



**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**

### **SEPTEMBER 2022**



**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 further 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 Technology.

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

## Contents

Target Grades and GCSE Pod .....	Page 7
Revision Guide List .....	Page 8 to Page 11
Year 11 Examinations, learner support and access arrangements 2022/2023 .....	Page 12
Religious Education .....	Page 13
English .....	Page 14 to Page 15
Mathematics .....	Page 16
Science .....	Page 17
Art and Design .....	Page 18
Computing .....	Page 19
Creative iMedia .....	Page 20
Design and Technology .....	Page 21 to Page 22
Food Preparation and Nutrition .....	Page 23
Geography .....	Page 24
Health and Social Care .....	Page 25
History .....	Page 26
Modern Foreign Languages .....	Page 27
Music Technology .....	Page 28
Performing Arts .....	Page 29 to Page 30
Physical Education .....	Page 31
Examination Board Websites and Ofsted Parent View .....	Page 32

## Target Grades

Students receive their target grades each course during the autumn term of year 10. These are generated by using information from Fischer Family Trust (FFT). The targets set by FFT are based on achievement of a student at key stage 2 in English and Maths, which is what the Department of Education and a number of schools nationally use. FFT look at what students with similar scores last year achieved nationally in each subject taken and then that is used to form the target. If these grades are achieved, then it would place the students within the top 5% of all learners nationally. **The grades however are only a guide and should never act as a ceiling for what students should aim to achieve.** As class teachers start to gather grade information from marking assessments then they are encouraged to establish aspirational targets for students which may be above those provided by FFT.

## GCSEPod

We are delighted to announce that Hagley Catholic High School has invested 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 send 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 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 GCSE's. 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 has 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 ClassCharts 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="https://www.yorknotes.com/gcse/english-literature">https://www.yorknotes.com/gcse/english-literature</a></p> <p><b>English Language</b>  <a href="https://www.yorknotes.com/gcse/english-language">https://www.yorknotes.com/gcse/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 inc Online Edition, Videos &amp; Quizzes: perfect for catch-up and the 2022 and 2023 exams: Amazon.co.uk: Parsons, Richard, CGP Books: 9781782943754: Books</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 inc Online Edition, Videos &amp; Quizzes: perfect for catch-up and the 2022 and 2023 exams: Amazon.co.uk: Parsons, Richard, CGP Books: 9781782943792: Books</a></p>	Yes Year 11

Subject and Exam Board	Revision Guide	Can It Be Purchased from School?
Science (AQA)	<p><b><u>Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Higher</u></b></p> <p><a href="https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahr45-grade-9-1-gcse-combined-science-aqa-revi">https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahr45-grade-9-1-gcse-combined-science-aqa-revi</a></p> <p><b><u>Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Foundation</u></b></p> <p><a href="https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/safr45-grade-9-1-gcse-combined-science-aqa-revi">https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/safr45-grade-9-1-gcse-combined-science-aqa-revi</a></p> <p><b><u>New 9-1 GCSE Combined Science AQA Revision Question Cards: All-in-one Biology, Chemistry &amp; Physics</u></b></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="https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/scaf41-new-9-1-gcse-combined-science-aqa-revisio">https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/scaf41-new-9-1-gcse-combined-science-aqa-revisio</a></p>	Yes
RE (AQA)	<p><b>AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide (GCSE Religious Studies for AQA)</b></p> <p><a href="https://www.amazon.co.uk/s?k=aqa+religious+studies+b+gcse+9-1&amp;crd=3KUZEUY9K2WSN&amp;sprefix=Aqa+religious+studies+b%2Caps%2C204&amp;ref=nb_sb_ss_i_2_23">https://www.amazon.co.uk/s?k=aqa+religious+studies+b+gcse+9-1&amp;crd=3KUZEUY9K2WSN&amp;sprefix=Aqa+religious+studies+b%2Caps%2C204&amp;ref=nb_sb_ss_i_2_23</a></p>	No
History (EDEXCEL – Option B)	<p><b><i>History department will produce a revision guide for all students. Hodder education produce individual revision guides for each topic covered.</i></b></p> <p><a href="https://www.hoddereducation.co.uk/history?eb=72&amp;l=151&amp;p=2&amp;se=1003">https://www.hoddereducation.co.uk/history?eb=72&amp;l=151&amp;p=2&amp;se=1003</a></p>	School produced – Yes (Year 11)

Subject and Exam Board	Revision Guide	Can It Be Purchased from School?
<b>Geography (OCR)</b>	<p><b><u>Textbook resource available on Microsoft Teams</u></b>  <b><u>My Revision Notes: OCR GCSE (9–1) Geography B</u></b>  <a href="https://www.amazon.co.uk/My-Revision-Notes-GCSE-Geography/dp/1471887340/ref=sr_1_4?dchild=1&amp;keywords=hodder+ocr+b+gcse+geography&amp;qid=1599823738&amp;sr=8-4">https://www.amazon.co.uk/My-Revision-Notes-GCSE-Geography/dp/1471887340/ref=sr_1_4?dchild=1&amp;keywords=hodder+ocr+b+gcse+geography&amp;qid=1599823738&amp;sr=8-4</a>  <b><u>New Grade 9-1 GCSE Geography OCR B Revision Question Cards (CGP GCSE Geography 9-1 Revision)</u></b>  <a href="https://www.amazon.co.uk/Grade-Geography-Revision-Question-Cards/dp/178908461X/ref=sr_1_7?dchild=1&amp;keywords=hodder+ocr+b+gcse+geography&amp;qid=1599823738&amp;sr=8-7">https://www.amazon.co.uk/Grade-Geography-Revision-Question-Cards/dp/178908461X/ref=sr_1_7?dchild=1&amp;keywords=hodder+ocr+b+gcse+geography&amp;qid=1599823738&amp;sr=8-7</a></p>	No
<b>Art and Design (AQA)</b>	N/A	N/A
<b>Music Technology (NCFE LEVEL 2)</b>	N/A	N/A
<b>Design and Technology (EDEXCEL)</b>	<p><b><u>Edexcel GCSE (9-1) Design and Technology Student Book (Edexcel GCSE Design and Technology (9-1))</u></b>  <a href="https://www.amazon.co.uk/Edexcel-GCSE-Design-Technology-Student/dp/1292184582/ref=sr_1_2_sspa?dchild=1&amp;keywords=pearson+edexcel+design+and+technology&amp;qid=1601451564&amp;sr=8-2-spons&amp;psc=1&amp;spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyWEtON1E1VUpYWjE3JmVuY3J5cHRlZElkPUEwOTEzMTg3MzNRVThSRkxBQk4zTyZlbnNyeXB0ZWRRBZEIkPUEwNjM5NDY2MlhaTzE2M1Y3UzIXMCZ3aWRnZXROYW1IPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=">https://www.amazon.co.uk/Edexcel-GCSE-Design-Technology-Student/dp/1292184582/ref=sr_1_2_sspa?dchild=1&amp;keywords=pearson+edexcel+design+and+technology&amp;qid=1601451564&amp;sr=8-2-spons&amp;psc=1&amp;spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyWEtON1E1VUpYWjE3JmVuY3J5cHRlZElkPUEwOTEzMTg3MzNRVThSRkxBQk4zTyZlbnNyeXB0ZWRRBZEIkPUEwNjM5NDY2MlhaTzE2M1Y3UzIXMCZ3aWRnZXROYW1IPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=</a>  <b><u>My Revision Notes: Pearson Edexcel GCSE Design and Technology (Product Design)</u></b>  <a href="https://www.amazon.co.uk/My-Revision-Notes-Pearson-Edexcel-GCSE-Design-and-Technology-Amazon.co.uk-Fawcett-Ian-Knight-Andy-Howells-Jacqui-Hills-Taylor-David-9781510480506-Books/dp/1510480506/ref=sr_1_1?dchild=1&amp;keywords=pearson+edexcel+design+and+technology&amp;qid=1601451564&amp;sr=8-2-spons&amp;psc=1&amp;spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyWEtON1E1VUpYWjE3JmVuY3J5cHRlZElkPUEwOTEzMTg3MzNRVThSRkxBQk4zTyZlbnNyeXB0ZWRRBZEIkPUEwNjM5NDY2MlhaTzE2M1Y3UzIXMCZ3aWRnZXROYW1IPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=">My Revision Notes: Pearson Edexcel GCSE (9-1) Design and Technology: Amazon.co.uk: Fawcett, Ian, Knight, Andy, Howells, Jacqui, Hills-Taylor, David: 9781510480506: Books</a></p>	No
<b>Computer Science (OCR)</b>	<i>Students gifted physical and digital copy.</i>	Yes
<b>Creative iMedia (OCR)</b>	<p><i>Students gifted digital copy.</i>  <b><u>My Revision Notes: OCR Cambridge Nationals in Creative iMedia L 1 / 2: Pre-production skills and Creating digital graphics</u></b>  <a href="https://www.amazon.co.uk/Revision-Notes-Cambridge-Nationals-Pre-production/dp/1471886689/ref=sr_1_1?dchild=1&amp;keywords=imedia+revision+guide&amp;qid=1599754446&amp;sr=8-1">https://www.amazon.co.uk/Revision-Notes-Cambridge-Nationals-Pre-production/dp/1471886689/ref=sr_1_1?dchild=1&amp;keywords=imedia+revision+guide&amp;qid=1599754446&amp;sr=8-1</a></p>	Digital Copy - Yes
<b>Performing Arts (EDEXCEL)</b>	<p><b><u>Revise BTEC Tech Award Performing Arts Revision Guide: (with free online edition)</u></b>  <a href="https://www.amazon.co.uk/Revise-Award-Performing-Revision-Guide/dp/129224562X">https://www.amazon.co.uk/Revise-Award-Performing-Revision-Guide/dp/129224562X</a></p>	No

Subject and Exam Board	Revision Guide	Can It Be Purchased from School?
French (AQA)	<b><u>Revise AQA GCSE (9-1) French Revision Guide: includes online edition (Revise AQA GCSE MFL 16)</u></b> <a href="https://www.amazon.co.uk/Revise-GCSE-French-Revision-Guide/dp/129213142X">https://www.amazon.co.uk/Revise-GCSE-French-Revision-Guide/dp/129213142X</a>	No
Physical Education (OCR)	<b><u>My Revision Notes: OCR GCSE (9-1) PE 2nd Edition</u></b> <a href="https://www.amazon.co.uk/My-Revision-Notes-OCR-GCSE/dp/1510405259/ref=sr_1_1?crd=1Z7KZE2CMWA13&amp;dchild=1&amp;keywords=ocr+gcse+pe+revision+guide+9-1&amp;qid=1601229689&amp;srefix=OCR+gcse+pe%2Caps%2C205&amp;sr=8-1">https://www.amazon.co.uk/My-Revision-Notes-OCR-GCSE/dp/1510405259/ref=sr_1_1?crd=1Z7KZE2CMWA13&amp;dchild=1&amp;keywords=ocr+gcse+pe+revision+guide+9-1&amp;qid=1601229689&amp;srefix=OCR+gcse+pe%2Caps%2C205&amp;sr=8-1</a>	No
Health and Social Care (OCR)	<b><u>My Revision Notes: Cambridge National Level 1/2 Health and Social Care</u></b> <a href="https://www.amazon.co.uk/My-Revision-Notes-Cambridge-National/dp/151042945X">https://www.amazon.co.uk/My-Revision-Notes-Cambridge-National/dp/151042945X</a>	No
Food Preparation and Nutrition (EDUQAS)	<b><u>Eduqas GCSE Food Preparation and Nutrition: Revision Guide</u></b> <a href="https://www.amazon.co.uk/Eduqas-GCSE-Food-Preparation-Nutrition/dp/1908682876/ref=pd_lpo_14_t_0/261-9925323-3029520?encoding=UTF8&amp;pd_rd_i=1908682876&amp;pd_rd_r=cb1119b8-fcc4-4295-b78b-8eb592c7e6e4&amp;pd_rd_w=qUkRY&amp;pd_rd_wg=Qnd7N&amp;pf_rd_p=7b8e3b03-1439-4489-abd4-4a138cf4eca6&amp;pf_rd_r=C6FVWB27F7WGYXAFS4AS&amp;psc=1&amp;refRID=C6FVWB27F7WGYXAFS4AS">https://www.amazon.co.uk/Eduqas-GCSE-Food-Preparation-Nutrition/dp/1908682876/ref=pd_lpo_14_t_0/261-9925323-3029520?encoding=UTF8&amp;pd_rd_i=1908682876&amp;pd_rd_r=cb1119b8-fcc4-4295-b78b-8eb592c7e6e4&amp;pd_rd_w=qUkRY&amp;pd_rd_wg=Qnd7N&amp;pf_rd_p=7b8e3b03-1439-4489-abd4-4a138cf4eca6&amp;pf_rd_r=C6FVWB27F7WGYXAFS4AS&amp;psc=1&amp;refRID=C6FVWB27F7WGYXAFS4AS</a>	No



## **Year 11 Examinations 2022/2023**

The awarding bodies have designated **Wednesday 28<sup>th</sup> June 2023** 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 28<sup>th</sup> June 2023 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 the duty under the Equality Act 2010.

Access Arrangements 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 Spec B 8063 (GCSE 9-1)**

All students follow the AQA GCSE Religious Studies Full Course Specification. The course is comprised of three units; Catholic Christianity (50%), Judaism 25% and Ethics 25%. All exam papers are sat 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.
- Practises 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 Mitzvah.

#### **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 (Acting Head of Department: Ms R Mason)**  
**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 hour 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 sat at the end of year 11.

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 who started studying Combined Science in Year 10 will carry on with this qualification in Year 11. At the end of Year 11 the exams will assess all the content covered in Year 10 and Year 11. This course leads to a double GCSE qualification.

**The Content Covered in Year 10 is:**

**Biology topics:** Cell Biology; Organisations; Infection and Response; Ecology (start)

**Chemistry topics:** Atomic Structure and Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry; Chemical Changes; Energy Changes; Chemical Analysis

**Physics topics:** Atomic Structure; Particle Model of Matter; Energy; Electricity

**The Content Covered in Year 11 is:**

**Biology topics:** Ecology; Homeostasis and Response; Inheritance; Variation and Evolution

**Chemistry topics:** The Rate and Extent of Chemical Change; Organic Chemistry; Chemistry of the Atmosphere; and Using Resources.

**Physics topics:** Forces; Waves; Magnetism and Electromagnetism.

**How Is It Assessed?**

There are two papers for each of the three parts of science (two for Biology, two for Chemistry and two for Physics). Each paper is 1 hour 15 minutes and is worth 70 marks. The students must answer a variety of styles of questions (multiple choice, structured, closed short answer and open response). 15% of the marks will be based on the required practical's that students cover throughout the GCSE course. The average score on all six papers is used to award students with their final GCSE grades.

CGP Revision guides for Science are available to buy from school via Parent Pay. It is advised that all students purchase one, in order to fully prepare for the examinations. Past papers are available on the AQA website. As the exam season approaches there will be revision and support sessions provided. CGP also produce revision flashcards and workbooks that many parents and students find useful.

## **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 since the beginning of their GCSE course and by 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 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.

## **Computing – Acting Head of Department – Mr K Smith**

### **Computer Science - Specifications:**

#### **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 SharePoint which covers all of the theory and programming that is studied by students. It is very important that students become familiar with Sharepoint at home as well as at school as it will have a crucial role in the work students do in this course. It is essential that students have access to their own computer.

Students are encouraged to maximise their use of Microsoft Teams.

#### **Examination:**

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

(Examined in the summer of Year 11, 1-hour 30minutes, 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 30minutes, 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. Regular revision is a requirement to ensure that previous theory & 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 'SharePoint' 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 Practise**

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. 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 SharePoint. 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 lesson 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 (Current Year 11) – Acting Head of Department – Mr K Smith**

**Examination Board: OCR**

**Specification: Level1/2 Cambridge national Certificate in Creative iMedia (120GLH) J817**

### **Unit 1: Pre-Production Skills (R081)**

#### **Written Examination (25%) 1hour 15 minutes - Summer 2021 (Year 10)**

This unit is taught by Mrs Jones in Year 10 and will enable students to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of a client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process in these industries. Showing skill in storyboarding, scripting, health & safety among other topics. There is 1 resit opportunity available should students require, which can be taken either the January or Summer of Year 11.

### **Unit 2: Creating Digital Graphics (R082)**

#### **Coursework (25%) - Submitted Summer 2021 (Year 10)**

This unit is taught by Mrs Jones in Year 10, This unit aims to give students the skills to use the tools and techniques provided by digital graphics software (Adobe Photoshop & Illustrator) to design and create effective visual products for specified purposes and audiences.

### **Unit 3: Creating a Multipage Website (R085)**

#### **Coursework (25%) - Submitted Spring 2022 (Year 11)**

This unit is taught in Year 11 and gives students the knowledge and skills they need to produce attention grabbing web products using web authoring software (Adobe Dreamweaver), multimedia assets and navigation features.

### **Unit 4: Creating Digital Video Sequence (R089)**

#### **Coursework (25%) - Submitted Spring 2022 (Year 11)**

This unit is taught in Year 11, students will make the most of all our outstanding facilities in the Computing department such as our Green Room and recording equipment in order to plan and record a video sequence to a given purpose and audience. Students will learn to edit the footage adding digital effects and overlays to create their final piece.

Students are encouraged to maximise their use of Microsoft Teams.

**Design and Technology – Head of Department: Mr M Button**  
**Specification: Pearson Edexcel 1DT0 (GCSE)**



<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

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 piece of non-examined assessment or N.E.A. (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 N.E.A. 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 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's fine.

As a course, it's all about problem solving; it's about identifying problems and then designing and making 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've 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's 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.eduqas.co.uk/media/4zjdq104/eduqas-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 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 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 N Taylor**

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

### **Controlled Assessment Requirements:**

None, all externally assessed. There will be two days of fieldwork followed by completion of a fieldwork booklet, but all this work will be assessed through examination.

### **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: Lunchtime and after school help always available (after school through prior arrangement). Revision sessions after school from Easter for the final exam. Parents are 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.

All lesson materials currently being uploaded onto class areas of Microsoft Teams by department staff since lockdown, in addition to a large range of revision materials. Allows students to work remotely when necessary and have access to all resources they need.

### **Other Useful Information:**

Course textbook: 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**

### **Current Year 11**

**Specification: OCR – Level 1/2 Cambridge National Certificate in Health and Social Care (120GLH) J811**

#### **Written Examination:**

The 1 hour written examination will be sat in January of Year 11 and is worth 25% of your final qualification.

#### **Controlled Assessments:**

This accounts to 75% of your final grade, and is a mixture of short tasks:

Short tasks: You will complete three short tasks each taking 10 hours and are worth 25% each of your final grade (75% in total). These will require a mixture of planning, practical work, investigation and evaluation skills.

#### **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 after October half term ready for the exam in January. Students are also encouraged to purchase the revision guide from Amazon (Level 1/2 Revision notes Health and Social Care OCR)

#### **Other useful information:**

[www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/](http://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/)

Please see above link for all the past papers that will help students prepare

### **Current Year 10**

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

#### **Written Examination:**

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

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)**

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

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 15 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 45 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 20 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 1 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 teaching methods 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 currently being uploaded onto class areas of Microsoft Teams by department staff since lockdown, in addition to a range of revision materials 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**  
**Specifications: 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 all students will take the same tier for each paper.

**Modern Foreign Languages – Spanish– Head of Department: Mrs N Motaban**  
**Specifications: AQA Spanish 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 all 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 10**

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

The controlled assessments (Unit 1: Introduction and the Music Business and Unit 2: The Digital Audio Workstation) will be completed this academic year. The external assessor will be visiting the centre in April 2022. The Unit 1 deadline is **Friday 2<sup>nd</sup> December 2022** and Unit 2 Composition is **Friday 10<sup>th</sup> March 2022**. In addition to this, students will be set Listening/ Sequencing tasks to prepare them for the paper 3 and 4, which will be sat in Year 11.

**Units 1 and 2 must be finalised by Friday 31<sup>st</sup> March 2023.**

#### **Examinations:**

Externally assessed units will be sat in **March 2023** (with resits in **June 2023**).

### **Year 11**

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

The controlled assessments (Unit 2 Composing and Unit 4 Film Music) will be completed in year 11. The external assessor will be visiting the centre in April 2023. The Unit 4 deadline for the current year 11 is **Friday 9<sup>th</sup> December 2022** and Unit 2 Composing is **Friday 17<sup>th</sup> March 2023**. In addition to this, students in year 11 will be set Listening / Sequencing tasks to prepare them for the paper 3 and 4, which will be sat in March 2023 (with possible resits in June 2023).

**All coursework for the current year 11 must be finalised by Friday 31<sup>st</sup> March 2023.**

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

Externally assessed units will be sat in March 2023 with a resit window in June 2023.

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

Specific revision and coursework catch up sessions are held on most lunchtimes/afterschool. 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 (component 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, as well as you could improve

### Component 3; Performing to a Brief:

The aim of this component is to consider how practitioners adapt their skills for different contexts and 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 10-15 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 end of January 2023 to the start of May 2023.

## How Can I Prepare?

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

- Consider a range of target audience, 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 M Behan**

**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 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 afterschool 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 GCSE Pods for OCR PE.
5. Up to date bank of lesson, exam and NEA resources available on the PE Huggle webpage.

## **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/>