Science
- Separate Science

Combined Science

This is part of the Core Curriculum (9 hours per fortnight) and is a qualification of two GCSEs. The course requires the study of Physics, Chemistry and Biology that are taught as separate subjects on the school timetable. This is a course suitable for students of all abilities and supports future pathways in science.

Separate Science

This is a course for students who want to cover science in more detail at GCSE level. Students study separate GCSE courses in Physics, Chemistry and Biology (3 GCSEs)

The Separate Science course requires students to extend their science timetable by selecting Separate Science as one of the 4 option choices. Students study 9 hours core time plus 5 hours option time per fortnight. Students in top set Science should strongly consider this option. Students in other sets should only consider this course if they want to extend their study of sciences and are achieving well in Science.

Details of both courses are found in this booklet.

Completing the Options Form

Please complete the sheet included on the next page and return it to school by Monday 6th March. There are three key steps:

Step One – Choose which route I want to follow:

- English Baccalaureate
- Alternative
- Foundation Learning.

Step Two - Deciding on the Option Subjects you wish to study:

**D&T: Food Preparation & Nutrition	**D&T: Construction	**D&T:Textiles	PE	Computing
Creative iMedia (ICT)	***Business Studies	***Enterprise	Media Studies	History
French	Spanish	Separate Science	Geography	Religious Studies
	Art	Music	Drama	

** These are Design & Technology subjects. You can only select one.

***These courses are very similar, therefore you can only select one.

Step Three – Returning your choices to your tutor at school by Monday 8th March

Options Form

(Please return to your tutor by Monday 8th March)

Name _____ Tutor _____

Please select your route and pathway:

English Baccalaureate Route - Select 4 GCSE Options including a Language **and** History/Geography []

Alternative Route - Select 4 GCSE Options including a Language **or** History or Geography **or** Separate Science []

Foundation Route - Select 3 GCSE Options including a Language **or** History/Geography []

Please write your option choices below - this is a free choice the options are not set in blocks.

Food Preparation & Nutrition	**Design & Technology: Construction	**Design & Technology Textiles	*Business Studies	***Enterprise
Spanish	History	French	Geography	Media Studies
Separate Science	Religious Studies	PE	Art and Design	Music
	Drama	Creative iMedia (ICT)	Computing	

Option 1 _____

Option 2 _____

Option 3 _____

Option 4 _____

Reserve* _____

***Ensure you select a reserve option **You should only select one Design & Technology subject. *** These courses are very similar, therefore only select one.**

Parent/Carer Signature

ENGLISH AND ENGLISH LITERATURE – Contact Miss M Hrywna

At Key Stage 4 you will be following the AQA English Language and English Literature courses. They are taught as separate GCSEs and are taught by either one class teacher or may be split between two staff members.

English Language and English Literature

English, as a subject, is crucial. It unlocks other subjects and supports literacy across the curriculum; we are one of the most flexible subjects and encourage the transferrable skills in our learners that enable them to make decisions outside the classroom and in their future lives. With our flexible programmes of study, we meet the needs of a wide range of students.

Exam Board: AQA

Assessment

The course is assessed in four examinations in 2025.

Oral Controlled Assessments, (speaking and listening) will also be completed.

English Language

Paper 1: Explorations in Creative Reading and Writing

External examination, 1 hour 45 minutes

50% of the overall GCSE

Section A – Reading: *Analysis of one unseen fiction text*

Students need to retrieve information, analyse language features, discuss a text's structure and give a character response.

Section B – Writing: *Descriptive or narrative writing*

Students need to produce some descriptive writing stimulated by a picture.

Paper 2: Writers' Viewpoints and Perspectives

External examination, 1 hour 45 minutes

50% of the overall GCSE

Section A – Reading: *Analysis of two non-fiction texts*

Students need to analyse a modern text and 19th Century non-fiction text. They need to summarise differences, analyse language and compare the texts.

Section B – Writing: *Writing to present a viewpoint*

Students need to write persuasively, ironically, using rhetorical devices.

Non-Examination Assessment: Spoken Language Presenting, responding to questions, using Standard English.

This assessment no longer goes towards the final grade but will be reported on the GCSE examination certificate as a separate mark.

English Literature

Paper 1: Shakespeare and the 19th Century Novel

External examination, 1 hour 45 minutes

40% of the overall GCSE

Section A – Shakespeare – Our chosen text: *Romeo and Juliet*

Students will answer one question on the set text. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B - 19th Century Novel – Our chosen text: *Frankenstein*

Students will answer one question on the novel studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry

External Examination, 2 hour 15 minutes

60% of overall GCSE

Section A - Modern Texts – They either study: *Lord of the Flies* or *An Inspector Calls*-

The text studied will depend on teacher preference. Students will answer one essay question from a choice of two on their studied modern prose text.

Section B – Poetry - A collection of poetry themed around Relationships or Conflict

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen Poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Progression Routes

English is a core subject and as such is essential for all Post – 16 studies and careers. English allows you to express yourself fluently in both written and spoken contexts. You learn to read and analyse texts critically and with understanding.

English Language and English Literature will support further study at A2 Level and careers in Law, Business, Marketing, Teaching, Journalism and any career in which communication forms a key part.

MATHEMATICS – Contact Mr B Jones

It is the aim of the mathematics faculty that our students gain enjoyment, challenge, and success from their work in Mathematics. We strive to prepare every student for life after school, and it is extremely useful for students to be numerate and a confident mathematician as they explore their future options. During the GCSE, they develop skills such as problem solving, communication, analysing data and logical thinking as they study abstract concepts such as trigonometry.

With these aims in mind, all students study Mathematics and will be organised into four sets on each band in Key Stage 4 according to their attitude, effort, commitment to homework, ability, and attainment in the subject, which will be monitored closely throughout the course. Each group will continue to develop all aspects of the curriculum building on the foundations laid down in previous years.

Exam Board: Edexcel Linear Specification (1MA1)

Assessment

There are two tiers of entry:

The FOUNDATION Tier will cover the grade ranges 1,2,3,4 and 5

The HIGHER Tier will cover the grade ranges 4,5,6,7,8 and 9

Students will sit either a Higher or Foundation Tier exam at the end of year 11 (Edexcel). This will consist of three written papers: one non-calculator and two calculator, with each paper worth 80 marks and each being 1hr 30mins long.

Students are permitted to use calculators in two out of the three math's papers, so they are expected to have their own calculator in all lessons. It is vital that students have their own scientific calculator so that they become familiar and confident with it.

There is no controlled assessment or coursework for mathematics.

Subject Content

The course is split into 6 main strands: Number, Algebra, Ratio & Proportion, Geometry & Measures and Probability & Statistics. All strands will be assessed on each of the three papers that students sit.

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

1. develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. acquire, select and apply mathematical techniques to solve problems
3. reason mathematically, make deductions and inferences and draw conclusions
4. comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Students will all study the same core topics during their GCSE. As students progress through the course, some will be given time to consolidate some of the core components of the course, whilst others will be extended to allow them to access the higher grades. The role of each teacher is to provide further support and challenge to maximise learning for each child in their class.

There are lots of opportunities for teachers and students to assess progress throughout the course and a range of assessment tasks will be used on a regular basis to monitor progress and inform parents and students about achievements.

Progression Routes

For some students, mathematics is a pathway to higher education or apprenticeships. Maths is very sought after by further educational establishments as it is applied in many other subjects such as physical/social sciences, computing, humanities and sport.

Many students who enjoy GCSE maths will go onto study A Level Mathematics and the subject is very popular at Tarporley High School.

The A Level course is split into three main sections:

Core – this will look to build on the core math's skills students learnt from GCSE as well as bringing in new ideas such as Calculus.

Mechanics – this links in with GCSE Physics and looks at how Core Math's can be applied to a context.

Statistics – this looks to build upon the statistical work which students complete in the Math's GCSE.

We also offer A Level Further Mathematics, where students complete an A Level in Mathematics in Year 12 and then move onto studying further topics in Year 13 to secure their A Level in Further Mathematics.

An AS or A Level in Mathematics can lead onto numerous degree courses and mathematics is sought after in many types of careers such as Accountancy, Computation, Engineering, Medicine, Management Science, Pharmacy, Teaching, Veterinary Science, and lots more too.

SCIENCE - Contact Miss J Lees

At Tarporley, all students follow a KS4 curriculum which is to broaden their knowledge and build on prior knowledge from KS3. We offer both separate science course and trilogy science course. Providing opportunity to all our students and equipping them with the knowledge required for future study.

Subject content

At GCSE students will be taught all three of the science disciplines, Biology, Chemistry, and Physics. Content will be taught through a variety of approaches including the use of ICT, group work and independent research. These are designed to challenge and support students' progress. Hands on practical skills will be taught throughout the course, including the required practicals. Which will cover a range of enquiry skills, from planning and risk assessment, through to analysis and evaluation.

To ensure students are fully prepared for the linear GCSE assessment we have developed a curriculum which puts exam technique and application of knowledge at the heart of every lesson. With a strong focus on the mathematical requirement in each subject.

GCSE Science Courses

Everyone continues to study Science in Year 10 and 11. At Tarporley we deliver two science courses.

Combined Science Trilogy

Separate Science

GCSE Combined Science Trilogy

Exam Board AQA

The Combined Science course leads to two GCSE grades in Science. Students will study Biology, Chemistry and Physics and be awarded two grades at the end of Year 11. The course is broken down into the three subject areas taught as separate subjects on the school timetable and students will have 9 hours a fortnight to cover the content.

In Science, you will develop your ability to plan strategies to develop and test ideas; select, organise and present information clearly and logically. You can expect to carry out a range of different types of experimental work critically analyse data using knowledge and understanding and evaluate data and methods.

Assessment

In Years 10 and 11, pupils studying the AQA Science Trilogy course will have lessons in all three of the science disciplines. As well as the 21 required practicals students need to complete. Students will be assessed via six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is out of 70 marks, and consists of multiple choice, structured, closed short answer, and open response questions. These questions will include assessing both the required practicals and mathematical skills requirements of the course.

Biology Paper 1 – Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 – Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology

Chemistry Paper 1 – Chemistry topics 8–12: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Chemistry Paper 2 – Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 1 – Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics paper 2 – Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

GCSE Separate Science

Exam Board AQA

The Triple Science course leads to three GCSE grades, one in each Science discipline: Biology, Chemistry and Physics and will be awarded end of Year 11. The course is designed for students who want to cover science in more detail and are looking at potential careers in science. The triple science course requires students to extend their science timetable by selecting it as one of their 4 options. This means students will have an additional 5 hours a fortnight on top of their 9 core science hours. Student in your top sets should strongly consider taking this option.

In all three discipline areas you will carry out a range of experimental work that will allow you to develop your observational skills, data analysis, evaluation and research skills. You can expect to carry out a range of different activities including use video material to generate debate and discussion, use newspaper articles relating to topical issues in the media, undertake presentations and poster work and use ICT.

Assessment

In Years 10 and 11, pupils studying the AQA Separate Science course will have lessons in all three of the science disciplines. As well as the 28 required practical students need to complete. Students will be assessed via six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is out of 100 marks, and consists of multiple choice, structured, closed short answer, and open response questions. These questions will include assessing both the required practicals and mathematical skills requirements of the course.

Biology Paper 1 – Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 – Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology

Chemistry Paper 1 – Chemistry topics 1–5: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Chemistry Paper 2 – Chemistry topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 1 – Physics topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics paper 2 – Physics topics 5–8: Forces; Waves; Magnetism and electromagnetism and Space

The Separate Science provision is targeted at the GCSE higher tier paper only. We therefore strongly recommend that only students on track to achieve a grade 6 or above at GCSE should select Separate Science. This would be indicated by having Assessment Point grades that show a student working consistently at a band A or B. If the AP grades do not meet the criteria, then you should contact Miss Lees to discuss the separate science course.

Progression Routes for Both options

The Science Department believe that both GCSE courses will inspire student to be more curious about the world around them, and that many will develop a love of learning science and want to progress onto A Level courses in Science. Both GCSE courses offer the opportunity for students to achieve up to a grade 9 and are appropriate preparation for A level Sciences. These A Level course are amongst the most popular at Tarporley and are particularly useful if you are thinking of a career as a Nurse, Pilot, Researcher, Electrician, Beauty Therapist, Dietician, Doctor, Dentist, Vet, Armed Forces or careers in education, sport or animal care.

CORE PHYSICAL EDUCATION – Contact Mr J Morphet

Students will experience an inclusive curriculum to support the needs of all students across Years 10 and 11. The aim of our core physical education programme is to promote enjoyment of exercise and lifelong participation in physical activity.

The core curriculum ensures that all pupils have the opportunity to:

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

Key Stage 4 – Core Curriculum

Those students that do not select the GCSE PE option will participate in a programme of study following a 'core pathway' each half term. The 'Performance Pathway' has a competitive sports influence with students participating in games and individual activities from a variety of sports. The 'Healthy, Active Lifestyles Pathway' includes health and fitness activities and the opportunity to use our school fitness area and fitness equipment.

All students will continue to have the opportunity to take part in extra-curricular activities in a variety of activities.



What is PSHE?

Personal, Social and Health Education is an important part of the wider school curriculum and has an impact on both academic and non-academic outcomes for students.

At Tarporley, students follow a programme that supports their personal development and helps to develop knowledge and skills that will equip them for life in the 21st Century and for a future beyond Tarporley High School.

This study programme includes statutory aspects of the Relationships and Sex Education and Health Education guidance. At all times the curriculum promotes values of safety, respect and open-mindedness.

In addition to the statutory elements around relationships and health, our programme is designed to be flexible and responsive to current situations that may affect the wider or local community.

How is the PSHE curriculum delivered?

Our PSHE curriculum is delivered primarily through 6 PSHE mornings. During these sessions, students follow a programme of study facilitated by their tutors in year teams. Students record key learning, messages and outcomes from the sessions in their PSHE books.

Outside speakers also form a key part of the programme for sessions where specialist knowledge and expertise will enhance and support delivery.

Students will also have opportunities to develop important employability skills and explore careers alongside the PSHE programme.

Examples of some of the organisations and resources that support our PSHE delivery are listed below.

- Cheshire Alcohol Services
- Cheshire Constabulary
- Cheshire Health Services
- Cheshire Road Safety Unit
- Careers Advice Services
- Countess of Chester Hospital
- Drugs Intervention Service
- St John's Ambulance
- Tarporley Rotary Club
- University of Chester
- The Proud Trust
- Clarity One UK
- JIGSAW PSHE
- PSHE Association
- Body Positive
- University Outreach Teams
- Apprenticeship Providers

PSHE in Y10 and 11 – Broad Curriculum Outline

	Key Content
Year 10	<p>Careers Education and Guidance</p> <ul style="list-style-type: none"> • Work Experience launch • Employer Engagement <p>Mental Health and Well-being</p> <p>Basic First Aid</p> <ul style="list-style-type: none"> • Physical Health • Fitness • Healthy Eating <p>Respectful relationships</p> <ul style="list-style-type: none"> • Internet and On-line safety • The Law
Year 11	<p>Careers Education and Guidance</p> <ul style="list-style-type: none"> • Post-16 Options and Choices • CVs, applications and interviews • Financial capability <p>Mental Health and Well-being</p> <ul style="list-style-type: none"> • Coping with anxiety • Exam stress <p>Diversity</p> <ul style="list-style-type: none"> • Gender and Identity • Stereotypes <p>Health</p> <ul style="list-style-type: none"> • Adolescent body health • Peer Pressure • Being Safe

FRENCH AND SPANISH - Contact Miss Nutton

Thanks to new technology and improved travel and communications, the world has become a much smaller place. It is crucial, therefore, that we learn to speak and understand each other. This can only be done effectively by learning other languages and appreciating associated cultures.

Learning another language can enhance your employment prospects, whether you want a career in business, engineering, fashion or world class football!

A GCSE in modern languages will appeal to students who are interested in travel, enjoy exploring new cultures and want to go into business, as well as those who always have something to say!

Exam Board: AQA

Assessment

This is a multi-skill GCSE that incorporates four units: Listening (25%), Speaking (25%), Reading (25%) and Writing (25%). It is a linear qualification which means that students will sit all their exams at the end of the course.

Assessment is set in the context of these three themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Listening:

What's assessed?

Understanding and responding to spoken extracts comprising vocab from a set list.

Dictation of short, spoken extracts.

Question types:

Section A – listening comprehension questions in English, to be answered in English.

Section B – Dictation where students transcribe short sentences, including a small number of words.

Speaking:

What's assessed?

Speaking using clear and comprehensible language to undertake a role-play.

Carry out a reading aloud task and talk about a photo.

Question types:

Role-play

Reading aloud task and short conversation

Short reading aloud task

Photo card discussion

Reading:

What's assessed?

Understanding and responding to written texts which focus predominantly on the set vocabulary.

Translating from French/Spanish into English.

Question types:

Section A – reading comprehension questions in English, to be answered in English.

Section B – translation from French/Spanish into English

Writing:

What's assessed?

Short writing tasks and translation from English into French/Spanish.

Question types:

Short pieces of writing: 50/90 words for foundation tier and 90/150 words for higher tier

Short grammar tasks

Translation sentences (Foundation). Translation paragraph (Higher)

Progression Routes

The MFL GCSE offers a route to further study of a foreign language such as at A Level, confirms your ability to learn a foreign language, and facilitates the learning of other languages.

Employers and universities are always asking for candidates with language skills and a GCSE in a modern foreign language will place you in a strong position for employment. Examples of employment where language skills are particularly valued include Journalism and Media, Law, Engineering, Business and Marketing, Travel and Tourism, Intelligence Services (e.g. GCHQ) and Teaching (UK and Abroad).

A Level Spanish and French are studies in the Sixth Form at Tarporley.

DESIGN AND TECHNOLOGY - Contact Mr W Voyce

The GCSE Design and Technology 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. Most importantly students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

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

You can choose to work in your favourite areas of textiles or resistant materials which are wood, metal and plastics. This journey will be an enjoyable one and will provide you with the opportunity not only to be creative, but also the satisfaction of manufacturing a unique practical outcome of your own. It is also a subject that prepares you for life outside schools by giving you access to a wide range of skills you will always need.

The aim of all the courses in Technology is to give you a good grounding in your chosen subject, to prepare you for taking it further if you wish to, but also to give you life skills which you will use long after you have left education. Giving you the ability to deal with real life practical situations has always been the strength of these subjects, as is their ability to build on and develop other subjects that you have chosen to help you on your career path.

The key features of the course include learning skills, recording the progress you make stage by stage and learning the theory that will back up your making activities. As well as a design-based examination you will also be required to complete a substantial project in your chosen field.

The courses are suited to a range of students, but are ideally suited to creative people who wish to use their talents to produce a useful outcome, those who enjoy working with materials who see their career path in engineering, trades and manufacturing and those who wish to make a business-based career choice where a knowledge of project management would be a strength.

Food Technology, which is always a popular subject, is ideal for students who may wish to enter the food industry, become chefs, or go in to the hospitality industry in a management role. Essentially it is ideal for anyone who likes the subject, regardless of their future plans, who want an active, stimulating subject that they can become personally involved in.

Students should supply their own apron, A3 clear wallet folder and basic drawing equipment.

DESIGN AND TECHNOLOGY - FOOD PREPARATION AND NUTRITION - Contact Mrs S Gregg

Food is a popular subject and one which everybody is guaranteed to use on a regular basis throughout their lives. The course equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The coursework is split into a food science investigation and a practical examination. The practical parts of these are worth 30% of the GCSE, this is then supported by research, planning and evaluation documents worth a further 20%. Pupils would normally be given the opportunity to cook 1hr per week 3 x a month in year 10, and less in your 11 as practical's are based around the coursework, involving trialing and exams. You will also learn to organise yourself in a kitchen, prepare and source ingredients. Pupils must source their own food for practicals and part of the homework is to prepare for practical lessons. You will be required to observe health and safety rules and be particularly aware of health and hygiene so the food you produce is safe for consumption.

Exam content requires students to develop their knowledge and understanding of the functional properties and chemical characteristics of food. They are required to have a sound knowledge of the nutritional content of food and drinks and to understand the relationship between diet, nutrition and health. This part of the course is Science based rather than creative.

Students will sample and analyse food as well as preparing it and gather an in-depth knowledge of commercial food production in its various forms. Recent themes for coursework projects at GCSE have included designing a menu to fit an occasion, picnic, street food and a high fibre diet.

Exam Board Food Preparation & Nutrition – EDUQAS

Assessment

50% Coursework project. (35% A design and make task. 15% An investigative task)
50% Single Examination with a mix of medium and extended questions.

Progression Routes

GCSE Food can lead to Further and Higher education courses, particularly qualifications and further study in food preparation and manufacture and the hospitality industry in civilian life, the armed forces and in the other services. Often, chefs start their career in GCSE Food Technology and this course provides you with the basics that you need to take either the college route or to start the first level of training and apprenticeship. The manufacturing industry is wide and varied with opportunities across sales, marketing, production, technical and product development roles. The third employment opportunity is retail where supermarkets have many graduate recruitment schemes across a range of roles. The food industry is fast paced and there are always opportunities for hard-working employees to enjoy a diverse career with quick promotion.

DESIGN AND TECHNOLOGY - RESISTANT MATERIALS

Contact Mr W Voyce and Ms Almond

In this particular area of Design and Technology you will learn to design, draw and then build useful products using resistant materials such as timber, metal and plastics. It is important to remember that this is an examined subject and the amount of practical work will only reflect its value to the final exam and coursework. It may be less than you expect.

Primarily you will investigate the design process, through drawing and analysis. This useful framework will guide you through the activities and give you a greater understanding of the manufactured environment around you. In Year 11 you will undertake a substantial coursework project which will require focus and stamina to complete. This coursework regularly requires using homework time, so you need to be enthusiastic and organised and able to meet crucial deadlines.

Because of the wide range of projects, techniques and materials this is a popular subject that appeals to both highly creative and practical students. It is also very important to remember that it is a balance of theory and practical and is ideal for students who wish to gain considerable knowledge, as well as develop their practical skills. Drawing is particularly important to this course and it is recommended that you have an interest and enthusiasm for this skill.

Speak to a member of the technology staff if you wish to know more about the subject, and see if it suitable for you and matches your expectations.

Exam Boards

AQA Design and Technology Construction
Course 8552

Assessment

Single Coursework Project. Year 11. (An A3 portfolio of drawings, research and a practical outcome) 50%

Theory based examination. Year 11 (Materials, processes and design theory)
50%.

Progression Routes

This GCSE leads directly to apprenticeships, Product Design A-Level, or higher and further education courses of all kinds. This subject is ideal for those who would like to follow a career in Engineering, Architecture, Product Design or the practical trades. Because of its important theory content, it also supports those who seek a career in business, project management, applied arts and education.

DESIGN AND TECHNOLOGY -TEXTILES – MATERIALS

Contact Ms. A Thompson

Textiles are concerned with the popular areas of fashion design, practical clothing, accessories, and soft furnishings. It is a very useful subject which gives you a range of very helpful life skills and the opportunity to manipulate fabrics in both a creative and practical way. You will learn to choose appropriate textiles; understand how they are produced and the best way to join them together using a range of fastening techniques.

As well as hand sewing and embroidery techniques, you will use sewing machines, printing and dyeing equipment and become familiar with the skills that will help you produce very high-quality garments.

You will also design your own patterns for your garments, how they can be adapted and used as a basis for a range of designs.

The course is structured by having the first two terms experimenting with Textiles and other materials to give you the opportunity to develop your practical skills on the sewing machine, whilst covering the theory aspect of the course through homework research projects. It should be noted that the theory element of this course covers a wide range of technological concepts, knowledge and information which does not directly relate to textiles as a material. Students will be expected to know about a range of materials and manufacturing techniques for the final examination. Design coursework is selected from a set of approved tasks from the Exam board.

Exam Board AQA Design Technology Textiles

Course 8552

Assessment

50% Single Coursework project. (An A3 portfolio and practical outcome)

50% Single Examination.

Progression Routes

As well as leading directly into Fashion and Textiles at 'A' Level, this subject is ideal for students looking for a career in Fashion, Interior design, Fashion communication, Materials Science, Medical Textiles and retail management and Business Management. It leads onto several course at FE and compliments Art and Design.

COMPUTER SCIENCE – Contact Mr Polley

GCSE Computer Science will give you a real, in-depth understanding of how computer technology works. You will no doubt be familiar with the use of computers and other related technology from your other subjects and personal lives. However, this course will give you an insight into what goes on 'behind the scenes', including computer programming, which for many will be very absorbing. Why be a slave to just using a computer, why not develop your own computer systems for others to use or even shape the future for all of us. The possibilities with Computer Science are endless.

Computer Science and programming links to so many aspects of society, from scientific research, medical developments, engineering, gaming and entertainment to name a few, there has never been a better time to start your education in Computer Science.

Exam Board OCR

Assessment

The GCSE in Computer Science is weighted 100% external exam.

Component 1: Computer systems. 1 hour 30 minutes written paper (50%)

This component will introduce learners to the Systems architecture, memory and storage, computer network, connections and protocols, network security and system software.

Learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental impacts associated with Computer Science.

Component 2: Computational Thinking, algorithms and programming.

1 hour 30 minutes written paper (50%)

This component incorporates and builds on the knowledge and understanding gained in the first unit, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming fundamentals, learning about programming techniques, how to produce robust programs, Boolean logic, programming languages and Integrated Development Environments.

Practical Programming

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Subject Content

Component 1: Computer systems. <ul style="list-style-type: none">• Systems Architecture• Memory• Storage• Wired and wireless networks• Network topologies, protocols and layers• System security• System software• Ethical, legal, cultural and environmental concerns	Component 2: Computational thinking, algorithms and programming <ul style="list-style-type: none">• Algorithms *• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of languages• Data representation
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Progression Routes

The course provides excellent preparation higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their peers who are picking up the subject at these levels.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many students, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation if you want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include Engineering, Financial and Resource Management, Science and Medicine.

ICT Option - CREATIVE iMEDIA – Contact Miss Roberts

“We are changing the world with technology” - Bill Gates

Creative iMedia is a mixture of media studies and creative ICT skills.

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

Creative iMedia will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and the wider industry.

You will use your creative ICT and media skills to design, plan, create and review digital media products to meet client and target audience demands.

This course has a good mix of both theory and practical elements. 60% of the qualification is assessed by coursework so if you enjoy project work and more practical elements then you may find this a good option.

Exam Board OCR

Assessment summary

There will be 3 units assessed as follows:

Unit R093: Creative iMedia in the media industry

This is a mandatory unit assessed via an exam worth 40%

In this unit you will learn about:

The sectors, products and job roles that form the media industry

The factors influencing product design including how style, content and layout are linked to the purpose, including client requirements and how they are defined and audience demographics and segmentation

How media codes are used within the creation of media products to convey meaning, create impact and engage audiences

Pre-production planning including documents used to design and plan media products

The distribution platforms and media to reach audiences, including the legal issues that affect media

Unit R094: Visual identity and digital graphics

This is a mandatory unit assessed via coursework worth 25%

You will learn a range of design skills using Adobe Photoshop.

In this unit you will learn how to develop brands and visual identities for clients

You will learn how to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience

Unit R096: Animation with audio

This is a unit assessed via coursework worth 35%

You will learn a range of animation skills using Adobe Animate and audio skills using Audacity

In this unit, you will learn to plan animations with soundtracks based on client briefs.

You will learn to use a range of tools and techniques to create, edit and combine audio and animated content and export and review completed animation with audio products.

Progression Routes

The knowledge and skills you develop will help you to progress onto further study in the ICT or media industry. This may be A-levels, other vocational qualifications, T Level Qualifications or Apprenticeships.

The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

Progression into areas such as:

- Advertising
- Animation
- Graphic design
- Journalism
- Publishing
- Interactive media
- ICT
- Business

Many of today's most in demand jobs, did not exist 10 years ago.
We are currently preparing you for jobs that don't yet exist... using technologies that haven't yet been invented...

BUSINESS - Contact Mrs L Berry

GCSE Business Studies introduces the world of business to students in an interesting and practical way. The course enables students to gain knowledge and an understanding of all areas of business activity such as Finance, Marketing, Human Resource Management and Operational decision making. Alongside this, students will build on relevant skills such as team work, leadership, independent thinking, decision making and the ability to make informed judgements. The course looks at the structure of business and enterprises and investigates how business opportunities arise and are put in to practice. The economic environment is also investigated along with its impact on society. The performance of businesses will be studied from a range of stakeholder perspectives. Through the use of case studies, guest speakers and field trips, students are given a real world insight into the subject of business, and the far-reaching impact it has on their lives.

Exam Board EDEXCEL

Assessment

Theme 1: Investigating Small Business

Written examination 90 minutes 50% of qualification (90 marks)

Theme 2: Building a Business

Written examination 90 minutes 50% of the qualification (90 marks)

Course Content

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business
- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making product decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Progression Routes

Business Studies will provide you with a range of tools and skills which will help you to pursue many career paths. Many of our students go on to study A Level Business Studies and or Economics and then progress to studying the subject at degree level. Studying the course at GCSE also prepares participants for careers in the fields of Marketing, Advertising and Accountancy along with many other related industries such as Human Resources and International Studies abroad.

CAMBRIDGE NATIONALS OCR Level 1/Level 2 - Contact Mrs L Berry

Cambridge Nationals are exciting, practical vocational qualifications that can help build your future. They are Level 1/Level 2 qualifications designed for students aged 14-16 years and complement your GCSE choices. Cambridge Nationals will inspire and help you develop real-world skills through practical learning and help you get ready for your next steps whether that's A Levels, apprenticeships, or a Level 3 vocational qualification such as a Cambridge Technical.

Exam Board OCR

Assessment

RO67: EXAM EXTERNALLY ASSESSED

RO68: COURSEWORK INTERNALLY ASSESSED

5069: COURSEWORK INTERNALLY ASSESSED

GCSE Equivalent Grades

- The bottom of a Level 1 Pass is aligned to GCSE grade 1
- The bottom of a Level 2 Pass is aligned to GCSE grade 4
- The bottom of a Level 2 Distinction is aligned to GCSE grade 7

Course Content

RO67 EXAM: Enterprise & Marketing concepts 1 hour 15 minutes 70 marks

RO68 COURSEWORK: Desing a business proposal 60 marks approx. 10-14 hours

RO69 COURSEWORK: Market & pitch a business proposal 60 marks approx. 10-14 hours

Progression Routes

Not only do Cambridge Nationals develop core subject knowledge they also help you gain practical skills that can be applied to real-life contexts and work situations. Cambridge Nationals provide a fantastic progression pathway into a number of roles that are transferable into all businesses. By developing applied knowledge and practical skills in setting up and running a successful business enterprise, this course will help give you the opportunity to progress on to A Level Business, a Cambridge Technical in Business, a T Level in Digital Business, or an apprenticeship before starting university or work. Careers in Business could take you anywhere – from working in top city offices to launching your own business and being an entrepreneur.

MEDIA STUDIES – Contact Miss C Jones

Media Studies investigates ways in which ideas are communicated within society. Examples of the media are TV drama, magazines, music videos, social networks and advertising. The course aims to develop investigative, critical thinking and decision-making skills through consideration of ideas that are important and real within the world around us. Students are encouraged to develop their appreciation and critical understanding of the Media and the role it plays in our lives, as well as to develop their practical and creative skills.

Throughout their GCSE course, students will study the impact of the mass media on their lives and on society in general. They will also study the changing nature of the contemporary media and all their different forms and platforms – e.g. science fiction may be studied through film, television, print and interactive forms like websites and computer games.

Students will be given the opportunity to become confident producers of media texts, using ICT, and will acquire knowledge and specialist language to analyse media texts effectively. The media is all around us – learn how it targets us, influences our opinions and ultimately represents us.

Exam Board: EDUQAS

Assessment

External Assessment: Written Examination: 70%

Coursework: 30%

Exam 1: 40% 1hr 30mins

Section A: Exploring Media Language and Representation

You will study the following set products and analyse their codes and conventions:

- *Magazines: Pride (2015) GQ (2019)*
- *Film Posters: The Man with the Golden Gun (1974) No Time To Die (2021)*
- *Newspapers: The Guardian (Jan 2022) The Sun (Jan 2022)*
- *Print Advertisements: Quality Street (1956) This Girl Can (2015)*

Section B: Exploring Media Industries and Audiences

You will consider the industries and target audiences for any of the four forms:

- *Film Marketing (No Time To Die)*
- *Newspapers (The Sun)*
- *Radio (The Archers)*
- *Video games (Fortnite)*

Exam 2 = 30% 1hr 30 mins

Section A: Television – Crime Drama

You will consider genre, representations of gender / ethnicity / age and social attitudes:

- *Luther (2010) – Series 1, Episode 1*
- *Comparison then to a 10-minute extract from “The Sweeney” (1975)*

Section B: Music – Music Videos & Online

You will analyse the set products and compare:

- *Videos = Taylor Swift Bad Blood + Bruno Mars Uptown Funk*
- *80s or 90s Videos = EITHER – Duran Duran Rio (1982)*

You will focus on industries, audiences and their contexts:

- *Online Media – Websites and social media are also studied in relation to current artists.*

Coursework: 30% (60 marks)

Production briefs change every year. You must create a new text which is a particular genre/style and for a specific audience – these are given by the exam board.

- Briefs will **always** be set in the following media forms:
- *Television, Music, Film, Magazines, Online Media forms*

Progression Routes

GCSE Media Studies will enable progress into further study of Media at A Level and University, as well as promote careers in Journalism, Broadcasting, Media Design and Marketing and Advertising. Many students select to study A Level Media Studies in the Sixth Form at Tarporley and many have gone on to study the subject at University.

Be ready to have opinions, to be aware of contemporary, popular culture and to decode the mass media which we are immersed in.

“The mass media - their influence is everywhere. They tell us what to do, what to think and they tell us how to feel about ourselves all of the time.”

HISTORY – Contact Mr T Gibbons

“History teaches everything, including the future!”

History is one of the most popular options at GCSE and it is a subject in which students of all abilities do very well and many go on to study it at A Level. There are many good reasons to opt for History at GCSE level:

- Year 10 and 11 History lessons are interesting and will challenge you to think about the world around you.
- Colleges, universities and employers are all interested in students that have studied a range of subjects and value the skills you will gain from studying history.
- You will gain a deeper understanding of the world in which you live. The topics studied in GCSE history will help you explain the problems and opportunities facing people in the world today.
- You will develop valuable skills. You study real people and real situations and discuss why people did what they did. You will develop your ability to judge what is true and whether you can always trust what you see, hear and read.

Exam Board EDEXCEL

Assessment

In **History GCSE** there are 3 exam papers that you will complete at the end of Year 11. There will be lots of questions on the exam papers which you will complete in lessons with your teacher. The examiners will be looking to reward what you know and can do rather than spotting gaps or mistakes in your work.

Subject Content

In History you will study four different topics which will look at history in different ways; either in depth, thematically or as an overview. History is about asking questions about the past. You will discuss and find out some very exciting events that happened in Britain, Europe and the World.

Paper 1: Thematic study (Exam: 1 hour and 15 minutes)

Medicine in Britain, c. 1250-present: You will examine the key changes in medical developments in the last 800 years. These are just some of the areas you will learn about:

- Why people in 1250 believed that bleeding themselves was the best way to cure an illness.
- Why baked cat was used as a cure for illness.
- How the development of the printing press advanced medical science.
- How and why the first vaccination was developed.
- The accident that allowed Alexander Fleming to discover penicillin and

- create the world's first antibiotic.
- Why the NHS was created in Britain.

Paper 2: Period study and British depth study (Exam: 1 hour 45 minutes)

British depth study: Elizabeth England 1558-1588. You will investigate the story of early Elizabethan society in the age of exploration. We will learn about the challenges faced by Elizabeth as a young queen. We'll assess the domestic and foreign threats that Elizabeth faced and the ways in which England changed during her reign.

Period study: Superpower relations and the Cold War, 1941-91. In this study you will discover how the threat of nuclear war between USA and USSR led to a division between East and West. We will analyse key historical events such as the building of the Berlin Wall, the Cuban Missile Crisis and the collapse of communism in Eastern Europe.

Paper 3: Modern depth study (Exam: 1 hour and 20 mins)

Germany, 1918-39: You will understand the impact that WWI had on Germany. You will also learn how Hitler and the Nazis used political and economic uncertainty to assume power and the subsequent impact that they had on the lives of the German people.

Progression Routes

GCSE History is a fascinating subject and it will provide you with essential skills for any career. History gives you transferable skills that are vital in any profession. You will learn how to analyse information, assess the relevance of different sources, make a judgement and explain your viewpoint. History is a popular A-level subject and many students go on to study History or subjects related to History at university.

History is an excellent GCSE option for many careers but will be particularly beneficial for the following areas:

Law, Medicine, Teaching, Journalism and Media, Marketing and Advertising, Education, Leisure and Tourism, Archaeologist, Police and Armed forces, Social and Youth Work and Financial Services to name a few.

GEOGRAPHY - Contact Mr S Chappell

'Geography is the subject which holds the key to our future' - Michael Palin

- Geography is a dynamic, topical, exciting, challenging subject, which has always been a popular option for students at Tarporley High School
- It is the study of where places are, what they are like, what life is like in them and how they are changing
- Knowledge, skills and attitudes learned in Geography can help you to understand topics in other subjects and in life in general
- Geography is everywhere, it's in the news on a daily basis, and it covers issues that affect all of our lives now and in the future

Exam Board AQA

Assessment

PAPER 1	Living with the physical environment	Written paper	1 ½ hours	35%
PAPER 2	Challenges in the human environment	Written paper	1 ½ hours	35%
PAPER 3	Geographical applications (skills)	Written paper	1 ¼ hour	30%

Subject Content

Paper 1 – Living with the physical environment

You will study:

- Natural hazards (earthquakes, volcanoes, hurricanes, climate change)
- Physical landscapes (rivers and coasts)
- The living world (ecosystems, rainforests and The Arctic)

Paper 2 – Challenges in the human environment

You will study:

- Urban areas (problems and solutions to urban living in rich and poor countries, HIC's, NEE's and LIC's)
- The changing economic world (the development gap and solutions)
- Resource management (food, water and energy production)

Paper 3 – Geographical applications (skills)

There will be two sections covering fieldwork and a skill based questions on topics covered in Paper 1 and 2. Questions will be based around a pre-release document handed out before Easter in Year 11.

Students will need to have carried out a mixture of human and physical fieldwork and be aware of the methodology, results found, analysis of results, conclusions reached and evaluation of methodology.

Progression Routes

Geography is a subject that offers a broad content and interesting mix of topics. It complements a wide range of subjects. Geography opens up a range of opportunities for study at A - Level and is a popular option in the 6th Form at Tarporley High School.

Potential careers with Geography and links to other subjects

Art and technology	Advertising, Architecture, Cartography, Landscape Design.
Science	Agriculture, Environmental Health, Estate Management, Nature Conservation.
History	Archaeology, Law, Libraries, Museums, Publishing.
Languages	Business, Bilingual Secretary, Overseas Marketing, Leisure and Tourism.
Maths	Civil Engineering, Meteorology, Mining, Navigation.
English	Journalism, Advertising.
Other Subjects	Leisure Services, Sport and Recreation Management, Social and Youth Work, Surveying, Transport Services, Banks, Building Societies, Business, Civil Service, Secretary/PA, Police, Army, Health Service.

RELIGIOUS STUDIES – Contact Mr B Cox

Religious Studies challenges young people to think about the meaning and purpose of life; what belief about God means; to ask about right and wrong; to weigh up what it means to be human and reflect upon reality. Religious Studies is about developing understanding and an informed personal response to religions, belief traditions and non-religious world views that offer answers to these questions. Religious Studies can encourage a sense of identity, community, and citizenship, as well as respect for all and sensitivity towards others. It can combat prejudice and can encourage understanding and empathy for those of different beliefs or faiths.

No religious belief is necessary for this course. It is an academic subject, which provides students with a deeper understanding of key issues in life. The study of religion at GCSE is a great building block for students in their academic career and is valued by universities, colleges and future employers. The course will build on students learning of Religious Education in Key Stages 1-3 and will be accessible to students of any religious or non - religious persuasion and provides students with a structure for the study of beliefs and practices of religions.

Students will develop their knowledge and understanding of beliefs and values of Christianity and Islam: be able to consider the influence of these on individual lives and how these inform responses to moral issues. They will explore fundamental questions of life raised by religious and human experience, including questions about the meaning and purpose of life, developing skills relevant to the study of religion.

Exam Board EDUQAS

Assessment

There are three exam papers. One lasting two hours, the other two papers one hour. Students will sit all papers at the end of Year 11. The specification reflects that religious traditions in Great Britain are Christian, whilst considering other principal religions.

Subject Content

Students will explore beliefs, teachings and practices of Christianity and Islam in paper 1 and paper 2. In paper 3 they will study the following four themes.

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

Progression Routes

The subject will provide you with essential skills and knowledge for your future. In further education it will support subjects like Philosophy, Theology, Religious Studies, English, History, Art, Politics, Medicine, Law, Economics, Media, Business, Sociology, Geography and Psychology.

ART AND DESIGN – Contact Mr J Bowland

GCSE Art and Design provides the opportunity to develop an adventurous, creative and inquisitive approach to your learning. Through studying both historical and contemporary art practice you will develop the skills to formulate and express your own understanding. This will manifest itself in both written and practical art work. The artwork produced will be a range of personal responses which embrace a range of ideas devised from your inspiration and your imagination. Due to the fast pace and nature of the subject your skills and knowledge will develop quickly and staff always endeavour to make your projects varied and exciting.

Through the support of your teacher you will develop a working knowledge of the materials, practices and different techniques that are used within the creative industries.

You will develop the skills to respond to set themes and briefs by investigating, analysing and experimenting using art, craft and design from vast and varied sources. You will develop your imaginative powers and the skills to express your ideas, feelings and meanings.

In Year 10 there is an exciting opportunity to take part in the Annual KS4 Art and Design Weekend at The Conway Centre where you will work alongside practising artists. Other trips include a drawing day in Delamere Forest and a trip to the World Museum in Liverpool in Year 11.

The GCSE in Art & Design follows on from what you have been doing at Key Stage 3 (Years 7 - 9). The emphasis in this GCSE is on the process of developing your own ideas and work. Central to this is your sketchbook where you will record your artistic journey and in time with new GCSE specification there is a large emphasis on drawing.

Exam Board EDUQAS

Assessment

What about exams?

In Year 11 you will complete an Externally Set Assignment. It is an opportunity to develop and present an artistic response to a theme set by the examining board – for example, it could be something like ‘Journeys’ or ‘Time’. The externally set paper will also contain some suggestions for possible starting points to help you develop your response and to give you ideas regarding your research. You will then have a preparation period in which to prepare for the timed assignment. During this time, you should explore the theme in your sketchbook using a range of approaches from drawing and painting, to sculpture and photography. At the end of this period, you will sit a 10 hour timed session, during which you will produce your final piece(s) of work. Your preparatory and developmental work, along with your final piece, will then be submitted for assessment along with the timed piece(s).

What about coursework?

Coursework starts from the beginning of Year 10 in your sketchbook and accounts for 60% of your grade. It includes research, supporting studies and artwork showing the development of your ideas, leading to one or more outcomes – usually finished pieces of work. Your teacher will lead you through a variety of tasks which will run through Year 10 and the first term of Year 11.

Course Content

The GCSE in Art & Design contains two components – component 1 is Coursework (60%) and component 2 is the Externally Set Assignment (40%) – the timed assignment.

In this course, you will cover the study of art, craft and design and acquire the ability to investigate, analyse and experiment. You will also develop practical skills to express ideas and use visual language. This course will therefore enable you to develop skills which will be essential to you whatever you go on to do afterwards. The other skills you can develop during this course will be skills in communication, information technology, improving own learning and performance, working with others and problem solving.

Progression Routes

Our creative industries are a real success story. They are worth more than £36 billion a year; they generate £70,000 every minute for the UK economy; and they employ 1.5 million people in the UK. According to industry figures, the creative industries account for around £1 in every £10 of the UK's exports. Opting to study GCSE Art and Design is the first stepping stone to work in this exciting and growing sector.

GCSE Art and Design combines well with History, Business Studies, Media Studies, English, Mathematics, Science and Expressive Arts. Many students go onto an Art Foundation Course leading to specialist degrees in a wide variety of Arts subjects including; Fine Art, Art History, Graphic Design, Fashion Design, Illustration, Textiles, Film & Animation, Silversmithing, Ceramics, Millinery, Industrial Design, Interior Design, Advertising & Marketing, Photography and Architecture.

DRAMA – Contact Mrs Roberts-Williams

The GCSE Drama course encourages students to work imaginatively and creatively in a collaborative context. The Specification engages and encourages students to become more confident performers and offers as much opportunity as possible for students to do what they like best – participate in performance, devise theatre and explore different play texts practically. The written exam paper is designed to help all students realise their full potential, using a variety of question styles, asking students to combine what they've learned about how drama is performed with their practical experience and imagination. There is also a much clearer progression to AS/A Level.

Exam Board: AQA

Assessment

Component 1: Understanding Drama

- Knowledge and understanding of drama and theatre
- Study of one set play
- 40% of GCSE

Component 2: Devising Drama (practical and working record)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work
- Devising log (60 marks)
- Devised performance (20 marks)
- 40% of GCSE

Component 3: Text in Practice

- Performance of two extracts from one play (students may contribute as performer or designer)
- 20% of GCSE

Progression Routes

This course will provide a foundation for further study of Drama/Theatre Studies/ Performing Arts/Journalism/ Presenting or Managing. It will also provide some experience for careers in Teaching, Theatre and Design. A Level Theatre Studies can be studied in the Sixth Form at Tarporley.

MUSIC – Contact Mr L Williams

GCSE Music is an exciting opportunity to develop your musical creativity, skills and knowledge. The course caters for a wide range of musical abilities and interests. It facilitates freedom of expression as well as an exploration of a variety of styles. You will gain confidence in performing and composing and developing your listening and analytical skills. You will appreciate the cultural diversity found in the art of music making by studying a wide range of music from around the world and reflecting on how music is used in the expression of personal and collective identities.

Exam Board AQA

Content and Assessment

Component 1: Understanding Music (40%)
<p>An exam paper with listening exercises and written questions using excerpts of music. This paper will be in two sections:</p> <p>Section A: Listening (68 marks) Section B: Study Pieces (28 marks)</p> <p>You will learn to listen to music attentively, accurately describe musical elements, explore musical contexts and use musical language linked to the following four areas of study:</p> <ol style="list-style-type: none">1. Western Classical Tradition 1650-19102. Popular Music (Musicals, Pop, Rock, Film and Gaming)3. Traditional Music (Caribbean, African, Latin and Contemporary Folk)4. Western Classical Tradition since 1910 <p>The exam is 1 hour 30 minutes</p>
Component 2: Performance (30%)
<p>You will regularly perform as an instrumentalist and/or vocalist and/or via technology. You will be assessed through a live recording as follows:</p> <ul style="list-style-type: none">- Performance 1: Solo Performance (36 marks)- Performance 2: Ensemble Performance (36 marks) <p>A minimum of four minutes in total is required, of which a minimum of one minute must be the ensemble. This will be marked by teachers and externally moderated by AQA.</p>
Component 3: Composing Music (30%)
<p>You will create two extended pieces of music using your choice of available music software:</p> <ul style="list-style-type: none">- Composition 1: Composition to a brief (36 marks)

- Composition 2: Free Composition (36 marks)

A minimum of **three minutes** of music in total is required. This will also be marked by teachers and externally moderated by AQA.

This component will teach you to extend and manipulate ideas through sound. You can compose within any chosen style or genre, using different combinations of vocal/instrumental sounds with technology. This includes score writing software, sequencing software and studio multi-tracking.

Progression Routes

GCSE Music opens doors to a range of educational and employment pathways, not solely involved with performing music but also linked to the music industry. These include music therapy, film, TV, theatre, radio, arts administration, journalism, sound/technical engineering or creative education. GCSE Music will show employers that you have dedication and commitment within the discipline of learning to play an instrument or exploring music through technology. Options for further study after GCSE Music include A Level Music, Music Technology or Performing Arts. GCSE Music will provide transferable skills such as:

- Analytical, practical and social/personal skills
- Independent learning and discipline
- Teamwork
- Presentation skills
- Listening actively and responding
- Confidence and self-esteem
- Creativity and self-expression

PHYSICAL EDUCATION GCSE - Contact Mr J Morphet

Supports progression from Key Stage 3 – the course is designed to build on and embed the physical development and skills learned in key stage 3, encouraging learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities whilst deepening their knowledge of content studied previously.

Reflects today's global world – students will engage with key issues and themes relating to contemporary global influences on physical education and sport.

Develops transferable skills – students will develop a multitude of skills, including: numeracy, communication and an understanding of practical performances in order to support progression to the next level of study. The blend of scientific and social knowledge positions students to access a range of qualifications.

Develops a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

Supports progression to A Level – the GCSE and A Level specifications were devised together. Students will have a coherent and diverse experience of physical education if they progress from GCSE to A Level in Physical Education.

Clear and coherent structure – the qualification has a straightforward structure with four engaging and up-to-date components that are assessed through externally examined papers and internally assessed components.

Clear question papers – the question papers are clear and accessible for students and mark schemes are straightforward in making the requirements clear.

Provides a real applied focus – the specification content encourages students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments.

Exam Board EDEXCEL

Assessment

The assessment will consist of four components:

Component 1: Fitness and Body Systems

Written examination: 1 hour and 30 minutes (36% of the qualification), 80 marks.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes (24% of the qualification), 60 marks.

The assessments consist of multiple-choice, short-answer, and extended writing questions.

Component 3: Practical Performance in 3 Sports

Non-examined assessment: internally marked and externally moderated (30% of the qualification), 105 marks, 35 marks per sport.

Students will complete three sports from a set list.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated (10% of the qualification), 20 marks.

Students will analyse and evaluate their performance through designing, completing and evaluating a personal exercise programme to improve a component of fitness for one sport.

Subject Content

The theory component includes the following topics: -

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Health, Fitness and Well-being
- Sport Psychology
- Socio-Cultural Influences

The Practical component involves being assessed from the list of sports in:-

- One team sport
- One individual sport
- One sport of your choice, either team or individual
- Design, completion and evaluation of a Personal Exercise Programme (PEP)

You will be assessed in skills and competition in all sports

Course Commitment

Students will be expected to commit to the participation and development of both skills and competitive performances in 3 sports. These will be developed through a combination of lessons and extracurricular sports.

Progression Routes

GCSE PE links to higher level qualifications, such as the A Level in Physical Education, and related vocationally-focused qualifications, such

as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. A Level Physical Education can be studied here at Tarporley.