

Key Stage 4 Curriculum Choices 2021



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Key Stage 4 Curriculum Choices 2021

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Information and Creative Technology

Business Studies

Enterprise

Media Studies

History

Geography

Religious Studies

Art

Drama

Dance

Music

PE

FOREWORD

In September 2021 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 and to receive the support and challenge they need in order to flourish.

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. Each route does 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 online lessons for students to find out more about option subjects. On Thursday 28th January we will send details of the KS4 Curriculum Choices video parents and students can access which will complement the information in this booklet. We have moved the Year 9 parents evening to Thursday 11th March – this will run from 2.30-5.30 and will be an opportunity for parents and students to get further information about subjects at GCSE. If you have any questions, please send them to the dedicated email address: Options@tarporleyhigh.co.uk rather than directly to staff.

Mr J Lowe-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.

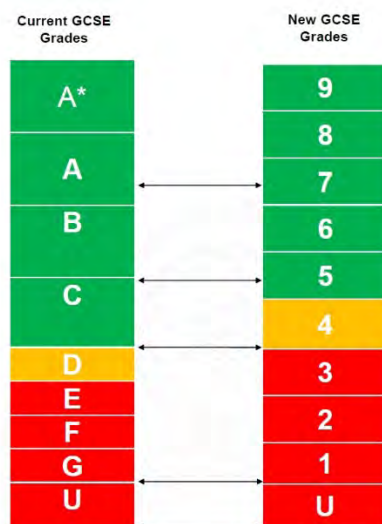
Students and parents should consider the different assessment methods offered in subjects as this has a significant impact on distributing workload. For example, some subjects due to their practical or creative content involve substantial assessment through coursework. This provides balance and spreads 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 'New GCSEs' graded by the 9-1 numbers and the 'Old GCSEs' that were graded on the A*- G letters.



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 GCSEs including a Language and History or Geography	4 GCSE
	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 a vocational qualification. 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 Gildea or Miss Shaw 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 Friday 2nd April 2021. 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
ICT	***Business Studies	***Enterprise	Media Studies	German
French	Spanish	Separate Science	Geography	History
Religious Studies	Art	Music	Drama	Dance

** 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 Friday 2nd April 2021.

Options Form

(Please return to your Tutor by Friday 2nd April 2021)

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	German	French	Geography	Media Studies
Separate Science	Religious Studies	PE	Art and Design	Music
History	Drama	Dance	Computing	ICT

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 S Mulholland

At Key Stage Four you will be following the AQA English Language and English Literature courses. They are taught together.

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 2021.

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. Probable text: ***Romeo and Juliet***

Students will answer one question on their play of choice. 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. Probable text: ***Frankenstein***

Students will answer one question on their novel of choice. 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. Probable text: ***Lord of the Flies/An Inspector Calls***

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 AS/A2 Level and careers in Law, 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. 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. Every 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 in Maths:

- The FOUNDATION Level will cover the new grade ranges 1,2,3,4 and 5
- The HIGHER Level will cover the new grade ranges 4,5,6,7,8 and 9

Although students in different sets will follow courses targeted at the different tiers of entry we strive to ensure that all students achieve their full potential. We base our teaching around overlapping programmes of study between sets involving differentiated schemes of learning and each teacher will provide further support and challenge to maximize learning for every child within each class.

Students will sit three question papers at the same tier at the end of Year 11. Each paper is worth 1/3 of the final mark. All question papers must be taken in the same series and each paper is 1hr 30mins long.

Students are permitted to use calculators in two out of the three Maths papers, so they are expected to have their **own calculator** in all Maths lessons. Students do need 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 Maths course is based on learners being able to demonstrate their ability to:

- recall and use their knowledge of the prescribed content
- select and apply mathematical methods in a range of contexts
- interpret and analyse problems and generate strategies to solve them

The overarching topics students can expect to study are Number, Ratio and Proportion, Statistics & Probability, Algebra and Geometry & Measures

Students can be said to have confidence and competence with mathematical content when they can apply it flexibly to solve problems. Hence, we aim to provide students with practical skills they can use in education, work and everyday life. It is hoped that learners will develop confidence in, and a positive attitude towards, Mathematics and recognise the importance of Mathematics in their own lives and to society. Students should be able to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

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

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

All students at Tarporley will sit the same modules for the Maths A Level. The course is split into three sections:

- Core – this will look to build on the core maths 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 Maths can be applied to a context.
- Statistics – this looks to build upon the statistical work which students complete in the Maths GCSE.

Students will sit 3 exams at the end of Year 13, where Papers 1 and 2 will be Core and Paper 3 is Statistics and Mechanics. All three papers will be equally weighted towards their final grade and will all be calculator papers.

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

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

SCIENCE - Contact Mr K Toase

At Tarporley, all students follow a Key Stage 4 Science Course which incorporates Biology, Chemistry and Physics, with lessons allocated to each subject over the two-year period. Students have already started Key Stage 4 work in Year 9 and will have the opportunity to follow either GCSE Combined Sciences or the Separate Science GCSEs in Biology, Chemistry and Physics.

Subject Content

Both Science courses provide students with a detailed knowledge and understanding of scientific theories and phenomena in the world around them. Students will be given the opportunity to link practical experiences in lessons with scientific ideas. There are two GCSE Science courses: GCSE Combined Science (2GCSEs) and GCSE Separate Sciences (3 GCSEs).

GCSE Combined Science (2 GCSEs)

Exam Board AQA

Assessment

GCSE Combined Science is the first route that students can follow through Key Stage 4 Science at Tarporley. This is completed over three years and students are taught lessons in Biology, Chemistry and Physics by subject specialists. Students complete all Combined Science exam papers at the end of Year 11.

At the end of the two years students are awarded two GCSEs in Science on a seventeen point scale, ranging from 9-9 (a student who achieved the equivalent of 2 A*s on the old grading system) to 1-1 (a student who achieved equivalent to 2 G grades on the old system).

The controlled assessment in Science has been replaced by 16 required practicals which are specific experiments students must complete in lessons. The knowledge, skills and understanding gleaned from these practical tasks will be assessed in the examinations at the end of Year 11.

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 course will follow a core 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' has a health and fitness influence with students participating in activities with a fitness element and will also access our school fitness equipment during lessons.

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

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION



Contact- Mr C Nuttall

At Tarporley High School & Sixth Form College we address the Personal, Social, Health and Citizenship curriculum objectives through a series of 'Aspire Days'.

These days are fundamental in educating students in how to deal with some of the responsibilities and decision making that come with becoming an adult, whether these are health, moral or career related. We aim to provide a well-balanced programme of study that is supportive of the role of the parent.

A general outline of the topics covered is shown below, although this may be modified slightly during the year, in order to respond to current situations.

THEME		YEAR 10	YEAR 11
PSHE	Personal Wellbeing	e-Safety Drug & Alcohol Awareness Prejudice - Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation. Revision/Exam Skills	Discrimination & Mental Health Understanding that identity is affected by a range of factors, including a positive sense of self. Emergency First Aid Sexual Health & cancers Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened. Stress Management Revision/Exam Skills
	Economic Wellbeing	Learning how to manage money and personal finances. Becoming critical consumers of goods and services. Understanding the functions and uses of money.	
CITIZENSHIP		The role and influence of the media and social media Community Cohesion Prejudice Politics & Government Extremism	Community Cohesion Global Partnership Resolving Conflict Equal Opportunities
CAREERS		Meet the professionals 'Work experience' Labour Market Information Employability skills Exploring options and progression routes in learning and work	Planning for transition from school to post-16 CVs and Applications Interview Techniques Mock Interviews

ENTERPRISE	<p>Understanding what it means to be enterprising Understanding the economic and business environment. Understanding risk in both positive and negative terms. Taking risks and learning from mistakes. Enterprise Day</p>	<p>Shaping our future -Developing a sense of personal identity for next steps and career progression.</p> <p>Investigating the main trends in employment and relating these to their career plans.</p>
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Where appropriate we endeavour to use outside agencies to support the resourcing and delivery of the topics.

The following are some of the organisations we use:

- Cheshire Alcohol Services
- Cheshire Constabulary
- Cheshire Health Services
- Cheshire Road Safety Unit
- Countess of Chester Hospital
- DebtCred
- Drug Interventions Service
- Giant Impact Enterprise
- Health Promotions Services
- Impact Theatre Company
- Outreach STEM Programme
- Samaritans
- St John’s Ambulance
- Tarporley Rotary Club
- University of Chester



HMP Stoke Health

GCSE Separate Sciences in Biology, Chemistry and Physics

Exam Board AQA

Assessment

In Science the most able students will be given the opportunity to study Separate Science GCSEs. At the end of Year 11 students following this route will be awarded 3 separate GCSEs: GCSE Biology, GCSE Chemistry and GCSE Physics on the new 1-9 scale.

In each of the subjects, students will complete 8 'required practicals' which are specific experiments students must complete in lessons. The knowledge, skills and understanding gleaned from these practical tasks will be assessed in the examinations at the end of year 11

The Separate Science provision at Tarporley is targeted at the GCSE Higher Paper only. We therefore strongly recommend that only students currently on track to achieve a grade 6 or above at GCSE should select Separate Science. This would be indicated by having Assessment Point (AP) grades that are on track or above to achieve in the GCSE range 6-7 or 8-9, or above track for GCSE range 4-5. If AP grades do not meet these criteria then you should contact Mr Toase to discuss the separate science course.

Progression Routes for Both Options

We believe that both GCSE courses will fire pupils' curiosity about the world around them, and that many will want to progress onto A-Level courses in Biology, Chemistry or Physics to become scientists of the future. Both Combined and Separate Sciences offer the opportunity for students to achieve up to a GCSE grade 9, and are appropriate preparation for A Level Sciences. These A-Level Science courses are amongst the most popular at Tarporley, achieving excellent results each year. Many students who study A Level Sciences at Tarporley progress to University degree courses such as Medicine, Dentistry, and Veterinary Science.

FRENCH, SPANISH AND GERMAN - 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 and mobility prospects whether you want a career in business, engineering, fashion or world class football!

It will appeal to all types of students including those interested in travel, culture and people from different countries, 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%)

Unit 1 Listening: Understanding and responding to different types of spoken language

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- Section A – questions in English, to be answered in English
- Section B – questions in French/German/Spanish, to be answered in French/German/Spanish

Unit 2 Speaking: Communicating and interacting effectively in speech for a variety of purposes

- 7-9 minutes (Foundation Tier) + preparation time
- 10-12 minutes (Higher Tier) + preparation time
- 60 marks (for each Foundation and Higher Tier)
- Role-play – 15 marks (2 minutes at Foundation Tier, 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier, 3 minutes at Higher Tier)
- General Conversation – 30 marks (3-5 minutes at Foundation Tier, 5-7 minutes at Higher Tier)

Unit 3 Reading: Understanding and responding to different types of written language

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- Section A – questions in English, to be answered in English
- Section B – questions in French/German/Spanish, to be answered in French/German/Spanish
- Section C – translation from Target Language into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Unit 4 Writing: Communicating effectively in writing for a variety of purposes

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- Tasks include: Structured writing tasks (approx. 90 words), Open-ended writing tasks (approx. 150 words in total), translation from English into French/German/Spanish (approx. 35 words)

Subject content:

Candidates will be required to:

- listen and respond to different types of language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language

The content that will be studied will cover the following broad contexts:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Progression Routes

The MFL GCSE offers a route to further study of a foreign language such as A Level, BTEC First and National Awards. A GCSE 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 interesting employment with plenty of career opportunities. Examples of employment where language skills are particularly valued include Journalism and Media, Law, Engineering, Business and Marketing, ICT, Sport and Leisure, Travel and Tourism, Customer Service (Immigration, Customs and Excise, Diplomatic Service) and Teaching (UK and Abroad).

A Level Spanish, French and German are studied in the Sixth Form at Tarporley.

DESIGN AND TECHNOLOGY - Contact Mr W Voyce

The new 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 a range of your favourite areas. Textiles, electronic components 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.

As the bulk of the coursework is completed early in Year 11, it will also leave you with more time to address your other subjects. It will be good to know your biggest task is behind you. This allows you to concentrate on your exam preparation and personal projects, ensuring you are in an ideal position to take your final examination and maximise your success.

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 practical skills, recording the progress you make stage by stage and learning the theory that will back up your practical activities. As well as a design-based examination you will also be required to complete a practical 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 - CONSTRUCTION – MATERIALS

Contact Mr W Voyce and Mr S Davies

In this particular area of Design and Technology you will learn to cut, join and finish a range of materials to a high standard using hand, power and bench tools. This includes working with wood, metal and plastics. As well as looking at traditional areas such as woodwork joints, you will also look at working with metals using heat and pressure as well as plastics using adhesives and moulding machinery.

You will also get the chance to work with the new laser cutter and our 3D printers which have opened up a new and exciting series of opportunities to technology students.

You will study the design process, a system which provides us with an excellent framework to guide us through our coursework and give us a greater understanding of the manufactured objects around us.

Recent outcomes that have helped students reach a high level of achievement at GCSE include personal items, storage systems, furniture, sports and also sports equipment. Because of the wide range of projects, techniques and materials this is a popular subject that appeals to both creative and practical students.

Exam Boards

AQA Design and Technology Construction

Course 8552

Assessment

50% Single Coursework Project. (An A3 portfolio and practical outcome) Year 10

50% Single Examination Year 11

Progression Routes

As well as leading directly to apprenticeships, Product Design A Level, or in higher education to degree level, this subject is ideal for students looking at BTECs at FE, Engineering, Business Administration, Furniture and Industrial Design. It complements college courses in Automotive Engineering, Joinery and Building Studies.

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.

DESIGN AND TECHNOLOGY - FOOD PREPARATION AND NUTRITION - Contact Ms 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 and develop dishes on a weekly basis. You will also learn to organise yourself in a kitchen, prepare and source ingredients

efficiently and economically. 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 successful projects at GCSE have included designing a product suitable for a coffee shop or sports person.

Exam Board Food Preparation & Nutrition – EDUQAS

Assessment

50% Coursework project. (35% A design and make task. 15% An investigative task)

50% Single Examination.

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 is always opportunities for hard working employees to enjoy a diverse career with quick promotion.

COMPUTER SCIENCE – Contact Miss Roberts/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.

OCR LEVEL 2 CAMBRIDGE NATIONAL CERTIFICATE in CREATIVE iMEDIA – Contact Miss Roberts

<https://www.ocr.org.uk/qualifications/cambridge-nationals/>

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. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

Exam Board OCR

Assessment summary

The units will be assessed as follows:

Year 10 units:
Unit R081: Pre-production skills - 25% Exam This first unit underpins the other learning in this qualification. Students will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products.
Unit R082: Creating digital graphics - 25% coursework project Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements that they learnt about in R081.
Year 11 units (these are optional units and can be subject to change):
Unit R087: Creating interactive multimedia products - 25% coursework project In this unit students will plan and create an interactive multimedia product using a range of skills including presentation, sound and video to meet requirements of a client brief and then review it, identifying areas for improvement.
Unit R085: Creating a multipage website - 25% coursework project This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.

The qualification is a level 2 qualification, graded at Distinction* - Pass

Why would my child do a Cambridge National?

Cambridge Nationals are designed to allow students the freedom to explore more deeply the things that interest them. The teaching of the qualification will be through practical work, learning skills and how to do things that may be relevant to the world of work.

A lot of the qualification is assessed by coursework set and marked by your child's teacher. So, if your child likes project work, enjoys research and doing practical things they may find a Cambridge National a better option. To ensure the qualification is robust and stretching, every Cambridge National has an exam. Your child will have two opportunities to take the test, one in January, and the other in June, rather than the traditional one opportunity to sit the exam; at the end of the second Year 11. Cambridge Nationals therefore allow your child to have the opportunity to re-sit if they needed to.

Progression Routes

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to Level 3 Cambridge Technicals or A Levels, apprenticeship or work.

BUSINESS - Contact Mrs L Berry

GCSE Business

Ever wondered how businesses function? We all take part in business transactions each day of our lives. 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 along with relevant skills such as independent thinking, decision making and the ability to make informed judgements. The course looks at the structure of business and enterprises and study 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 and field trips, students are given an insight into the world 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.

BTEC Technical Award in ENTERPRISE - Contact Mrs L Berry

The BTEC Tech Awards have been designed for Key Stage 4 students to study a vocational qualification alongside GCSEs. The BTEC in Enterprise provides students with an alternative to GCSE Business Studies. The course requires students to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise. There are two coursework projects that are worth 60% of the total marks. There is one exam which is worth the remaining 40% of the total marks.

Exam Board Pearson BTEC

Assessment

Components 1 and 2: Internally assessed coursework projects (60%)

Component 3: External Examination (40%)

GCSE Equivalent Grades

BTEC Grade	GCSE Grade
Level 2	
Distinction*	8.5
Distinction	7
Merit	5.5
Pass	4
Level1	
Distinction	3
Merit	2
Pass	1.25

Course Content

Component 1: Exploring Enterprises- Coursework to investigate two Businesses

Component 2: Planning for and Pitching an Enterprise Activity- Coursework to plan, pitch and review a micro-enterprise activity

Component 3: Promotion and Finance for Enterprise- External Exam

Progression Routes

Enterprise skills provide a fantastic progression pathway into a number of roles that are transferable into all businesses. Students who achieve at Level 2 should consider progression to A Levels or a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship. Learners achieving at Level 1 should consider progression to study vocational qualifications at Level 2, and apprenticeships in the business sector.

MEDIA STUDIES – Contact Miss M Hrywna

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% 1hr30mins

Section A: Exploring Media Language and Representation

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

- *Magazines: Pride (2015) GQ (2016)*
- *Film Posters: The Man with the Golden Gun (1974) Spectre (2015)*
- *Newspapers: The Guardian (Sept 2018) The Sun (June 2018)*
- *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 (Spectre)*
- *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 + Pharrell Williams Freedom*
- *80s or 90s Videos = EITHER – Duran Duran Rio (1982) or TLC:Waterfalls (1995)*

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 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 M Pringle

“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 practise in class 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. You will find out about amazing discoveries of people such as Alexander Fleming and Florence Nightingale.

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.

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.

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

Germany, 1918-39: You will understand how Hitler and the Nazis achieved power and the impact 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 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 papers consist of structured questions based on written and visual stimulus. 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, 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 art work 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 Courses 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 new 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 from a choice of six
- 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.

GCSE DANCE – Contact Mrs Roberts-Williams

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles. They can choose any style to perform and choreograph in, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

Exam Board: AQA

Assessment

Component 1: Performance and Choreography

Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2 – Dance Appreciation

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works
- 40% of GCSE
- Written exam: 1 hour 30 minutes

Progression Routes

This course will provide a foundation for further study of Dance/Choreography/ Performing Arts at College, Sixth form and higher Education. It will also provide experience for careers in Teaching, Choreography Theatre and Design, as there will be a strong emphasis on leading Choreography and Dance Appreciation.

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 Music3. Traditional Music4. 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
- Team work
- 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 new 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 45 minutes (36% of the qualification), 90 marks.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes (24% of the qualification), 70 marks.

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

Component 3: Practical Performance

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

Students will complete three physical activities 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.

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 activity
- One individual activity
- One activity 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 activities

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.