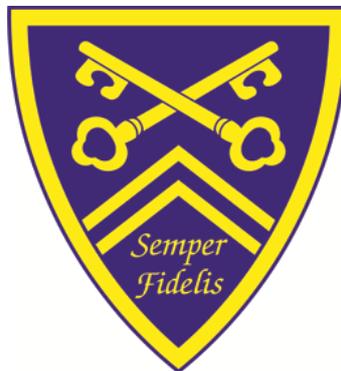




HAGLEY CATHOLIC HIGH SCHOOL



“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
NOVEMBER 2020**



HAGLEY CATHOLIC HIGH SCHOOL



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 75% take French, with Spanish soon to become an option too.

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



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Target Grades

Students receive their target grades each course at the start 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 20% 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 recently 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 where you'll find lots more information and resources.

Your child has recently 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), 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@stnicholasowen.freshdesk.com).



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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) | English Literature https://www.yorknotes.com/gcse/english-literature English Language https://www.yorknotes.com/gcse/english-language <i>Please check with individual teaching staff for the relevant texts.</i> | Yes Year 11 |
| Maths (OCR) | GCSE Maths OCR Revision Guide: <u>Foundation</u> - for the Grade 9-1 Course https://www.amazon.co.uk/GCSE-Maths-OCR-Revision-Guide-ebook/dp/B00Z6GPM38/ref=sr_1_1?dchild=1&keywords=CGP+OCR+Mathematics+revision+guide&qid=1599753714&s=digital-text&sr=1-1 GCSE Maths OCR Revision Guide: <u>Higher</u> - for the Grade 9-1 Course https://www.amazon.co.uk/GCSE-Maths-OCR-Revision-Guide/dp/178294379X/ref=sr_1_1?dchild=1&keywords=GCSE+Maths+OCR+Revision+Guide%3A+Higher-+for+the+Grade+9-1+Course&qid=1599754096&s=books&sr=1-1 | Yes Year 11 |



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hopeful
curious
wise
grateful
discerning
compassionate
active
intentional
eloquent
generous
faith-filled
attentive
kind
loving
patient
humble
gentle

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

| Subject and Exam Board | Revision Guide | Can It Be Purchased from School? |
|---|--|----------------------------------|
| | <p><u>My Revision Notes: OCR Cambridge Nationals in Creative iMedia L 1 / 2: Pre-production skills and Creating digital graphics</u> https://www.amazon.co.uk/Revision-Notes-Cambridge-Nationals-Pre-production/dp/1471886689/ref=sr_1_1?dchild=1&keywords=imedia+revision+guide&qid=1599754446&sr=8-1</p> | |
| Performing Arts (EDEXCEL) | <p><u>Revise BTEC Tech Award Performing Arts Revision Guide: (with free online edition)</u> https://www.amazon.co.uk/Revise-Award-Performing-Revision-Guide/dp/129224562X</p> | No |
| French (AQA) | <p><u>Revise AQA GCSE (9-1) French Revision Guide: includes online edition (Revise AQA GCSE MFL 16)</u> https://www.amazon.co.uk/Revise-GCSE-French-Revision-Guide/dp/129213142X</p> | No |
| Physical Education (OCR) | <p><u>My Revision Notes: OCR GCSE (9-1) PE 2nd Edition</u> https://www.amazon.co.uk/My-Revision-Notes-OCR-GCSE/dp/1510405259/ref=sr_1_1?crid=1Z7KZE2CMWA13&dchild=1&keywords=ocr+gcse+pe+revision+guide+9-1&qid=1601229689&srefix=OCR+gcse+pe%2Caps%2C205&sr=8-1</p> | No |
| Health and Social Care (OCR) | <p><u>My Revision Notes: Cambridge National Level 1/2 Health and Social Care</u> https://www.amazon.co.uk/My-Revision-Notes-Cambridge-National/dp/151042945X</p> | No |
| Food Preparation and Nutrition (EDUQAS) | <p><u>Eduqas GCSE Food Preparation and Nutrition: Revision Guide</u> https://www.amazon.co.uk/Eduqas-GCSE-Food-Preparation-Nutrition/dp/1908682876/ref=pd_lpo_14_t_0/261-9925323-3029520?encoding=UTF8&pd_rd_i=1908682876&pd_rd_r=cb1119b8-fcc4-4295-b78b-8eb592c7e6e4&pd_rd_w=qUkRY&pd_rd_wg=Qnd7N&pf_rd_p=7b8e3b03-1439-4489-abd4-4a138cf4eca6&pf_rd_r=C6FVWB27F7WGYXAFS4AS&psc=1&refRID=C6FVWB27F7WGYXAFS4AS</p> | No |



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Year 11 Examinations 2020/2021

The awarding bodies have designated **Tuesday 29th June 2021** 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 Tuesday 29th June 2021 should an awarding body need to invoke its contingency plan.



Core Subjects – Followed by All Students

Religious Education – Head of Department: Mr P Farley

pfarley@hagleyrc.worcs.sch.uk

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

ebarrett@hagleyrc.worcs.sch.uk

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.

Examination date for current year 11: **Monday 7th June 2021**

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.

Examination date for current year 11: **Thursday 10th June 2021**

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)

Please note – changes have been made to the AQA syllabus for the current year 11 due to the loss of teaching hours during lockdown. Below represents a revised version of the normal GCSE Literature content, to be sat in Summer 2021 only.

Paper 1: Centres Enter Students with Any Two Of The Three Options Below:

Paper 1A: Anthology of Poetry

Paper 1B: 19th Century Novel

Paper 1C: Modern Prose/Drama

Total duration: 2 x 50 minutes, total marks 60 = 46% weighting of the qualification.

Examination date for current year 11: **Thursday 20th May 2021**

Paper 2: Compulsory Paper

Shakespeare Play

One question on an unseen poem

One question comparing the first unseen poem with a second unseen poem.

Total duration: 1 hour 45 minutes, total marks 50 = 54% weighting of the qualification.

Examination date for current year 11: **Wednesday 26th May 2021**



Examination Information for Current Year 10 – Exam Series June 2022:

Paper 1: Shakespeare and the 19th 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 19th 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.



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Mathematics – Head of Department: Miss A Holland

aholland@hagleyrc.worcs.sch.uk

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 4 – 9). Students take either the Higher or Foundation tier.

The following examination dates are provisional dates from the exam board.

Current Year 11 (2020/2021)

- The first exam paper is a calculator paper. **Tuesday 25th May 2021**
- The second paper is non-calculator, with no calculator permitted. **Tuesday 8th June 2021**
- The third exam paper is a calculator paper. **Tuesday 15th June 2021**

Additional Support Available to Students:

My Maths

www.mymaths.co.uk

login: hagley

password: kite

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

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: Mr M Patchett

mpatchett@hagleyrc.worcs.sch.uk

Specification: AQA Combined Science: Trilogy 8464 (GCSE 9-1)

Those 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.

The Content Covered in Year 10 Is:

Biology topics: Bioenergetics, Disease, Organisations, (start of) Ecology

Chemistry topics: Atomic Structure and Periodic Table, Bonding, Quantative, Chemical reactions, Energy, and Chemical

Physics topics: Atomic physics, Matter, Energy, Electricity

The Content Covered in Year 11 Is:

Biology topics: Ecology, Homeostasis, Genetics

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.

Biology topics: Homeostasis and Response; Inheritance, Variation and Evolution; and Ecology.

Chemistry topics: The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; 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 practicals that students cover throughout the GCSE course. All students in the country complete these practicals which are designed to develop their Working Scientifically skills.

Revision guides for Science are available to buy from the prep room via Parent Pay. It is advised that all students have one in order to be fully prepared for the examinations. Past papers are available on the AQA website and on the Haggles website. As the exam season approaches there will be revision and support sessions provided. The same company who produces the revision guide also sell revision flashcards that some parents find useful as they can test their child during revision time.



Option Subjects

Art and Design – Head of Department: Mrs N Stott

nstott@hagleyrc.worcs.sch.uk

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 question 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.

Information for Year 11 (2020/2021) From Ofqual:

Students will complete Component 1 (GCSE Portfolio) only. This means that students will not need to start or complete Component 2 (Externally set assignment). For the current year 11, students will not be doing the 10-hour exam and their GCSE will be assessed on their portfolio only.



Computing – Head of Department: Mr P Halford

pjhalford@hagleyrc.worcs.sch.uk

Computer Science - Specifications:

OCR Computing J276 (current Year 11)

OCR Computing J277 (current Year 10)

Supporting resources and specification for this course can be found at <http://www.ocr.org.uk/qualifications/> but there are more resources available on 'Haggle' our virtual learning environment which covers all of the theory and programming that is studied by students. It is very important that students become familiar with Haggle 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.

Examination:

Unit 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.

Unit 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 equally by Mr Halford and 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 'Haggle' 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 is more important than ever.

Programming Project (20 Hours between October and March of year 11)

Students use the OCR Programming Project tasks to develop their practical ability in the skills developed in Units 1 and 2. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language (Python), and check its functionality using a suitable and documented test plan. Finally, they will evaluate the success of their solution and reflect on potential developments for the future.

Students must have completed 20 hours on their Programming Project, which will be monitored by Mr Halford, although the Programming Project does not count towards a candidate's final grade, submission is a requirement of the course in order to gain a qualification in Computer Science.



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Students start this project in the autumn term of Year 11 and complete it before the Easter holidays.

Further details of the preparation needed for the programming project can be found on Haggie. 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 <http://interactivepython.org/> and www.repl.it allow students to learn the Python programming language in an interesting and dynamic way.

Students are encouraged to maximise their use of Microsoft Teams.

Creative iMedia (Current Year 10) – Head of Department: Mr P Halford

pjhalford@hagleyrc.worcs.sch.uk

Examination Board: OCR

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

Unit 1: Pre-Production Skills

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

This unit is taught by Mr Halford 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

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

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

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.



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Design and Technology – Head of Department: Mr M Button

mbutton@hagleyrc.worcs.sch.uk

Specification: Pearson Edexcel 1DT0 (GCSE)

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

This course is taught through a combination of theory and practical lessons. We aim to cover the knowledge and skills necessary to attempt the exam and N.E.A. project, 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 (coursework). These two parts are worth 50% of the marks each.

The final exam will be in June of Year 11. The exam is a 1 hour and 45-minute paper, with 2 sections. Section 1 will cover the core subject knowledge and Section 2 will focus on a specific material area.

The N.E.A. is a large design and make task which we start towards the end of Year 11 and spend approximately 6 months on. Students are given a choice of 6 different problems to solve by designing and making a product. Students can use whatever techniques and materials most suit their prototype.



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Food Preparation and Nutrition (Current Year 10)

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

mbutton@hagleyrc.worcs.sch.uk shingston@hagleyrc.worcs.sch.uk

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>

This course is taught through a combination of theory and practical lessons. The course has two parts, an exam at the end of year 11 and a piece of non-examined assessment (coursework). We aim to cover the knowledge and skills necessary to attempt the exam and N.E.A. project, by building on the work covered in Key Stage 3.

There are two parts to the N.E.A. accounting for 60% of the marks overall. The N.E.A. is marked out of 120. The Food Investigation accounts for 20% of the overall marks and the Food Preparation is 40% of the marks.

Students will sit a terminal exam during the summer of Year 11. This exam is one hour and thirty minutes in length. The exam has two sections; the first section contains questions based on stimulus materials, the second section contains a range of question types to assess all content related to food and nutrition. The exam is marked out of 80 and is worth 40% of the overall marks.



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Geography – Head of Department: Mr N Taylor

ntaylor@hagleyrc.worcs.sch.uk

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.



HAGLEY CATHOLIC HIGH SCHOOL



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

spalmer@hagleyrc.worcs.sch.uk

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

Written Examination:

The 1 hour written examination can be sat either in January or June 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)

Career Links:

If you are interested in studying for a career in primary school teaching, nursing, midwifery, occupational therapy, radiography, physiotherapy, social work, nursery nursing, health education/promotion, psychology or caring for the elderly or disabled, or any other roles in health, social care or education, then this is the course for you.



HAGLEY CATHOLIC HIGH SCHOOL



History – Head of Department: Mr D Lavender

dlavender@hagleyrc.worcs.sch.uk

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

Examinations:

1. Paper 1 (30%) – Medicine Through Time c1250 – present including the British sector of the Western Front 1914-1918 – **Summer of year 11**
2. Paper 2 (40%) – British America 1713 – 83, Early Elizabethan England 1558 – 1588 - **Summer of year 11**
3. Paper 3 (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.



HAGLEY CATHOLIC HIGH SCHOOL



Modern Foreign Languages – French – Head of Department: Miss M Mugnier

mmugnier@hagleyrc.worcs.sch.uk

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 taught 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 three skill areas of Listening, 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.



HAGLEY CATHOLIC HIGH SCHOOL



Music Technology – Head of Department: Mr F Mallinson

fmallinson@hagleyrc.worcs.sch.uk

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

Subject Teachers: Mr F Mallinson and Mr C Yates

Year 10

Controlled Assessment Requirements:

The controlled assessments (Unit 1 Digital Audio Workstation and Unit 2 Composition) will be completed this academic year. The external assessor will be visiting the centre in April 2021. The Unit 1 deadline is **Friday 27th November 2020** and Unit 2 Film Music is **Friday 5th March 2021**. 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 31st March 2021.

Examinations:

Externally assessed units will be sat in **March 2022** (with resits in **June 2022**).

Year 11

Controlled Assessment Requirements:

The controlled assessments (Unit 3 Recording and Unit 4 Film Music) will be completed in year 11. The external assessor will be visiting the centre in April 2021. The Unit 3 deadline for the current year 11 is **Friday 27th November 2020** and Unit 4 Film Music is **Friday 5th March 2021**. 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 2021 (with possible resits in June 2021).

All coursework for the current year 11 must be finalised by Friday 31st March 2021.

Current Year 11 Examinations:

Externally assessed units will be sat in March 2021 with a resit window in June 2021.

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 Yates. 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.



HAGLEY CATHOLIC HIGH SCHOOL



Performing Arts - Head of Department: Miss F Mckee

fmckee@hagleyrc.worcs.sch.uk

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 2021. The supervised assessment period to complete component 3 is from end of January 2021 to start of May 2021.



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

mbehan@hagleyrc.worcs.sch.uk

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 Haggie webpage.

