



**HAGLEY CATHOLIC  
HIGH SCHOOL**  
SEMPER FIDELIS

***Semper Fidelis – “Always Faithful”***  
*Called as God’s family  
we strive to achieve our personal best,  
by living and learning in Christ*

# **A STUDENT AND PARENT GUIDE TO**

## **KEY STAGE 4**

### **DECEMBER 2024**



**EMMAUS  
CATHOLIC MAC**  
Our journey with Christ



## Foreword

The opportunities available for students at Hagley as they begin Key Stage 4 are broad, balanced and inclusive. Our curriculum provides all students with a range of courses to widen their academic knowledge and skills, while not limiting any student from the opportunities beyond Key Stage 4 that they may wish to explore.

We are committed to offering the English Baccalaureate, that, while not a specific qualification, is a curriculum pathway that offers the broadest range of opportunities and experiences and is widely regarded as the academic pathway of choice. Consequently, all students take either Geography and History, and at least 65% take French or Spanish.

However, we do not limit ourselves or the students, and vocational pathways can be followed at Hagley in ICT, Health and Social Care, Performing Arts and Music.

The Academic Curriculum is well supported by our Enrichment Curriculum and ensuring students at Key Stage 4 maintain the opportunities to engage in sport, performing and creative arts, music, computing, Duke of Edinburgh Award and much more is essential to a successful two years.

Of even greater value is our Catholic Life and Character and Culture Curriculum. Here, students continue to have opportunities to explore, participate and lead others in faith development, develop their understanding of the virtues and values of the school driven by the message of the Gospel. Furthermore, the Character and Culture Curriculum ensures that each student continues to develop the skills and knowledge to be a positive citizen of the future, armed with the cultural capital to positively impact on the world around them, and demonstrate the key skills of leadership, organisation, resilience, independence and communication. In addition, wider curriculum issues are covered here in relation to Careers, Relationships, Sex and Health Education, British Values and personal development.

In providing you with this guide for Key Stage 4 we hope it serves to support you in supporting us and your child over the next 2 years of important study.

Mr J Hodgson  
Principal

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## Target Grades

Students in Year 10 and 11 received their target grades before October half term. Students in both of these year groups didn't complete KS2 SATs due to the pandemic and, as a result, they do not have baseline data to compare with national attainment. **Targets for these students will be set by looking at their Year 9 summer attainment grade, comparing these to the target flight path below and subsequently, generating a KS4 target. For example, if a student achieved a grade 4c at the end of Year 9 in English, their Year 11 target in this subject would then be a 5b. For the current year 11, some targets were adjusted based on assessment data from year 10.** These grades should not be seen as a ceiling on achievement. As class teachers start to gather grade information from marking assessments, then they are encouraged to establish aspirational targets for all students.

## GCSEPod

We are delighted to announce that Hagley Catholic High School has continued to invest in GCSEPod, the award-winning digital content and revision provider used by over 1,250 schools worldwide. As a subscriber, your child now has access to GCSEPod's library of over 6,000 'Pods', 3-5-minute videos designed to deliver knowledge in short bursts. GCSEPod makes learning and revision much more manageable: every Pod is mapped to an exam board and contains all the right facts, quotes, keywords, dates and annotated diagrams that your child needs for GCSE success – all neatly organised into topics and exam playlists. One of the best features about GCSEPod is that you can download any Pod to your child's mobile device, and then they can watch them at any time, in any place, with or without Internet. GCSEPod apps are available on Android or Apple devices.

GCSEPod also has the ability to identify knowledge gaps and automatically sends playlists to help fill them. After completing any homework set on GCSEPod, your child will get a personalised "Boost Playlist" of Pods relevant to their identified areas of weakness. We strongly suggest you encourage your child to review these playlists regularly as this will speed up their progress. We also recommend that you talk about GCSEPod with your son or daughter – check that they have successfully activated their account and encourage them to make use of this amazing resource throughout their GCSEs. Once they have activated their account, they can browse the GCSEPod library and create their own playlists – just as they would when they are listening to music. For more ways to support your child using GCSEPod, please visit [www.gcsepod.com/parents](http://www.gcsepod.com/parents) where you'll find lots more information and resources.

**Your child has had a Microsoft Office 365 log in created.** Details of this have been sent out by our IT support team in a previous email. Once this log in has been created it can also be used to access GCSEPod. On the website ([www.gcsepod.com](http://www.gcsepod.com)), click 'login', then 'sign in with Office 365' and this will enable the student to access the resources and any work that has been set. Homework tasks will continue to be set by staff on Arbor but GCSEPod can link directly to this platform. If you have any issues logging into GCSEPod, then please contact IT support ([support@emmausmac.com](mailto:support@emmausmac.com)).

## 1. Revision Guide List

Please find below a list of recommended revision guides for GCSE subjects; purchase is not compulsory but may support your son/daughter in their studies.

The links serve as a guide to the correct book needed, not as a recommended location of purchase. If purchasing alternative revision guides, please take note of the exam board, as specifications can differ.

Subject and Exam Board	Revision Guide	Can It Be Purchased from School?
English Language and Literature (AQA)	<p><b>English Literature</b>  <a href="#">York Notes English Literature</a></p> <p><b>English Language</b>  <a href="#">York Notes English Language</a></p> <p><i>Please check with individual teaching staff for the relevant texts.</i></p>	Yes Year 11
Maths (OCR)	<p>GCSE Maths OCR Revision Guide: <u>Foundation</u> - for the Grade 9-1 Course</p> <p><a href="#">New GCSE Maths OCR Revision Guide: Foundation</a></p> <p>GCSE Maths OCR Revision Guide: <u>Higher</u>- for the Grade 9-1 Course</p> <p><a href="#">New GCSE Maths OCR Revision Guide: Higher</a></p>	Yes Year 11
Science (AQA)	<p><u>Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Higher</u></p> <p><a href="#">Science Revision Guide Higher</a></p> <p><u>Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Foundation</u></p> <p><a href="#">Science Revision Guide Foundation</a></p> <p><u>New 9-1 GCSE Combined Science AQA Revision Question Cards: All-in-one Biology, Chemistry &amp; Physics</u></p> <p><i>Revision Cards (useful because parents can test the students with these). Both Higher and Foundation in one box</i></p> <p><a href="#">Science Revision Guides</a></p>	Yes

Subject and Exam Board	Revision Guide	Can It Be Purchased from School?
RE (AQA)	<b>AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide (GCSE Religious Studies for AQA)</b> <a href="#">Catholic Christianity with Islam and Judaism Revision Guide</a>	No
History (EDEXCEL – Option B)	<i>History department will produce a revision guide for all students.</i> <b>Hodder education produce individual revision guides for each topic covered.</b> <a href="#">My Revision Notes: Pearson Edexcel GCSE (9–1) History: Four units in one: Hodder Education</a>	School produced – Yes (Year 11)
Geography (OCR)	<u><b>Textbook resource available on Microsoft Teams</b></u> <u><b>Oxford GCSE 9-1 geography OCR B revision guide</b></u> <a href="#">GCSE-9-1 Geography OCR Revision Guide</a>  <u><b>New Grade 9-1 GCSE Geography OCR B Revision Question Cards (CGP GCSE Geography 9-1 Revision)</b></u> <a href="#">Geography Question Cards</a>	No
Art and Design (AQA)	<u><b>N/A</b></u>	N/A
Music Technology (NCFE LEVEL 2)	<u><b>N/A</b></u>	N/A
Design and Technology (EDEXCEL)	<u><b>Edexcel GCSE (9-1) Design and Technology Student Book (Edexcel GCSE Design and Technology (9-1))</b></u> <a href="#">Design Technology Student Guide</a> <u><b>My Revision Notes: Pearson Edexcel GCSE Design and Technology (Product Design)</b></u> <a href="#">My Revision Notes: Pearson Edexcel GCSE (9-1) Design and Technology</a>	No
Creative iMedia (OCR)	<i>Students gifted digital copy.</i> <u><b>My Revision Notes: OCR Cambridge Nationals in Creative iMedia L 1 / 2: Pre-production skills and Creating digital graphics</b></u> <a href="#">Cambridge National in Creative iMedia</a>	Digital Copy - Yes
Performing Arts (EDEXCEL)	<u><b>Revise BTEC Tech Award Performing Arts Revision Guide: (with free online edition)</b></u> <a href="#">Performing Arts Revision Guide</a>	No

<b>French (AQA)</b>	<b><u>Revise AQA GCSE (9-1) French Revision Guide: includes online edition (Revise AQA GCSE MFL 16)</u></b> <a href="#">GCSE French Revision Guide</a>	No
<b>Physical Education (OCR)</b>	<b><u>My Revision Notes: OCR GCSE (9-1) PE 2nd Edition</u></b> <a href="#">OCR PE Revision Guide</a>	No
<b>Health and Social Care (OCR)</b>	<b><u>My Revision Notes: Cambridge National Level 1/2 Health and Social Care</u></b> <a href="#">Cambridge National Health and Social Care Revision Guide</a>	No
<b>Food Preparation and Nutrition (EDUQAS)</b>	<b><u>Eduqas GCSE Food Preparation and Nutrition: Revision Guide</u></b> <a href="#">EduqasGCSE Food Preparation and Nutrition</a>	No

## **Year 11 Examinations 2024/2025**

The awarding bodies have designated **Wednesday 25<sup>th</sup> June 2025** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document, "Exam System Contingency Plan": England, Wales and Northern Ireland.

The designation of a 'contingency day' within the common examination timetable is in the event of national or local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

**Centres must therefore remind candidates that they must remain available until Wednesday 25<sup>th</sup> June 2025, should an awarding body need to invoke its contingency plan.**

## **Learning Support & Access Arrangements**

Some students may be eligible for Access Arrangements or Special Consideration to support them in their learning. These allow students who may have an additional need, disabilities or temporary illness or injury to access exams and assessments. It is the principal way in which the Joint Council for Qualifications (JCQ) and awarding bodies make 'reasonable adjustments' and comply with this duty under the Equality Act 2010.

Access Arrangements can include: 25% extra time, a Reader, Scribe, use of PC, Prompt, the use of a bilingual dictionary, Rest Breaks etc... There is a rigid process to ascertain whether a student is eligible, which includes gathering a picture of need, parental consent and formal testing which is managed by the SENDCO. If a student is eligible, an application to JCQ is then made.

This information is shared with all teaching staff and will be available for any in class assessments, tests etc so that it becomes 'best practice' for formal external assessments. This is regularly monitored, evidenced and reviewed.



## **Core Subjects – Followed by All Students**

### **Religious Education – Head of Department: Mr P Farley**

#### **Specification: AQA Religious Education Specification B 8063 (GCSE 9-1)**

All students follow the AQA GCSE Religious Studies Full Course Specification. The course comprises of three units; Catholic Christianity (50%), Judaism (25%) and Ethics (25%). All exam papers are taken at the end of Year 11.

#### **Catholic Christianity:**

- Creation, including different interpretations of Genesis, the formation of the Bible and the importance of Stewardship.
- Incarnation, including the Biblical basis for this belief, the influence it has had on religious art, the significance of the sacraments and views on abortion.
- Triune God, including why Catholics believe in the trinity, how this belief is shared and lived out, the importance of baptism and the relevance of music in the worship of God.
- Redemption, including why Jesus' death and resurrection are important in the process of salvation, the importance of the Eucharist, the features of church architecture and the role of the conscience in decision making.
- Church and the Kingdom of God, including what the Kingdom of God is and how it is established, the structure and role of the Church, the significance of different vocations and how religious themes on the Kingdom of God are portrayed in media.
- Eschatology including a study of heaven, hell and purgatory, the rituals surrounding death, such as funerals, ethical views on euthanasia and how these themes are reflected in art.

#### **Judaism:**

- Beliefs and teachings, including the nature of God, the importance of the covenant established with Moses and Abraham, the significance of the Mitzvot and Jews and the role of the Messiah in Judaism.
- Practices, including a study of the synagogue, prayer and worship, the celebration of Shabbat and other festivals such as Passover, Kosher laws and rites of passage including Bar Mitzah.

#### **Ethics:**

- Students explore the Catholic perspectives on the following issues:
- Religion, relationships and families, including a study of the nature of the family, attitudes towards marriage and divorce, the nature of sexual relationships including homosexuality and the dignity of the human person.
- Religion, Human Rights and social justice, including a study of the importance of human rights, attitudes and responses to poverty, views on wealth and materialism and views on gender and race discrimination.

Assessment is entirely by examination. There is no form of controlled assessment.

## **English – Head of Department:**

**Mrs E Barrett**

**Specification: AQA English Language 8700 (GCSE 9-1)**

### **Paper 1: Exploration in Creative Reading and Writing**

Section A: Reading – one literature fiction text.

Section B: Writing – descriptive or narrative writing.

Students will sit a written exam, 1 hour 45 minutes, which will be 80 marks and 50% of the GCSE.

### **Paper 2: Writers' Viewpoints and Perspectives**

Section A: Reading – one non-fiction text and one literary non-fiction text.

Section B: Writing – writing to present a viewpoint.

Students will sit a written exam, 1 hour 45 minutes, which will be worth 80 marks and 50% of the GCSE.

### **Non-examination Assessment: Spoken Language**

Presenting, responding to questions, feedback, and use of standard English.

This is assessed by the teacher throughout the course, marked by the teacher and has a separate endorsement. 0% weighting of the GCSE.

## **Specification: AQA English Literature 8702 (GCSE 9-1)**

### **Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel:**

#### **How It Is Assessed**

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

#### **Questions:**

**Section A Shakespeare:** 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 The 19<sup>th</sup> Century Novel:** 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:**

#### **What Is Assessed**

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

#### **How it is assessed:**

- Written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

**Questions:**

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** 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.

**Mathematics – Head of Department: Miss A Holland**  
**Specification: OCR Linear Mathematics Course J560 (GCSE 9-1)**

There is no coursework component in this GCSE Mathematics course.

This course is assessed completely by three terminal exams, taken at the end of year 11. The first and third papers are calculator papers, and the second paper is non-calculator.

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 3 – 9). Students take either the Higher or Foundation tier.

**Additional Support Available to Students:**

**My Maths**

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

login: hagley

password: kite

This web-based mathematical support has many GCSE booster topics explained and assessed.

The students 'Myportal' personal login is the same as they used in Year 10.

**GCSEPod**

<https://www.gcsepod.com/>

This web-based support has many mathematical videos and review tasks to support understanding.

**Maths Genie and Corbett Maths**

<https://www.mathsgenie.co.uk/>

<https://corbettmaths.com/>

These websites provide maths videos, topic-specific exercises and past exam paper questions with answers readily available.

GCSE papers and topic 'check in tests' are all available on the OCR website.

**Science – Head of Department: Mrs D Fairclough**  
**Specification: AQA Combined Science: Trilogy 8464 (GCSE 9-1)**

Students are taught lessons in each of the three Sciences: Biology, Chemistry and Physics. Students are taught the theory behind scientific concepts and practical skills within the topics of the two-year course. At the end of the course pupils will be awarded with a double qualification, which is equivalent to two GCSE certificates (graded 1-9).

**Combined Science Assessment:**

There are six examination papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 15 minutes and is worth 70 marks. The students must answer a variety of styles of question (multiple choice, structured, closed short answer and open response).

15% of the marks will be based on the required practicals that students cover throughout the GCSE course. The average score on all six papers is used to award students with their final GCSE grades.

GCSE Combined Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students take either the Higher or Foundation tier papers.

**Paper 1 Exam Topics:**

- **Biology:** Cell Biology; Organisation; Infection and Response and Bioenergetics.
- **Chemistry:** Atomic Structure and Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry; Chemical Changes and Energy Changes.
- **Physics topics:** Atomic Structure; Particle Model of Matter; Energy and Electricity.

**Paper 2 Exam Topics:**

- **Biology:** Ecology; Homeostasis and Response and Inheritance, Variation and Evolution.
- **Chemistry:** The Rate and Extent of Chemical Change; Organic Chemistry; Chemistry of the Atmosphere; Chemical Analysis and Using Resources.
- **Physics:** Forces; Waves; Magnetism and Electromagnetism.

**Triple Science**

**Specifications - AQA Biology: 8461, AQA Chemistry: 8462 and AQA Physics: 8463 (GCSE 9-1)**

Triple Science (or separate Science) includes Biology, Chemistry and Physics. At the end of the course pupils will be awarded with three separate qualifications, each equivalent to one GCSE certificate (graded 1-9).

**Triple Science Assessment:**

There are six examination papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 45 minutes and is worth 100 marks. GCSE Triple Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students take either the Higher or Foundation tier papers.

Examination topics for Triple Science are the same as Combined Science, with the additional of Space Physics as part of the Physics qualification. The topics are covered in greater detail with additional content covered in the Biology, Chemistry and Physics topics listed above.

**Additional Information and Support:**

CGP Revision guides for Science are available to buy from school via Parent Pay. It is advised that all students purchase one to fully prepare for the examinations. CGP also produce revision flashcards and workbooks that many parents and students find useful.

Past papers are available on the AQA website.

As the exam season approaches, there will be revision and support sessions provided.

## **Optional Subjects**

### **Art and Design – Head of Department: Mrs N Stott**

#### **Specification: AQA Art and Design (Fine Art) 8202**

#### **Component 1 (Portfolio) Requirements:**

Fine Art – 3 separate projects are to be submitted – these may be ‘Urban Art’, ‘Natural Forms’, ‘Identity’ or ‘Contemporary Issues’.

The deadline for submission for all projects is **March of Year 11**.

The students work on these projects from the start of their GCSE course and by March of year 11, they should hand in a portfolio of work, which should have evidence of all 4 assessment objectives.

#### **Component 2 (Externally Set Assignment)**

All students will receive their final exam paper in January of Year 11. They will then be given three months to produce preparation sheets based on their chosen starting point and will take a 10-hour exam (over 2 days) in which they produce a final piece as a result of all their preparation work. Preparation work can be done at school and at home.

#### **Additional Support Available to Students:**

The department is keen to provide after school and lunchtime support sessions. Students can make arrangements with individual teachers to organise these sessions.

## **Business Studies – Head of Department: Mrs Mann**

**Specification: Pearson Edexcel Level1/Level 2 GCSE (9-1) in Business (IBS0)**

### **Theme 1: Investigating Small Business Science**

**Written examination: 1 hour 30 minutes**

**50% of the qualification**

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business.

In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK

### **Theme 2: Building a Business**

**Written examination: 1 hour 30 mins**

**50% of the qualification**

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.

### **Quantitative Skills**

Students must draw on their knowledge and understanding of Theme 1 topics to apply a range of quantitative skills relevant to business contexts. This includes calculations and the interpretation, use and limitation of quantitative and qualitative data in business contexts to support, inform and justify business decisions.

### **GCSE Business help websites:**

GCSE Bitesize: [www.bbc.com/bitesize/subjects/zpsvr82](http://www.bbc.com/bitesize/subjects/zpsvr82)

Tutor2U: [www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing](http://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing)

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

[businesscasestudies.co.uk/case-studies/by-topic/#axzz4L0Cy2k3P](http://businesscasestudies.co.uk/case-studies/by-topic/#axzz4L0Cy2k3P)



## **Computing – Head of Department – Mrs E French**

### **Computer Science - Specification:**

#### **OCR Computing J277**

Supporting resources and specification for this course can be found at <http://www.ocr.org.uk/qualifications/> but there are more resources available on our Computing VLE, which covers all of the theory and programming that is studied by students. It is very important that students become familiar with the Computing VLE at home as well as at school as it will have a crucial role in the work students do on this course. It is essential that students have access to their own computer.

Students are encouraged to maximise their use of Microsoft Teams and use GCSEPod as directed in order to maximise their potential in GCSE Computing.

#### **Examination:**

#### **Component 1: Computer Systems**

(Examined in the summer of Year 11, 1 hour 30 minutes, 50% of the overall GCSE)

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

#### **Component 2: Computational Thinking, Algorithms and Programming**

(Examined in the summer of Year 11, 1 hour 30 minutes, 50% of the overall GCSE)

Students apply knowledge and understanding gained in unit 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this unit will support the learner when completing the Programming Project.

Both units are delivered by Mr Smith and Mrs French. Regular revision is a requirement to ensure that previous theory and programming skills delivered are well grounded in preparation for their final examinations at the end of the academic year. There are numerous resources available already on the 'Computing VLE' that students should utilise to ensure they are prepared for their examinations. With the examinations in the subject worth 100% of the overall mark, the theory and the programming are more important than ever.

#### **Programming Practice**

Students are to be given the opportunity to undertake programming task(s) using python during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. This programming task is a requirement of the course, but it is not submitted to the exam board for moderation. Students will be assessed on these skills during the written examinations, in particular component 02.

Further resources for the programming project can be found on the Computing VLE. Students will need to ensure they are familiar with the concepts of Python that can be found there to be successful with the project. Python activities/learning should be completed at home to supplement what students learn in lessons, and websites like <https://www.learnpython.org/> and [www.repl.it](http://www.repl.it) allow students to learn the Python programming language in an interesting and dynamic way.

## **Creative iMedia – Head of Department – Mrs E French**

**Examination Board: OCR**

**Specification: Level1/2 Cambridge national in Creative iMedia (120GLH) J834**

Qualification structure

Students must take **three** units: one externally assessed and two Non-Examined Assessment (NEA) units. The course is taught by Mrs Jones and Mrs French.

### **Unit No: R093 - Creative iMedia in the media industry - Written Examination (25%) 1hour 15 minutes - Summer of Year 11**

This is a mandatory unit.

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

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

### **Unit No: R094 - Visual identity and digital graphics**

This is a mandatory unit.

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

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

## **Unit No: R097 - Interactive digital media**

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products. Topics include:

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

This is not an easy course. It requires learners to be creative and be willing to experiment with ideas. You will need to have a high-level writing reading and writing ability, as you are required to analyse and document your interpretation of a brief and review your work at a high level.

Students are encouraged to maximise their use of Microsoft Teams, 'Inkscape' and 'Shotcut' which are free and open-source, cross-platform video, audio, and image editing programs as well as and 'Photopea' a web-based photo and graphics editor.

## **Design and Technology – Head of Department: Mr M Button**

### **Specification: Pearson Edexcel 1DT0 (GCSE)**

[GCSE Design and Technology Specification \(1DT0\) \(pearson.com\)](https://www.pearson.com/uk/qualifications/edexcel/gcse/design-and-technology/1dt0)



GCSE Design and Technology is taught through a combination of theory and practical lessons. We aim to cover the knowledge and skills necessary by building on the work covered in Key Stage 3. The course has two parts, an exam at the end of year 11 and a non-examined assessment or NEA. (coursework). These two parts are worth 50% of the marks each.

The theory part of the course is tested in a one hour and 45-minute exam in June of Year 11. The exam has 2 sections. Section 1 will cover the core subject knowledge. This includes all aspects of design and technology, including topics such as: new and emerging technologies, smart and modern materials, energy generation, mechanical devices and electronic systems and programmable components. The second section of the paper will focus on papers and boards. It includes topics such as material properties, manufacturing processes, environmental issues and forces and stresses.

It's important to us that students know how to apply the knowledge that they learn; in fact, you might think about Design and Technology at GCSE as a subject where you learn how to do something useful with the theory knowledge that you cover in subjects like Maths, Science and Geography. Many of our theory topics are backed up by practical activities.

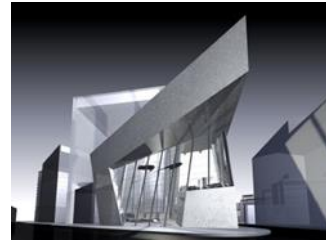
We start the NEA in June of Year 10. Each year the exam board gives us six topics to choose between; students have a free choice of these six contexts. Once they've decided which context to focus on, they have to develop a project from that topic which solves a problem by designing and making a product. We encourage students to find a real client to design and make the product for, meaning that each project is unique and that each product is different. We have had students make electronic products, furniture, textiles products, just about anything you can imagine really, using a variety of different materials, manufacturing processes and techniques. As long as the product solves the problem, then that is fine. As a course, it's all about problem solving; it's about identifying problems and then designing and finding solutions to those problems. This might be the right course for you if you see yourself going into a manufacturing industry or a design industry. It might be the right course for you because you have got a skill set that's very complementary; you might have strong drawing skills, you might be good at making things, you might have a good imagination, or you might just be the kind of person who is curious about the world around you and wants to understand how things tick.

Britain has a proud history of design and manufacturing, and we feel passionate about the role that we have to play in helping that to continue. Many of the best paid jobs in the country focus on healthcare, finance and design and manufacturing. There is significant demand for young people to enter all of the fields of engineering, manufacturing and the design and development industries.

At Hagley we have three fully equipped workshops, each with specialist facilities, including a full suite of laptops, CAD CAM machines, a laser cutter, a 3D printer and all the usual workshop machinery and equipment that you would expect. There are no limits on what you can design and manufacture, if you can imagine it and it is possible in our workshops, then you can make it.

We have had students go on from us to work in all areas of design and manufacturing, from electricians, carpenters and plasterers to product designers, people managing their own design or manufacturing companies, electrical engineering, coding and programming, and even aeronautical and submarine design. We are teaching important, transferrable skills such as teamwork, communication skills and organisation, project management and time keeping. All skills that employers are looking for and value.

This isn't an easy course, but it's varied, challenging and you'll learn loads of new skills and techniques. So, if you are interested in Design and Technology at GCSE and you want to know more feel free to contact us in the workshops by email or through Teams; we'll be more than happy to talk to you about the course in more detail.



## Food Preparation and Nutrition

Head of Department: Mr M Button, Subject Teacher: Ms S Hingston

Examination Board: WJEC Eduqas Specification: C560P1(GCSE 9-1)

<https://www.edugas.co.uk/media/4zjdq104/edugas-gcse-food-preparation-nutrition-spec-from-2016.pdf>

The GCSE Food Preparation & Nutrition course takes place over 4 periods of curriculum time within the 2-week timetable. During the course, students develop life skills and learn about food through a variety of theory and practical activities.

The curriculum is structured to help students acquire knowledge, skills and understanding of products and processes related to nutrition, diet, health, food safety, problem solving, planning, communication, organisation and time management.

There are 3 compulsory components to the final assessment:

**The Written Exam** is 1 hour 45 minutes long, and 50 % of the GCSE marks. It assesses the principles of Food Preparation and Nutrition.

**NEA (coursework) 1** is a Scientific Food Investigation which is 15 % of the GCSE grade and requires students to show understanding of the working characteristics, functional and chemical properties of ingredients through experiments, analysis of results and making inferences with reference to the task.



**NEA (coursework) 2** is a Food Preparation Assessment, and 35 % of the GCSE marks. NEA 2 assesses students' ability to plan, prepare, cook and present dishes and accompaniments which showcase a wide range of complex technical skills. There is also the opportunity to develop skills in garnishing and decorations to enhance the overall appearance of dishes as well as cake decoration skills.



### Career Pathways include:

- A-Level - Level 3 Diploma in Food Science and Nutrition
- Degree – Food Technology, Food and Nutrition, Food marketing management, Food Safety and Quality Management
- Apprenticeships – Food Manufacturing, Hospitality & Catering
- Possible Careers – Catering, Chef, Product Development, Food Production, Marketing Nursing, Teaching, Social Work, Dietician, Paediatrician, Environmental Health Officer.

## **Geography – Head of Department: Mr M Williams**

**Specification: OCR GCSE Geography B J384 (GCSE 9-1)**

### **Controlled Assessment Requirements:**

There is no controlled assessment or coursework as part of GCSE Geography. All content studied is covered in three exams at the end of the course, which focus on physical geography, human geography and geographical skills. A physical and a human fieldwork trip is completed as part of the course, with questions asked on these trips and their data analysis within the physical and human geography exams.

### **Examinations:**

Our Natural World (01): 70 Marks 1 hour 15 minutes written paper (35%)

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Fieldwork
- Geographical Skills

People and Society (02): 70 Marks 1 hour 15 minutes written paper (35%)

- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Reliance
- Fieldwork
- Geographical Skills

Geographical Exploration: (03) 60 Marks 1 hour 30 minutes written paper (30%)

- Geographical Skills
- Decision Making Exercise

### **Additional Support Available to Students:**

Additional support for students: a copy of the textbook, revision guides and topic handouts will be on the class Teams page for access outside of lessons or to catch up on any lessons missed remotely. Lunchtime and after school help will be available on request. Timetabled intervention and revision sessions will also be put in place after Christmas in the lead up to the final exams. Parents are also encouraged to contact class teachers to discuss progress and are welcome to come into school to discuss progress at any point in the year to see how they can help students at home with specific tasks.

### **Other Useful Information:**

The GCSE specification, as well as past papers for practice, can be found on the following link:

<https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/>

The main course textbook used in school is as follows: GCSE Geography OCR B by Oxford University Press (ISBN: 978-0-19-836665-2) <http://www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-j384-from-2016/> for past and practice papers plus specification.



## **Health and Social Care – Head of Department: Mrs S Palmer**

**Specification: OCR – Level 1/2 Cambridge National Certificate in Health and Social Care (120GLH) J835**

To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

### **Written Examination:**

#### **R032 – Principles of care in health and social care settings (70 marks)**

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

*This exam will be taken at the end of Year 11 and is worth 40% of your final qualification*

### **Controlled Assessments:**

#### **R033 – Supporting individuals through life events (60 marks)**

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual

#### **R035 – Health promotion campaigns (60 marks)**

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery

*Each piece of coursework is worth 30% of the final qualification (60% in total)*

### **Qualification Gained:**

Level 2 Certificate in Health and Social Care (equivalent to GCSE)

### **Additional Support for Students:**

Lunch time or afterschool revision sessions will be available to students. Students are also encouraged to purchase the revision guide from Amazon (Teach Cambridge – Cambridge National Level1/Level 2 Health and Social Care Revision Guide and Workbook)

### **Other useful information:**

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/assessment/>

## **History – Head of Department: Mr D Lavender**

### **Specification: Pearson Edexcel – History 1HIO (GCSE 9-1)**

#### **Controlled Assessment Requirements:**

None, all externally assessed. Three examinations will be sat in the summer of Year 11.

#### **Examinations:**

1. *Paper 1 HIO1/11* 1 hour and 20 mins (30%) – Medicine Through Time c1250 – present including the British sector of the Western Front 1914-1918 – **Summer of Year 11**
2. *Paper 2 HIO/P2 and HIO/B4* 1 hour and 50 minutes for both booklets (40%) – British America 1713 – 83, Early Elizabethan England 1558 – 1588 - **Summer of Year 11**
3. *Paper 3 HIO/31* 1 hour and 30 minutes (30%) – Germany 1918 – 1939 – **Summer of Year 11**

The department will provide additional support lessons to review content and develop examination techniques. A revision booklet, written by the school's history teachers, will be made available before the PPE examinations in year 11 (students will be expected to pay for the printing of the booklet). Students will have a mock examination on paper 3 in November and in the other units during the Spring Term.

The History course develops the pupil's ability in a variety of cross curricular skills such as source analysis, critical thinking, structuring an argument, essay writing, and reliability of evidence. This allows for a variety of activities in class. History is a popular and well-regarded subject at Hagley with two of the department having experience as examiners for Edexcel. This is reflected in the positive progress made by most pupils who study this course. History courses are regarded as a facilitating subject for those wishing to progress into higher and further education.

#### **Additional Support Available to Students:**

Additional support for students: Lunchtime and after school help always available (after school through prior arrangement). Revision/intervention sessions will be run after school from Easter for the final exam. All lesson materials are currently being uploaded onto class areas of Microsoft Teams by department staff, in addition to a range of revision materials which ensure students can work remotely when necessary and have access to all resources they need.

#### **Other Useful Information:**

For those pupils wishing to purchase their own copy of the textbook to use at home and for revision, or just to get a head start on the course please follow the following links:

*Medicine Through Time and the British Sector of the Western Front* [Edexcel GCSE \(9-1\) History Medicine Through Time, C1250-Present: Student Book \(Edexcel GCSE History \(9-1\)\)](#): Amazon.co.uk: Stark, Hilary: 9781292127378: Books

*Weimar and Nazi Germany* [Edexcel GCSE \(9-1\) History Weimar and Nazi Germany, 1918-1939 \(EDEXCEL GCSE HISTORY \(9-1\)\)](#) : Child, John: Amazon.co.uk: Books

*British America* [Edexcel GCSE \(9-1\) History British America 1713-1783: Empire and Revolution library edition \(EDEXCEL GCSE HISTORY \(9-1\)\) eBook](#) : Davis, Simon: Amazon.co.uk: Kindle Store

*Elizabethan England* [Edexcel GCSE \(9-1\) History: Early Elizabethan England, 1558–1588 \(EDEXCEL GCSE HISTORY \(9-1\)\)](#) : Blair, Georgina: Amazon.co.uk: Books

Specifications, past papers and resources can be found here, looking for the course options listed above:

[Edexcel GCSE History \(2016\) | Pearson qualifications](#)

**Modern Foreign Languages – French – Head of Department: Mrs N Motaban**  
**Specification: AQA French 8658 (GCSE 9-1)**

At Key Stage 4, students study the following themes, on which assessments are based:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

Over the course, eight individual modules will be taught and in-class assessments will be carried out routinely to ensure good progress. The course will be delivered across four lessons per fortnight and homework will be set as per whole-school policy.

Examinations will take place at the end of the two-year course across four papers, one for each of the four skill areas of Listening, Speaking, Reading and Writing. There is a foundation tier (grades 1-5) and a higher tier (grades 4-9) and students will take the same tier for each paper.

**Modern Foreign Languages – Spanish– Head of Department: Mrs N Motaban**  
**Specifications: AQA Spanish 8698 (GCSE 9-1)**

At Key Stage 4, students study the following themes on which assessments are based:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

Over the course, eight individual modules will be taught and in-class assessments will be carried out routinely to ensure good progress. The course will be delivered across four lessons per fortnight and homework will be set as per whole-school policy.

Examinations will take place at the end of the two-year course across four papers, one for each of the four skill areas of Listening, Speaking, Reading and Writing. There is a foundation tier (grades 1-5) and a higher tier (grades 4-9) and students will take the same tier for each paper.

## **Music Technology – Head of Department: Mr F Mallinson**

**Specification: NCFE (Level 2 Technical Award in Music Technology) 601/6774/9**

**Subject Teachers: Mr F Mallinson and Mr C Smith**

### **Year 11**

#### **Controlled Assessment Requirements:**

The controlled assessments (Unit 4 Recording and Unit 5 Film Music) will be completed in Year 11. The Unit 4 deadline for the current Year 11 is Wednesday 18<sup>th</sup> December 2024 and Unit 5 Film Music is Wednesday 12<sup>th</sup> March 2025. In addition to this, students in year 11 will be set Listening / Sequencing tasks to prepare them for the Written paper, which will be taken in June 2025.

The 17 - hour controlled assessment paper for the current Year 11 will be started in January 2025 and must be finalised by Friday 2<sup>nd</sup> May 2025.

#### **Current Year 11 Examinations:**

The final Written paper in June 2025

#### **Additional Support Available to Students:**

Specific revision and coursework catch up sessions are held on most lunchtimes/after school. Students must arrange this first with either Mr Mallinson or Mr Smith. Parents may be contacted for support in ensuring their child attends these when necessary. The department is open early in the morning (from 8:00 am) and students can use rooms and equipment by arrangement.

**Music – Head of Department: Mr F Mallinson**  
**Specification: WJEC Syllabus Code: 601/8131/X (C660QS)**  
**Subject Teachers: Mr C Smith**

The course structure is outlined below:

Components	Weighting	Assessment	Description
Performance	30%	Coursework	Perform 2 pieces on any instrument (including voice), in any style. One ensemble and one ensemble or solo.
Composition	30%	Coursework	Compose 2 pieces of music (One is your own choice, the other is set by the Board)
Listening	40%	Examination	75 Minute exam based on the Areas of Study and the TWO set works.

This specification enables learners to develop knowledge and understanding of music through four **interrelated** areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music.

### Performing

- Total duration of performances: 4-6 minutes
- Non-exam assessment: internally assessed, externally moderated 30% of qualification  
72 marks

Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a **minimum of two** pieces of which **at least one** must be as part of an **ensemble** performance lasting **at least one minute**. The other piece(s) may be performed **either solo and/or** as part of an ensemble. **One** piece must be linked to one of the four areas of study. The use of music technology and improvisation is accepted within both solo and ensemble performances.

### Composing

- Total duration of compositions: 3-6 minutes
- Non-exam assessment: internally assessed, externally moderated 30% of qualification  
72 marks

Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.

Learners must submit **two** compositions with a total playing time of between 3-6 minutes.

1. A composition which responds to a brief set by WJEC. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. Learners select **one** from a choice of four briefs, each related to a different area of study: (Set Sept 2025)

2. A **free** composition. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is **not** assessed; however, learners are assessed on their musical response to the brief. (Completed by June 2025)

### **Appraising**

- Written examination: 1 hour 15 minutes (approximately) 40% of qualification  
96 marks
- This examination will assess knowledge and understanding of music through the following four areas of study

### **Examinations:**

Externally assessed units will be moderated in June **2026** plus a mock written paper in **June 2025**

### **Additional Support Available to Students:**

Specific revision and coursework catch up sessions are held on most lunchtimes/after school. Students must arrange this first with either Mr Mallinson or Mr Smith. Parents may be contacted for support in ensuring their child attends these when necessary. The department is open early in the morning (from 8:00 am) and students can use rooms and equipment by arrangement.

## Performing Arts - Head of Department: Miss F Mckee

### Specification: Pearson Edexcel BTEC Level 1/2 Tech Award in Performing Arts

#### How will you be assessed?

The course has two internally assessed components and one that is externally assessed.

The two internal assessments (components 1 and 2) will be completed in Year 10.

Component 3 will be completed in Year 11.

Component	Title	Assessment Method	Weighting
1	Exploring the Performing Arts	Internal	30%
2	Developing Skills and Techniques	Internal	30%
3	Performing to a Brief	External	40%

#### Component 1: Exploring the Performing Arts:

The aim of this component is to give you a taste of what it is like to be a professional actor, dancer or musical theatre performer across different styles.

During this component you will observe and reproduce existing repertoire, as well as explore:

- Performance styles, creative intentions and purpose
- Performance techniques, approaches and processes
- Performance roles, responsibilities and skills
- How practitioners create and influence what is performed

#### Component 2: Developing skills and Techniques:

The aim of this component is to develop skills and techniques in the chosen discipline of acting, dance and musical theatre. During this component you will:

- Gain physical, interpretive, vocal and rehearsal skills during workshops and classes
- Apply your technical, stylistic and interpretive skills in performances
- Reflect on your progress and use of skills in performance

#### Component 3; Performing to a Brief:

The aim of this component is to consider how practitioners adapt their skills for different contexts and to put this into practice in a performance. During this component you will:

- Use the brief and what you have learned to come up with ideas for the performance
- Choose the skills and techniques you will need
- Build on your skills in classes, workshops and rehearsals
- Review the development process within an ideas and skills log
- Perform a piece lasting 7-15 minutes to your chosen target audience
- Reflect on the performance in an evaluation report

The externally set task is released on Pearson's website at the end of January. The supervised assessment period to complete Component 3 is from the end of January 2025 to the start of May 2025.

#### How Can I Prepare?

Begin discussing and mind mapping key requirements and parameters for the workshop performance:

- Consider a range of target audiences and begin planning and managing resources

- Research a range of practitioners and styles of work
- Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:
- Consider stimulus:
  - Themes: concept such as distance or a key word, such as discovery
  - Issues: social, health or safety issues
  - Prop: an umbrella, an apple, a dustbin
  - Time and place: a beach in winter, night time in a hospital, early morning in the park
  - Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.



## **Physical Education - Head of Department: Mr S Rich**

**Specification: OCR PE J587 (GCSE 9-1)**

### **Non-examination Assessment Requirements:**

The NEA element of this course contributes to 40% of the total marks available:

1. Three practical activity assessments: 30%
2. Evaluating and analysing performance task: 10%

The practical assessments are ongoing throughout the course. The practical grades and video evidence are then submitted in the Spring Term of Year 11. The AEP is completed section by section, starting in the Summer Term of Year 10 and to be completed and submitted by the end of the Spring Term of Year 11.

### **Examination Requirements:**

1. Exam 01: Physical factors affecting performance: 30% assessed by 60-mark examination at the end of the two-year course.
2. Exam 02: Socio-cultural issues and sports psychology: 30% assessed by 60-mark examination at the end of the two-year course.

### **Additional Support Available to Students:**

1. Extracurricular clubs take place at lunchtime and after school for those students interested in improving practical skills.
2. Lunchtime support sessions are available to all students who are motivated to improve their theoretical understanding. This is an ideal opportunity for students to discuss homework, classwork or end of unit assessments with a member of staff.
3. Revision sessions will take place in the Spring Term, details of these will be provided.
4. Use of OCR website to access past papers and mark schemes and GCSEPods for OCR PE.
5. Up-to-date bank of lesson, exam and NEA resources available on MS teams.

## **Examination Board Websites**

**AQA** – <https://www.aqa.org.uk/>

**Edexcel/Pearson** – <https://qualifications.pearson.com/en/home.html>

**NCFE** – <https://www.ncfe.org.uk/>

**OCR** – <https://www.ocr.org.uk/>

**WJEC** – <http://www.eduqas.co.uk/>

## **Ofsted Parent View Website**

We would like to invite all parents/carers to complete the questionnaire on Ofsted's Parent View website, which gives you the chance to tell Ofsted what you think about our school, from the quality of teaching to dealing with bullying and behaviour.

<https://parentview.ofsted.gov.uk/>

