



Kesteven and Sleaford High School

Key Stage 4 Curriculum
and Options Information 2021



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January 2021

Dear Parent/Carer

The time has come for your daughter to make some important choices about the GCSE subjects she will be studying in Year 10 and 11.

This booklet is designed to inform you of the Key Stage 4 curriculum and help you and your daughter to make informed decisions about the options available. There will be a virtual Parent's Evening on Tuesday 14 January where you could discuss suitability for the GCSE course with your daughter's current teachers.

Subject Leaders have given as much information as practicable in the booklet but we are also offering an additional opportunity to have a virtual meeting with Subject Leaders, myself or Progress Leads on Tuesday 26 January where you can raise any remaining queries.

The options form should be returned to school by Friday 22 February.

National guidelines stipulate that certain subjects have to be studied but there are then four choices that your daughter can make for herself. Within these four choices all students must study at least one Modern Language and at least one Humanities subject – either History or Geography.

If you have any questions about the process, please do not hesitate to contact me.

Yours faithfully

A handwritten signature in black ink, appearing to read 'G White', with a horizontal line underneath.

Mrs G White
Assistant Headteacher (Curriculum)

NOTES ON COURSES IN YEAR TEN Key Stage 4

We hope that this booklet will provide the information required on the subjects offered in this school for GCSE so that the pupils, in consultation with their parents and teachers, can make individual and appropriate choices for their future courses.

It is important that the girls choose their subjects wisely, so in addition to reading this booklet, they should seek guidance from their:

Form Teacher
Subject Teachers
Head of Year (Mr L Rooke)
Careers Coordinator (Mrs P Hunter)

A broad, well balanced curriculum is vital preparation for the future. All students will therefore study the following subjects:

English Language and Literature
Mathematics
Science
A Foreign Language (French or German)
History or Geography

As well as P.E. and P.S.H.E. (Personal, Social & Health Education), which will include aspects of careers guidance, students will also study Ethics, Philosophy and Religion which will lead towards a qualification at GCSE level.

Girls will choose **four** options. They must select a modern foreign language and they must select a humanities subject, History or Geography. The two remaining choices should be selected; one from the 'C' and one from the 'D' block. Students should select a first choice and a reserve from both the C & D blocks. Please be aware that it is possible to select both languages or both humanities as they are also in the option columns C and D.

PLEASE NOTE: This is a typical layout based on student preferences but not the final version for 2021. The block this year will be similar in layout but will be designed to meet the preferences of this year group determined by the 'straw poll', a dummy run of the process where students indicate, but don't commit to, the subjects they would like to study.

A		B		C		D	
German		French		French		Art (Graphic Communication)	
French		German		Physical Education		Physical Education	
Geography		History		Food Preparation & Nutrition		Computer Science	
History		Geography		Art (Fine Art)		Design & Technology – Textiles	
				Music		Drama	
				Geography		Design & Technology – Paper & Card	
				Business Studies		Business Studies	



Tick one box in each of these two.

Select only one in each column (C & D) and indicate one reserve for each.

1 = 1st Choice **X** = Reserve

We guide students carefully in their choices, so that options at Post 16 remain wide open to them. Universities have outlined facilitating subjects which are a requirement for some degree courses and we are careful that Key Stage 4 choices do not limit students' future options.

Although the concept of 'pass' and 'fail' is no longer with us, employers, universities and colleges will look for good GCSE certificates and we would expect the girls to be aiming for the highest possible grades. The previous grading system of A* - G letter grades has been replaced by a numbered scale 9 to 1 for all subjects. See table below.

New GCSE Grades	9	8	7	6	5	4	3	2	1	0
Old GCSE Grades	A*	A	B	C	D	E	F	G	U	

In some subjects NEA (Non-Examined Assessment) forms part of the final grade awarded. The type and length of assessments varies from subject to subject so students should read the subject descriptions carefully and consult their teachers if they want further information.

It is difficult to give general advice on the choice of subjects as individual interests and demands vary. In some cases, future needs and present capabilities are well defined and the choice will present no difficulties. For others the following considerations may be of some help.

- Students with an interest in a particular career should obtain guidance from the Careers staff on the entry qualifications needed.
- Students wishing to follow 'A' level courses in particular subjects should ideally follow these subjects in Year 10 (except subjects like Health & Social Care which are not offered at GCSE).
- Students should NOT choose subjects because their friends happen to have chosen that subject or because they like, or do not like, a particular teacher.

This is the first time students have had some choice in what they study at school so they should choose wisely and carefully.

Pupils must consider: -

- which subjects they enjoy most;
- which subjects they are best at;
- what they want to do when they leave school.

After the choices have been made by students, various decisions have to be made by the school about the size and viability of groups. Whilst we endeavour to provide each one of the girls with their choices, this may not always be possible. When this is the case, we interview the girls concerned and make sure that we can provide them with a curriculum which is both appropriate and enjoyable.

Controlled Assessment / NEA (Non-Examined Assessment)

As indicated in the subject descriptions in this booklet some subjects still require an element of coursework which under current regulations has to be done under controlled conditions (teacher supervision). The level of control is defined by the examination board and it is the Subject Leader's responsibility to ensure that appropriate level of control is used for the work. Your daughter will always be informed about the controlled assessment and its contribution to the overall assessed grade. If you require any further information about controlled assessments, please contact the relevant Subject Leader.

CAREERS SUPPORT

Year 9 students have a designated Careers day during January to coincide with the options process, assist Students with choosing their GCSE subjects and help smooth the transition into Year 10.

Students will receive a copy of their Student Entitlement Statement which details topics that will be covered during the day.

As part of the Careers programme at KSHS, we subscribe to 'Kudos' a Careers information website that can be accessed either in school or at home.

www.kudos.co.uk Sign in with Licence code **bestcare72**. Students then need to create a personal account and log-in for future use. The Kudos programme starts with questions about their likes and dislikes about specific situations, the programme then generates examples of suitable career areas. This process will hopefully assist with their GCSE subject choices.

www.nationalcareersservice.direct.gov.uk Is a good all-round website for careers information, course and job searches, skills tests and personalised help from Careers advisors via email or telephone.

Tips for Choosing GCSEs

- Most university degree courses require 5 GCSE grades, 9-4 including Maths and English, some universities specify grade 5 in English and Maths, you will need to check exact course requirements.
- Some A level subjects require a specific GCSE as a pre-requisite, for example, French and Art. Do check any career ideas you may have now to keep your options open.
- Choose GCSE subjects that interest you and those that will help develop new, useful and transferable skills.
- Research what types of careers specific subjects can offer, and what skills are involved; could that skill be used in other career sectors, for example a language?
- Don't choose a subject because your friend is going to or because you don't know what to else to do.
- Don't choose a subject just because it sounds good, research the course content thoroughly and think about where it could lead.
- Labour Market Information is a good way of assessing whether your chosen subjects/careers have a future: the jobs market is changing all the time. This topic will be covered as part of Year 9 Careers day.

Students may ask for careers advice from our dedicated Careers Leader, Mrs Hunter, by visiting the Sixth Form Office or by email pauline.hunter@kshs.uk

KSHS students also have access to a Careers Guidance professional for unbiased guidance, available by appointment.

ENGLISH AND ENGLISH LITERATURE

Why take this course?	These are not optional subjects at GCSE as a good pass in English is required in virtually all areas of employment and to proceed to higher education. All students, in this school, work towards two GCSEs: AQA GCSE English Language and AQA GCSE English Literature.
Course Content	<p>The GCSE courses continue to enhance the skills that students are developing in the first three years of the English curriculum.</p> <p>The aim of GCSE Language is for students to become highly competent in the three key skills of reading for understanding, writing for a variety of purposes and registers, and effective spoken communication.</p> <p>The aim of GCSE Literature is for students to gain an appreciation of the aesthetic qualities of Literature through works from our cultural heritage. Students will develop a personal appreciation of these texts which will allow them to experience different worlds and human behaviours vicariously.</p>
Assessment	<p>English Language: Paper 1: Explorations in Creative Reading and Writing: 1 hr 45 mins 80 marks 50% of the GCSE Paper 2: Writers' Viewpoints and Perspectives: 1 hr 45 mins 80 marks 50% of the GCSE</p> <p>Non – examination Assessment: Spoken Language: Teacher marked throughout the course</p> <p>English Literature: Paper 1: Shakespeare and the 19th Century Novel: 1 hr 45 mins 64 marks 40% of the GCSE Paper 2: Modern Texts and Poetry and Unseen Poetry: 2 hrs 15 mins 96 marks 60% of the GCSE</p>
What kind of lesson?	Lessons will involve a variety of teaching and learning strategies including teacher-directed activities, open discussion, small group discussion, individual presentations and individual engagement with texts and issues.
Level of Entry	This qualification will be graded and certificated on a nine-grade scale from 9-1 using the total marks across Paper 1 and Paper 2 for the English Language GCSE and Paper 1 and 2 for the English Literature GCSE.

MATHEMATICS

Why take this course?	<p>This qualification in Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. The course gives students the opportunity to develop the ability to:</p> <ul style="list-style-type: none">• Acquire and use problem-solving strategies• Select and apply mathematical techniques and methods in mathematical, every day and real-world situations• Reason mathematically, make deductions and inferences and draw conclusions• Interpret and communicate mathematical information in a variety of forms appropriate to the information and context <p>Students have already met the main branches of mathematics in Key Stage 3 and their knowledge, skills and understanding of mathematical methods and concepts are developed further in:</p> <ol style="list-style-type: none">1. Number2. Algebra3. Ratio, proportion and rates of change4. Geometry and measures5. Probability6. Statistics												
Assessment	<p>The GCSE course followed by pupils in this school is the AQA GCSE Mathematics (8300). This course will be assessed by three equally weighted written examination papers.</p> <table><tr><td>Paper 1</td><td>Non-Calculator</td><td>1hr 30mins</td><td>80 marks available</td></tr><tr><td>Paper 2</td><td>Calculator</td><td>1hr 30mins</td><td>80 marks available</td></tr><tr><td>Paper 3</td><td>Calculator</td><td>1hr 30mins</td><td>80 marks available</td></tr></table>	Paper 1	Non-Calculator	1hr 30mins	80 marks available	Paper 2	Calculator	1hr 30mins	80 marks available	Paper 3	Calculator	1hr 30mins	80 marks available
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Paper 3	Calculator	1hr 30mins	80 marks available										
Level of Entry	<p>This qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. All girls at this school study for the Higher tier leading to grades 4 to 9 (grade 3 allowed). Some students eventually sit the Foundation tier (Grades 1-5).</p>												
What kind of lessons?	<p>Topics are usually studied via interactive whiteboard resources and whole class teaching. When a unit of work is completed a formative assessment is conducted with teachers providing comments to improve a student’s understanding of the work. All formative assessments are given a GCSE grade. After several topics have been studied a whole school test is conducted to assess learning over a range of questions.</p>												

SCIENCE

Why take this course?	<p>Science is part of the core curriculum which all students have to study. Students follow AQA Science which is designed to suit students of all abilities and all aspirations.</p> <p>Students will have started the course in the September of Year 9 and will complete approximately 3 modules this year. In Year 10 and 11, they will be taught in sets and the path followed will depend on which set they are in. However, all students study the same modules up to Christmas of Year 10.</p> <p>In January of Year 10 students will either study a course leading to the award of three separate GCSEs commonly called 'Triple Science', or a 'Combined Science' course with two GCSEs awarded at the end of Year 11. The 'Combined Science' course covers aspects of Biology, Chemistry and Physics. (See later for full details of the modules covered).</p>
Assessment	<p>All Combined Award students complete 23 taught modules culminating in six external examinations of 1 hour 15 minutes each. All Triple Award students complete 24 taught modules, to a slightly greater depth, and take six external examinations of 1 hour 45 minutes each. Students following the Triple Award course will complete twenty-four required practical lessons. Students following the Combined Award course will complete sixteen required practical lessons.</p> <p>There will be regular internal tests within each module to assess progress and feedback will be given to show students how to improve.</p>
Level of Entry	Students will be entered for the appropriate level, foundation or higher following the Year 11 November assessments.
What kind of lessons?	Years 10 and 11 have different teachers for Biology, Chemistry and Physics. The lessons will involve discussions, group work, role play and practical work. Some other activities to expect include watching demonstrations and videos, using ICT, solving problems and researching topics.
Course Content	All of the courses are linear.

Biology modules	<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
Chemistry modules	<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
Physics modules	<ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics (physics only)

FINE ART

<p>Why take this course?</p>	<p>Students choosing this area of art and design will have an interest and enjoyment in making and looking at art and its many disciplines. This general art course will cover painting, drawing, artist study and printmaking.</p> <p>The course in Fine Art concentrates on:</p> <ul style="list-style-type: none"> • Working with mixed media, paint, print, drawing, collage and 3d medias, pursuing a range of art techniques and medias. • Developing students' confidence in making practical work, exploring media and taking risks with the creative process. • Allowing students to make their own decisions and make informed choices about the direction of their own ideas and artwork in response to the given themes. • Experimentation and exploration of a variety of media and their properties, reviewing and refining their work as it progresses creating a final outcome.
<p>Course Content and Assessment</p>	<p>There are two parts of the course:</p> <ol style="list-style-type: none"> 1. The Personal Portfolio <p>During the course students will need to produce a portfolio of artwork in sketchbooks, mixed media and large-scale work. This work is made from a variety of projects that explore a range of Fine Art techniques and starting points. Students will be given specific instruction with skills, techniques and processes enabling them to develop their own work from the given themes. It is worth 60% of the total mark.</p> 2. The externally set assignment (exam) <p>The Externally Set Assignment provides the opportunity for students to demonstrate the culmination of their knowledge and skills learned over the Personal Portfolio, in an externally set project taken under controlled conditions. Students are given a starting point to generate their work from. The duration of the preparatory period is 20 hours with the end examination being 10 hours. The externally set assignment is 40% of the overall grade.</p> <p>Students will have the opportunity to visit major galleries in London, local art galleries and off-site drawing activities allowing them to respond to and experience artworks of different times and cultures. They will also have the opportunity to display their work in local and school exhibitions/competitions.</p> <p>A <u>voluntary</u> contribution of £20.00 towards materials and equipment is requested at the start of each year which will supply students with materials throughout the year.</p>

GRAPHIC COMMUNICATION (ART)

Why take this course?	<p>Students choosing this area of art and design will have an interest and enjoyment of creating, making and looking at visual communication and multimedia. The Graphic Communication course will cover painting, drawing, print, artist study and skills within digital media – Adobe Photoshop, Illustrator animation software.</p>
Course Content and Assessment	<p>The course in Graphic Communication (Art) concentrates on:</p> <ul style="list-style-type: none"> • Teaching the practical skills, techniques and processes to develop ideas, thoughts and feelings in visual form through drawing, idea development, design with industry standard software applications. • Developing students' confidence in making practical work, exploring media and taking risks with the creative process. • Informing the students of the diverse and exciting world of art and visual language, how to respond to it and how to use it in their development. • Developing an educated opinion and appreciation of art and graphic forms. • Experimentation and exploration of a variety of media and their properties, reviewing and refining their work as it progresses, creating a final outcome. <p>There are two parts to the course:</p> <ol style="list-style-type: none"> 1. The Personal Portfolio During the course students will need to produce a portfolio of artwork in sketchbooks, mixed media and large-scale work. This work is made from a variety of projects that explore a range of graphic design media and starting points such as designs for book jackets, cd covers, posters and promotions. It is worth 60% of the total mark. 1. The externally set assignment (exam) The Externally Set Assignment is the opportunity for students to demonstrate the culmination of their knowledge and skills learned over the Personal Portfolio, in an externally set project taken under controlled conditions. Students are given a starting point to generate their work from. The duration of the preparatory period is 20 hours with the end examination being 10 hours. The externally set assignment is 40% of the overall grade. <p>Students will have the opportunity to visit major galleries in London, local art galleries and off-site drawing activities allowing them to respond to and experience artworks of different times and cultures. They will also have the opportunity to display their work in local and school exhibitions/competitions and contribute to the promotional material of the school and school events.</p> <p>A <u>voluntary</u> contribution of £20.00 towards materials and equipment is requested at the start of each year which will supply students with materials throughout the year. Whilst students can choose both Fine Art and Graphic Communication (Art) as options they do need to be aware of the time they will need to commit to both subjects out of school hours.</p>

COMPUTER SCIENCE

Why take this course?	<p>Computer Science is the study of how computers work and how to program them, alongside the problem solving and logical thinking skills that are essential in many aspects of modern life. The course will develop students' understanding of components, networking, security and emerging technologies. It will also develop their awareness of the legal, moral and ethical issues associated with the use of technology.</p> <p>Much of the course will be practical in nature, teaching students how to design, code and test a range of solutions to computational problems. The course content provides a solid foundation in core programming techniques including selection, iteration, common algorithms and data structures. The primary programming language will be Python, a widely used high-level, general purpose programming language. Students will also develop coded solutions in HTML/JavaScript and LMC (Little Man Computer).</p> <p>Computer Science is an academic EBACC subject and contains a significant amount of Mathematics.</p>
Course Content	<p>The major topics covered are:</p> <ul style="list-style-type: none"> • How to program a computer using the Python language. • Computational thinking, problem solving and algorithms. • Wired and wireless networks and the Internet. • System security and cyber security.
Assessment	<p>Unit 1 – Computer Systems is assessed by a 1.5 hour examination worth 50% of the overall qualification.</p> <p>Unit 2 – Computational Thinking, Algorithms and Programming is assessed by a 1.5 hour examination worth 50% of the overall qualification. Students must also complete a range of programming challenges.</p>
Career Opportunities	<ul style="list-style-type: none"> • The worldwide £300 billion commercial software industry needs Computer Scientists to develop the next generation of software that will shape tomorrow's world • Computer Scientists are working in just about every field of Science and Engineering, helping to solve problems in fields as diverse as molecular biology and high energy physics • Computer Scientists are involved in creating the latest consumer electronics products and software • Computer Science develops the ability to solve problems and think logically - vital skills in the modern world • Computer Scientists are increasingly involved in national security defence and policing

FOOD PREPARATION AND NUTRITION

Why take this course?	<p>Food Preparation and Nutrition is an exciting and up to date qualification that is relevant to the world of food today. The food & drink industry is the largest employer in the UK and is a truly interesting sector to become involved in.</p> <p>The course teaches the development of strong practical skills and techniques as well as a good understanding and application of nutrition. Food Science is a key area of the course and allows for learning through practical investigation.</p> <p>The provenance of food around the world, environmental issues and the sustainable sources of food are all covered.</p> <p>The school follows the OCR specification (supported by Heston Blumenthal) which provides for an engaging and exciting learning experience.</p>
Course Content	<p>The Syllabus consists of:</p> <ul style="list-style-type: none"> • Nutrition and Health – an understanding of nutritional guidelines and the practical application of knowledge. • Food: Food provenance and food choice-developing knowledge and understanding of food from around the world; environmental and food security issues along with an understanding of food production processes. • Cooking and Food preparation – a key focus upon the senses, cooking methods, processes and preservation. <p>Skills requirement: preparation and cooking techniques-a range of practical skills to produce dishes to meet the needs of many special diets and dietary demands in today's society.</p>
Assessment	<p>The new specification requires:</p> <ul style="list-style-type: none"> • Theory Examination – contributing to 50% of the overall mark scheme • Food investigation task – 15% of the total • Food preparation task – 35% of the total

BUSINESS STUDIES

Why take this course?	<p>The course will give students the opportunity to explore real business issues and how businesses work. The clear and straightforward structure of the specification will support a variety of teaching strategies to enable students' learning.</p> <p>Students will consider the practical application of business concepts. The units in the course provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.</p> <p>The knowledge and skills gained from this specification will provide students with a firm foundation for further study.</p> <p>The course follows the specification produced by AQA.</p>
Course Content	<p>The study of Business is broken down in to six main areas, all of which have an impact on the operation of business activity.</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Business operations • Human resources • Marketing • Finance
Assessment	<p>Two written exam papers:</p> <ul style="list-style-type: none"> • Paper 1: 1 hour 45 minutes (90 marks 50% of GCSE) • Paper 2: 1 hour 45 minutes (90 marks 50% of GCSE) <p>Paper 1 – Influences of Operations and HRM (Human Resource Management) on business activity What's assessed?</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Operations • Human resource management <p>Paper 2 – Influences of Marketing and Finance on business activity What's assessed?</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business • Marketing • Finance <p>Structure for both papers:</p> <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.

DESIGN & TECHNOLOGY: Textiles

Why take this course?	<p>GCSE Design and Technology Textiles will prepare students to participate confidently and successfully in an increasingly technological world.</p> <p>The GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study a range of textiles applications in greater depth.</p>
Course Content	<p>Students will use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The GCSE also provides opportunities for students to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.</p> <p>Students build on their knowledge and understanding of different materials and manufacturing processes from Key Stage 3, in order to design and make prototypes in response to issues, needs, problems and opportunities in a wide range of real-world situations.</p>
Coursework (Non-Examined Assessment)	<p>Non-Exam Assessment (NEA) approximately 35 hours which constitutes 50% of the qualification.</p> <p>Students are required to produce a substantial 'design and make' task based on a design brief which they develop in response to a contextual challenge set by the examination board. The NEA is assessed on: Investigating; designing; making; analysing and evaluating. Students will produce a working prototype and a portfolio of evidence which will be marked by teachers and moderated by the examination board.</p>
Assessment	<p>The knowledge, understanding and skills that students develop have been separated into:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>All three areas are tested in a written examination which constitutes 50% of the qualification.</p> <p>These include: New and emerging technologies; energy storage and generation; modern and smart materials; systems approach to designing; mechanical devices; materials and their working properties (paper and boards, timber, metal, polymers, textiles and composites).</p> <p>Within Textiles students will cover specialist technical principles which cover:</p> <ul style="list-style-type: none"> • The selection of materials and components • The ecological and social footprint of textiles • Scales of production • Sources and origins of fabrics and fibres • Using and working with materials • Specialist textile techniques • Surface treatments and finishes

DESIGN & TECHNOLOGY: Resistant Materials (Paper and Board)

Why take this course?	<p>Students who enjoy designing and developing product ideas, working with a wide range of materials and techniques and have an interest in designing and making products will enjoy this course.</p> <p>The GCSE Design and Technology Resistant Materials will prepare students to participate confidently and successfully in an increasingly technological world. Students will study core technical along with designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study a range of resistant materials and graphic applications in greater depth.</p>
Course Content	<p>Students build on their knowledge and understanding of different materials and manufacturing processes from Key Stage 3 and will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making.</p> <p>Students will use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. They can use a variety of materials to produce model prototypes for any of the themes set by the examination board. The GCSE also provides opportunities for students to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.</p>
Coursework (None Examined Assessment)	<p>Students produce a substantial practical design and make a project in their chosen materials based on a design brief which they develop in response to a contextual challenge set by the examination board. This will be approximately 35 hours of class time.</p> <p>The coursework is assessed on: Investigating; designing; making; analysing and evaluating. Students will produce a working prototype and a portfolio of written evidence which will be marked by teachers and moderated by the examination board.</p>
Assessment	<p>The knowledge, understanding and skills that students develop have been separated into:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>These include: New and emerging technologies; Energy storage and generation; Modern and smart materials; Systems approach to designing; Mechanical devices; Materials and their working properties (paper and boards, timber, metal, polymers, textiles and composites).</p> <p>Within Resistant Materials students will cover specialist technical principles: the selection of materials and components, the ecological and social footprint of various materials, scales of production, sources and origins of materials, using and working with materials, specialist techniques, surface treatments and finishes.</p> <p>These principles are tested in a written 2hr examination which constitutes 50% of the qualification.</p> <p>Non Exam Assessment (NEA) is approximately 35 hours which constitutes 50% of the qualification.</p> <p>Students cannot take both D&T: Textiles and D&T: Resistant Materials as they result in the same GCSE qualification.</p>

DRAMA

Why take this course?	<p>Students who want to study a subject which is both practical and creative will enjoy this course. They may have done some acting before or helped out backstage on a production. You may have wanted to have a go at making a play, performing, designing costumes or operating the lights and sound but never had a chance.</p> <p>GCSE Drama will give students a chance to develop improvisation and acting skills and to learn some of the technical skills used in theatre work. They will have the opportunity to create their own work as well as looking at plays written by other people and at different ways of bringing a script alive on stage. This theatrical aspect is worth 90% of the course.</p> <p>They will need to be able to work independently but also in co-operation with others. There is a strong emphasis on group work and participation, which requires both discipline and motivation.</p>
Subject Content and Assessment	<p>The AQA specification is split into three components:</p> <p><u>Component 1: Understanding Drama</u></p> <p>Students will study one set play which they will write about in an examination lasting 1 hour and 45 minutes. In addition, they will write an evaluative response to a theatre production they have seen during their course. This unit is worth 40% of the GCSE</p> <p><u>Component 2: Devising Drama (practical)</u></p> <p>Students will create a piece of devised drama, working as either performers or designers. The component is assessed via a devising log book and through the final performance of the piece. This unit is worth 40% of the GCSE</p> <p><u>Component 3: Texts in practice (practical)</u></p> <p>Students perform two extracts from one play (students may contribute as performer or designer) This unit is worth 20% of the GCSE</p>
Career Opportunities	<p>GCSE Drama provides a very good foundation for further study in AS/A level Drama and Theatre Studies and develops skills of direct use in careers such as TV, film & theatre and media work. The study of Drama can also help develop transferable skills which can be taken into any career or job which involves meeting people face to face, such as retail, travel and tourism, sales and marketing or teaching. Students will find that Drama will help them feel more self-confident and prepared to deal with a range of different situations and people.</p>

ETHICS, PHILOSOPHY AND RELIGION

<p>Ethics, Philosophy and Religion is part of the core curriculum</p>	<p>Raising questions is one of the most important activities in Ethics, Philosophy and Religion, but don't expect lessons to provide all the answers! Responding to a question with another question is not a new technique. Raising appropriate questions is a way of getting people to think more deeply about an issue – and students will probably leave a lesson with more questions than when they arrived.</p> <p>The specification is accessible to students of any religious persuasion, or none. Students will be required to use evidence and reasoned argument to express and evaluate their personal responses, informed insights and differing viewpoints. Discussion is an important part of this course. There is no coursework/controlled assessment in this subject.</p>
<p>Course Content and Assessment</p>	<p>Examination board: AQA (Spec A)</p> <p>Students must take assessments in the following two components:</p> <ul style="list-style-type: none"> • Component 1: The study of religions: beliefs, teachings and practices • Component 2: Thematic studies <p>Component 1: The study of religions: beliefs, teachings and practices</p> <p>What is assessed? Beliefs, teachings and practices from the following religions:</p> <ul style="list-style-type: none"> • Christianity and Islam <p>How it is assessed</p> <ul style="list-style-type: none"> • Written examination: 1 hour 45 minutes • 96 marks (plus 6 marks for spelling, punctuation and grammar (SPaG)) • 50% of the GCSE <p>Component 2: Thematic studies</p> <p>What is assessed? 4 Ethical, Philosophical and Religious themes: The 4 themes selected are:</p> <ul style="list-style-type: none"> • Theme A: Relationships and families • Theme B: Religion and life • Theme D: Religion, Conflict and Peace • Theme F: Human Rights and Social Justice • Written examination: 1 hour 45 minutes • 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG)) • 50% of the GCSE
<p>Career Opportunities</p>	<p>Careers related to this subject are varied. These include: civil service, local government, personnel work, teaching, journalism, health service, medicine, law, psychology, probation service, social work, police force (forensic), armed forces, advertising and public relations.</p>

FRENCH

Why take this course?	<p>By studying French at GCSE, you will have invaluable skills beyond the ability to communicate in another language such as interpersonal, intercultural, and public speaking skills - otherwise known as 'soft skills' that will be applicable to almost everything you do. When you take French, you do not just learn the language or focus purely on France; you get to find out about the many varied Francophone people, cultures and countries that exist all over the world. More than 300 million people speak French on the five continents. French is both a working language and an official language of the United Nations, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Some universities, such as University College London, require a Modern Foreign Language GCSE for entry across all of its degree programmes and so you will have all doors open to you with a GCSE in a language.</p>
Course Content	<p>The GCSE course is intended to develop the four skills of reading, speaking, listening and writing French to a level which enables students to communicate within a French-speaking community. It builds on the skills developed and topics studied in Years 7, 8 and 9.</p> <p>The three broad themes of the GCSE are: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment.</p>
Assessment	<p>The skills of Listening, Speaking, Reading and Writing are equally weighted.</p> <ul style="list-style-type: none"> • The listening exam (45 minutes) • The speaking exam (between 10 and 12 minutes, consisting of a role play, photo card description and conversation) • The reading exam (1 hour) • The written exam (75 minutes) all take place at the end of the course in Year 11.

GEOGRAPHY

Why take this course?	This exciting AQA GCSE course offers the opportunity for students to investigate the relationships between people and their environments in a variety of contexts. It aims to instil curiosity and raise awareness and interest in a wide range of geographical issues. The world in which we live is dynamic and always changing. Geography helps to explain why and helps us to prepare for those changes. Students will 'travel the world' from the classroom exploring case studies in the UK, newly emerging economies and low-income countries. We tackle the big issues of climate change, resource management, environmental sustainability and inequality. To support their learning, students share opinions through debate and participate in role-play. They are encouraged to watch relevant television documentaries and read newspaper and magazine articles to help widen their knowledge of global events. We encourage our students to become passionate Geographers who show appreciation, empathy and understanding of the dynamic world in which we live.
Course Content	<p>Living with the physical environment</p> <ul style="list-style-type: none"> • The challenge of natural hazards (earthquakes and volcanoes) and climatic hazards (tropical storms) • Physical landscapes in the UK (coast and river landscapes) • The living world including tropical rainforest and hot desert environments <p>Challenges in the human environment</p> <ul style="list-style-type: none"> • Urban issues and challenges including case studies of Rio de Janeiro and Birmingham • The changing economic world including a case study of Nigeria • The challenge of resource management (food, water and energy)
What skills will I learn?	Geographical skills include cartographic skills (interpretation of atlas maps and Ordnance Survey maps), graphical skills and statistical skills.
Assessment	<p>Paper 1: Living with the physical environment Written exam: 1 hour 30 minutes, 35% of marks</p> <p>Paper 2: Challenges in the human environment Written exam: 1 hour 30 minutes, 35% of marks</p> <p>Paper 3: Geographical applications Written exam: 1 hour, 15 minutes, 30% of marks</p> <p>The requirement for students on this paper is to answer questions about a relevant issue by applying skills of problem-solving and critical thinking. This paper also tests knowledge and understanding of familiar and unfamiliar fieldwork and skills.</p>
Fieldwork	Students collect data on two occasions to answer contrasting enquiry questions. Back in the classroom they present, analyse and evaluate this data.
Career Opportunities	Geography combines well with many other subjects at GCSE and beyond. It is useful in careers related to business and finance, travel, public administration, the Armed Forces, journalism, surveying, environmental sciences, oceanography as well as teaching at a range of levels.

GERMAN

Why take this course?	German is the mother tongue of more people in Europe than any other language and is widely spoken in Western and Eastern Europe. Studying a foreign language gives you the chance to explore another culture and to also learn more about your own. This country wishes to develop trade with its European neighbours and studying German will enable you to contribute towards both this aim and the wider European community. Languages are useful in all kinds of work as an additional skill which any employer will find attractive. Increasingly, employers are looking for people who have studied a foreign language to at least GCSE level. This is reflected in the number of University and College courses now offering a language with, for example, Law, Business Administration or Engineering. The careers available for people with language skills are usually better paid and offer a wider range of opportunities for personal development. The study of German at GCSE will enable you to take this subject at A-Level and once familiar with the process of learning a language, other languages will be easier to learn in the future.
Course Content	The GCSE course gives you the opportunity to build on what you have learnt in Key Stage 3. The three broad themes of the GCSE are: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment. Knowledge and skills are developed through a variety of activities at GCSE, all of which will enable you to achieve a high grade at the end of Year 11 and be able to communicate ideas and needs within a German speaking community.
Form of the examination	<p>The skills of Listening, Speaking, Reading and Writing are equally weighted.</p> <ul style="list-style-type: none"> • The listening exam (45 minutes) • The speaking exam (between 10 and 12 minutes, consisting of a role play, photo card description and conversation) • The reading exam (1 hour) • The written exam (75 minutes) all take place at the end of the course in Year 11.

HISTORY

Why take this course?	History is a popular option subject that allows you to delve into the past and see how it has created the world we live in today. Researching and analysing remarkable events and personalities of the past can teach you extremely important skills that will prove invaluable whatever students go on to study, or wherever they choose to work. Historians are found in all sorts of careers from teachers to politicians, bankers, lawyers, businessmen and women, novelists, librarians, curators and journalists. People who have history degrees include: Jonathan Ross, Melvyn Bragg, Sacha Baron Cohn, Gordon Brown, John Prescott, QC Michael Mansfield, Salman Rushdie, Alan Bennett and Lord Sainsbury.								
Course Content and Assessment	<p>We will be studying the OCR History B: Schools History Project specification. Students will study the following topics:</p> <table border="1"> <tr> <td>The People's Health – Medicine c.1250 to the present day</td><td rowspan="2">Paper 1 – 1hr 45 mins (40% of final grade)</td></tr> <tr> <td>The Elizabethans, 1580-1603</td></tr> <tr> <td>History Around Us – Lincoln Castle</td><td>Paper 2 – 1hr (20% of final grade)</td></tr> <tr> <td>Living Under Nazi Rule, 1933-1945</td><td rowspan="2">Paper 3 – 1hr 45 mins (40% of final grade)</td></tr> <tr> <td>The Making of America, 1789-1900</td></tr> </table>	The People's Health – Medicine c.1250 to the present day	Paper 1 – 1hr 45 mins (40% of final grade)	The Elizabethans, 1580-1603	History Around Us – Lincoln Castle	Paper 2 – 1hr (20% of final grade)	Living Under Nazi Rule, 1933-1945	Paper 3 – 1hr 45 mins (40% of final grade)	The Making of America, 1789-1900
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What kind of lesson?	<p>In lessons we will focus on examining the events through use of text books, teacher notes and presentations, discussion, video, artefacts, a range of primary evidence and then learning how to use this knowledge to answer examination questions. This work will be done through whole class, group, pair and individual work and students will naturally be responsible for building up a well organised and detailed folder of notes. Trips designed to support the learning in the classroom linked to the new specification are being explored.</p>								
Historical Skills	<p>Students will gain the ability to:</p> <ul style="list-style-type: none"> • Select relevant knowledge and communicate it clearly. • Explain causes, consequences, changes, similarities and differences as well as analyse key features of the periods and people studied. • Comprehend and evaluate interpretations of events and a wide range of sources of information. • Reach clear judgements that are supported by evidence. 								

MUSIC

Why take this course?	<p>Music is all around us. It influences our moods and emotions and stimulates us in many ways. Following an Edexcel GCSE Music course will develop your understanding of how music is created in many different styles and cultures. On the course you will learn how to compose and you will further develop skills in performing and appraising music. Music offers the opportunity for you to develop valuable transferrable life skills and to explore a variety of different music.</p> <p>GCSE Music is an interesting and valuable course in its own right or may lead to further study at A level and beyond.</p>		
Course Content and Assessment	Component	Weighting (% of total marks)	Assessment
	Performing music <i>For their performance coursework students will perform one solo and one ensemble piece</i>	30%	Internally assessed, externally moderated
	Composing music <i>During the course students will be taught how to compose and will submit two pieces, one piece to a brief set by the exam board and one piece to a brief set by students.</i>	30%	Internally assessed, externally moderated
	Examination Appraising music <i>At the end of the course students will sit a listening examination based on the topics studied. This will test their knowledge and understanding of music and their ability to listen to and appraise music.</i>	40%	Externally marked

PHYSICAL EDUCATION

Course Content and Assessment	<p>The AQA course consists of Practical Performance and Theory content. There will be 3 areas of assessment:</p> <p>Assessment 1: The human body and movement in physical activity and sport</p> <p>Assessment is in the form of a written examination lasting 1 hour 15 minutes and is worth 30% of GCSE grade. Content includes: Applied anatomy and physiology; Movement analysis; Physical training and Use of data.</p> <p>Assessment 2: Socio-cultural influences and well-being in physical activity and sport</p> <p>Assessment is again in the form of a written examination lasting 1 hour 15 minutes and is worth 30% of GCSE grade. Content includes; Sports psychology; Socio-cultural influences; Health, fitness and well-being and Use of data. The 2 written papers will be taken at the end of the course in Year 11.</p> <p>Assessment 3: Practical performance in physical activity and sport</p> <p>Internally assessed with external moderation; candidates select three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Alongside the practical performance a written analysis and evaluation of performance to bring about improvement in one activity will be included as part of the assessment. This area of assessment is worth 40% of the final grade.</p> <p>Throughout the course the school provides students with the opportunity to develop their practical performance in a variety of sporting activities as part of a team or as an individual. Students are also permitted to include a sport they participate in outside curriculum time if they are able to meet the demands of the criteria set by the examination board.</p>
Career opportunities	<p>Following the GCSE Physical Education course is an ideal preparation for A level study and BTEC courses. It develops some of the key skills that are required for employment in Teaching, Recreation Management, Professional Sports Coaching, Armed Forces, Police, Fire Brigade, Paramedic, Sports Science, Physiotherapy, Nursing and Medicine.</p> <p>Please note:</p> <p>This course is recommended to students who enjoy physical activity and regularly participate in sport both in and out of school.</p>

Programme of Events

October 2020	Progress grades to parents
Week commencing 4 January 2021	Introduction to the Options Process in School Assembly
Friday 8 January 2021	Options booklet sent to parents
Monday 11 January 2021	Student practice option sheet or 'straw poll' completed
Thursday 14th January 2021	Year 9 Parents' Evening
Weeks commencing 11 & 18 January 2021	Taster/ Introduction lessons conducted in class with Business Studies lesson conducted in a Maths Lesson
Week commencing 25 January 2021	Narrated Powerpoint available to parents/carers and students giving Overview available on School website
Tuesday 26 January 2021	Virtual Options Event Parents/Carers can book appointments with subject specialists
Monday 1 February 2021	Option Blocks finalised and forms issued to students
Wednesday 24 February 2021	Deadline for option choices. Must be submitted on or before Wednesday 24th February

Kesteven & Sleaford High school - GCSE Examination Results 2020

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