

Ackworth School



A Guide to GCSE Courses 2019

Ackworth School GCSE Curriculum – Introduction

At Ackworth everyone in the Fourth and Fifth Forms studies English, Mathematics, Science, and four option subjects, leading to nine or ten GCSEs. All pupils also take part in Games and PE.

The compulsory core subjects comprise:

- English (5 periods a week leading to two GCSEs – English and English Literature)
- Maths (5 periods a week)
- Science (9 periods a week leading to Double Award Science GCSEs or to three separate Science GCSEs)

Four option subjects are chosen from the following twelve (each of 4 periods a week), of which we expect one to be a Creative subject, one to be a Humanity and one to be a Modern Foreign Language:

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|---------------------------|---|
| Creative Subjects: | <ul style="list-style-type: none">• Art and Design (Fine Art)• Design and Technology (Resistant Materials)• Drama and Theatre Arts• Food Preparation and Nutrition• Information Technology• Music• Physical Education |
| Humanities: | <ul style="list-style-type: none">• Geography• History• Religious Studies (Christianity and Islam) |
| Languages: | <ul style="list-style-type: none">• French• German• Spanish |

Procedure

We ask you to choose which four option subjects you would like to study next year. One should be a Creative subject, one should be a Humanity and one should be a Modern Foreign Language. We do recommend that, in choosing your option subjects, you keep a balance between creative subjects, languages and humanities. Please note that the English, Mathematics, and Science setting will be done on end of year examination performance. We also ask you to nominate a reserve (fifth) subject, in case it proves impossible to fulfil your first four subjects.

Accompanying this booklet should be the GCSE Choices Form. We ask you to complete this and return it by **Wednesday 13 March**, so that we can start to plan next year's timetable. This date is immediately after the Third Form Parents' Meeting, thus giving plenty of time to make these important choices. Although we hope that we can fulfil everyone's wishes, we cannot guarantee at this stage that every combination of subjects will be available. If there is a problem with your choices, we will contact you to discuss a way forward. Please be aware that work on the timetabling will begin immediately after the deadline for the Choices Forms to be handed in - a late form will mean your choices cannot be guaranteed.

This booklet contains a brief description of all the subjects which are available to you next year. These descriptions are designed to give you a flavour of each subject – further information and advice are available from your teachers, the Careers Staff or the Deputy Head (Academic). Note also that examination entry fees will be charged on the School Bill.

At the Third Form Options Meeting on **Tuesday 5 February**, at 7 p.m., you will be able to meet and talk with the Heads of Departments of the option subjects and to ask any questions you may have. There will also be an opportunity to talk with Pip Langfield (Head of Careers). We look forward to seeing you there.

Jeffrey Swales
Deputy Head (Academic)

Ackworth School – Careers Advice

In order to keep the greatest number of career possibilities open, you need to think carefully about which subjects you continue to GCSE level. You should think about which subjects you are best at, but also which ones you find enjoyable. You will need to work hard in each of your subjects over the next two years, and you will find this much easier if you like the subjects. Achieving to the best of your ability will also help you to keep your options open when it comes to choosing a career.

These decisions are important ones and only you can make them. They will determine your future career path and so you must take them seriously. Seek out as much information as possible, prepare yourself thoroughly and take the opportunities presented over the coming years. All of this will help you to make the right choices.

Careers Library and Resources

Students are introduced to the Careers Library during PSE lessons in both the Third and Fourth Years. The Careers Library is within the main Library and houses a wide range of careers information, along with prospectuses for each university in the UK and some for study abroad. You are free to access these resources whenever the Library is open, and there are several computers within the Careers Library to help you with your research.

Individualised Support and Advice

In the Fourth Year, students are shown how to use online computer programs which help students to identify career areas personalised to their skills and interests. Students will have access to information on over 1700 job titles, including what the work involves and where to find further information. Results from this will be used as the basis for an individual interview with Laura Hilton in the Fifth Year. This will help you to prepare for the next stage of decision making, and decide which post-16 option is right for you.

Work Experience

There is the opportunity to enjoy a week of work experience during the Summer Term of the Fourth Year. This is designed to broaden horizons and to offer an insight into career possibilities. Students will have access to a work experience website which contains suggestions for local placements, along with contact information, though students are expected to make contact with companies themselves. Further information regarding Work Experience will be given in the Autumn Term, though you can also contact our Work Experience Co-Ordinator, Elena Clark, if you have any questions.

Boarding at Ackworth

Boarding at Ackworth can be great fun and it helps pupils to develop a sense of independence and community. The boarders learn to consider the needs of others, and the friendships they make are deep and long-lasting. Boarding also provides the opportunity of a half-way stage on the path to life at university or work away from home.

Both boarding houses are safe, friendly and comfortable. There are two or three students in each room and boarders are encouraged to bring their own possessions (posters, duvet covers) to personalise their rooms.

The boarders rise at 7.15 a.m. and later at weekends. They enjoy a hearty breakfast in one of two sittings during the week and there is a choice of hot and cold food. Lunch and tea are taken with the day students. Outside lesson times, boarders can enjoy a variety of activities in the houses, including table tennis, pool, board games, TV and reading. There are also kitchens in both houses, where boarders can make hot drinks and snacks, and enjoy some adventurous cooking at weekends.

Boarders are given their mail in House. Minor medical matters are dealt with in the houses by the staff, but the school nursing sister is close at hand and the school doctor holds regular surgeries.

Boarding arrangements are flexible and it is easy to arrange leave. At the weekends, some students stay in School to take advantage of the activities available, while others take the opportunity to go home if they live close enough. House staff are happy to meet with parents and guardians and to discuss matters with them at any time. Our aim is to create a secure and homely environment for all boarders, as well as to encourage them to work hard and enjoy the many extras that boarding life at Ackworth has to offer.

If you would like to sample boarding, then talk to the House Staff direct or contact Rebecca Stephenson on 01977 611401 or e-mail admissions@ackworthschool.com

Areas of study

Students are required to work in one or more area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art

They may explore overlapping areas and combinations of areas.

Component 1: Portfolio (60%)

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

- 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
- 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. The work submitted for this component will be marked as a whole.

Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives.

Component 2: Externally set assignment (40%)

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Externally set assignments will be available to students from 2 January.

Costs

Students will be required to purchase sketchbooks and canvasses, etc. where appropriate.

Aim of the course

Design and Technology is purposeful, as well as being fun and exciting. Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems - on your own and with others - you will be working with materials you choose.

The course requires you to learn the following aspects of Design and Technology:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

You will also focus on a specific material area which will require in depth understanding of the material area which includes:

- Using and working with materials
- Ecological and social footprint
- Scales of production
- Stock forms, types and sizes
- Specialist techniques
- Surface treatments and finishes

The format of this learning will be through focussed practical tasks which are used to deliver materials, knowledge and specialist skills. In the 4th Year, short design and make tasks are undertaken to develop and acquire skills, including the use of Computer Aided Design & Manufacture (CAD/CAM) and traditional techniques in single item production.

The analysis and evaluation of products and processes allows you to understand the wider effects of technology on society, culture, the environment and the manufacturer.

An understanding of how products are developed from the initial concept into a commercially viable outcome. You will gain a specialist knowledge of the various manufacturing methods used in an industrial and commercial environment.

How will the course be examined?

The course is examined in two ways:

Written Paper 50% of total marks

The written paper will require you to answer a variety of different types of questions based upon the theory topics that have been covered, specifically:

Section A – Core technical principles

A combination of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles

Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles

A mixture of short answer and extended response questions including a design question.

Non Exam Assessment

50% of total marks

The Non Exam Assessment is internally assessed and externally moderated. It consists of a single design and make activity which will be chosen from a broad range of pre-selected briefs. This is expected to take 30-35 hours in total. You will design and make a 3-dimensional product supported by an electronic design portfolio of 20 pages. The Non Exam Assessment begins during the summer term of 4th Year and will be completed during the spring term of 5th Year.

What opportunities are there to take this subject further in the Sixth Form?

Achieving a C grade, or above, allows you to progress directly to the GCE A-Level in Design & Technology: Product Design.

Why should I choose Design & Technology?

GCSE Design and Technology opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

Costs

You will be expected to contribute toward the cost of materials for their designed products. Costs will vary depending on the product and the material used.

Further information can be found at: <http://www.aqa.org.uk/>

Component 1 Coursework 60%

Candidates submit three pieces of practical work.

- One individual piece (3–5 minutes): one performance of an extract from a play.
- Two group pieces (maximum 15 minutes each): one performance of an extract from a play and one original devised piece.

Internally assessed and externally moderated.

Component 2 40%

Written examination

The questions on this paper relate to pre-release material which is sent to Centres in advance of the examination. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play).

Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play.

The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer.

The question paper is structured as follows:

- Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).
- Section B (25 marks) Candidates answer one longer-answer question from a choice of three on the extract from the play.
- Section C (25 marks) Candidates answer one longer-answer question from a choice of three on the drama devised from their chosen stimulus.

Externally assessed.

Costs

Students are encouraged to attend theatre performances, in order to increase their knowledge of drama. Costs will vary, depending on ticket price and travel. Two trips are arranged each half term.

All pupils entering the 4th Form begin a two-year course in GCSE English Language and Literature. English and English Literature are compulsory subjects – but let me tell you why you should be pleased that they are! The reason English is compulsory is that the skills you learn will be utterly integral to all that you do, from playing a key role in all of your GCSEs and A Levels (the majority of which you will write in English, and many of which will benefit from you applying the skills you have learned in English to them), to playing a key role in your life more broadly. They say we are living in a post-truth society: English prepares you for this, giving you the analytical and interpretative skills to discern the difference between fact and opinion, between emotive rhetoric and objective literalities, between truth and manipulation. At every level of your adolescence and adulthood, you will need to speak to others, and to do so confidently, with self-belief: we teach you that.

Take English Literature from the same two perspectives – examination relevance and real-life relevance – and you will find that this subject is equally critical. We work on essential skills such as close-textual analysis, reading for meaning and personal evaluation, which will often be the foundations of any successful examination response. The texts we study, though from totally different moments of history – the earliest being 1606, the latest being 2007 – speak completely to our lives right now: the nature of the human condition, relationships, greed, power, politics, society, family, love, hatred, pain. “I think we ought to read only the kind of books that wound or stab us. If the book we’re reading doesn’t wake us up with a blow to the head, what are we reading for?” says Franz Kafka – we agree. Studying English to gain skills and secure at least a pass in a GCSE needed to unlock many doors in your future is a necessary but most pragmatic way of looking at the exam – there is so much more to it than that. Studying English is to study and understand the world, the people in it, and you yourself. “That is part of the beauty of all literature. You discover that your longings are universal longings, that you’re not lonely and isolated from anyone. You belong,” says F Scott Fitzgerald. “When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young,” says Maya Angelou. And perhaps most beautifully of all, Imani Mosley: “I read to lose myself and find myself at the same time.”

Examinations

All students will be entered to sit the English Language and Literature GCSE at the end of their 5th form. There is no higher/foundation tiering in the new GCSE: the examination will allow all students to access the full range of grades. Candidates in need of greater support can, at the discretion of the Department and in consultation with the pupil and their parents, be entered for solely the English Language GCSE.

Coursework

There is no written coursework for either the English Language or Literature GCSEs. Both courses are 100% examination assessed: two exam papers in Language and two exam papers in Literature, taken in June of the student’s 5th form.

Speaking and Listening

All students will undertake a Speaking and Listening component as part of their GCSE English Language course. This will be a presentation and response to questions and feedback. This component will be internally assessed over the course of the two years of study. This component is compulsory; students will receive a certificate specifying their Speaking and Listening grade achieved; and many universities will require you to disclose the grade achieved in your University application. This is especially the case for those students wishing to study medicine and associated degrees. All this said, the grade achieved in this Speaking and Listening component stands alone: it will not count towards your final Language or Literature grade.

Assessment Terminology

The final grade will be given on a 9-1 scale. At the time of writing, the exact equivalencies to the previous A*-system remain unclear. A level 4 equates to a low C grade and level 5 equates to a high C grade – the level 5 is anticipated to represent the traditional C-grade, “good pass” threshold, though colleges and universities will differ in accepting a level 4 or a level 5 as evidence of a GCSE pass. At the upper end, the A-A* boundaries

have been extended to cover levels 7-9. A 7 largely equates to an A; the top 20% of those achieving a level 7 and above will be awarded a level 9 (a level higher than that of an A*). Level 8 is set at the midpoint between 7 and 9.

Programme of Study: Approach

We follow an integrated approach to Language and Literature, teaching both alongside and interweaved with one another.

For English Language GCSE, students prepare for two examined papers that they sit in May/June of their 5th form.

- Paper 1: Explorations in Creative Reading and Writing – 1hr 45mins, 80 marks, 50% of GCSE
 - o Section A: Reading (one 20th/21st century literature fiction text)
- 1 short question (4 marks), 2 longer questions (8 marks each), 1 extended question (20 marks)
 - o Section B: Writing (Descriptive or Narrative writing)
- 1 extended writing question from a choice (24 marks for content, 16 marks for technical accuracy)

- Paper 2: Writers' Viewpoints and Perspectives – 1hr 45mins, 80 marks, 50% of GCSE
 - o Section A: Reading (one non-fiction text and one literary non-fiction text, one of which will be from the 19th century)
- 1 short question (4 marks), 2 longer questions (8 marks and 12 marks respectively), 1 extended question (16 marks)
 - o Section B: Writing (Writing to present a viewpoint, argue or persuade)
- 1 extended writing question from a choice (24 marks for content, 16 marks for technical accuracy)

For English Literature GCSE, students prepare for two examined papers that they sit in May/June of their 5th form. All assessments are closed book.

- Paper 1: Shakespeare and the 19th Century Novel – 1hr 45mins, 60 marks, 40% of GCSE
 - o Section A: Shakespeare. Candidates will answer one two-part question on Macbeth
- 1 question only: students will respond to a given thematic or character-based prompt, and in their answer, refer to both a printed extract on the exam paper as well as more widely from the text, selecting material of their own choosing.
 - o Section B: The 19th Century Novel. Candidates will answer one two-part question on The Strange Case of Dr Jekyll and Mr Hyde.
- 1 question only: students will respond to a given thematic or character-based prompt, and in their answer, refer to both a printed extract on the exam paper as well as more widely from the text, selecting material of their own choosing.

- Paper 2: Modern Texts and Poetry – 2hrs 15mins, 96 marks, 60% of GCSE
 - o Section A: Modern Texts. Candidates will answer one essay question from a choice of 2 on JB Priestley's An Inspector Calls.
 - o Section B: Poetry from the cluster "Love and Relationships". Candidates will answer one comparative question on one named poem printed on the paper and one other poem from their cluster of their own choosing.
- The "Love and Relationships" cluster contains 15 poems, written between 1789 and the present day.
 - o Section C: Unseen Poetry. Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
- In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

Food Preparation and Nutrition is a fresh, interesting and stimulating programme of study for students of all ability ranges. The course aims to develop practical food preparation skills and to foster an understanding of the importance of good nutrition and a healthy diet. The programme of study involves: Investigating scientific processes involved when food is cooked, and how storage and food preparation methods can affect finished results as well as theoretical food science. The practical culinary skills and theoretical knowledge acquired from the course will equip young people with the ability to make informed decisions about food and health throughout their lives.

Subject content - Food preparation skills – these are to be integrated into the six sections of the GCSE course.

Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Food Provenance
6. Cooking and food preparation

Assessments

Paper 1: Food preparation and nutrition

What's assessed: Theoretical knowledge of food preparation and nutrition.

How it's assessed: Written exam: 1 hour 45 minutes worth 50% of the GCSE

- This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.
 - Section A: questions based on stimulus material.
 - Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Non-exam assessment (NEA) worth 50% of the GCSE - both task 1 and task 2 take place during the Fifth Form year. These assessments will be based on a choice of tasks released by Eduqas annually.

Assessment 1: The Food Investigation Assessment

- A scientific food investigation which will assess the student's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

- Prepare, cook and present dishes which assesses the student's knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
- Students will prepare, cook and present a final practical assessment of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. The dishes will be evaluated against cost, sensory properties and nutritional characteristics.

Costs

Pupils have access to a range of online support using a digital book package which they can access at home along with a nutrition program. If students would like to purchase a physical copy of the text book and revision guides, I can provide them with the details.

The school will supply ingredients for Boarding Pupils. The cost of this will be added to the termly bill. The approximate cost will be £50 per term. Day pupils will need to provide their own ingredients unless you see the teacher in advance.

The IGCSE French course will assume previous knowledge of French, but it will provide an early opportunity to consolidate basic material. This can be very helpful for students who have started French late or who have missed any work in the first three years.

The content of the course is divided into topic areas which are relevant to students of this age. The topics are:

- Home and Abroad
- Education and Employment
- House, Home and Daily Routine
- The Modern World and the Environment
- Social Activities, Fitness and Health

These topics will form the basis of study in the four skill areas of listening, reading, writing and speaking. Each skill is worth 25% of the overall mark, although reading and writing are assessed on the same paper.

We believe that it is very important to have a thorough understanding of the grammatical basics. Some students will be thinking in terms of Sixth Form French and having a sound knowledge of grammar will help you to score high marks and allow a smooth transition to the A level course.

In conclusion, since the course places its principal emphasis on communication strategies, you will end up with a knowledge of French that you can actually use.

Examination

Paper 1 Listening

Paper 2 Reading and Writing

Paper 3 Speaking

Skills Required

It is assumed that you will have some knowledge of French prior to starting the course. Beyond that, the more willing you are to try and make use of the new vocabulary you encounter, the more fluent and confident you will become.

Games and Physical Education (Non-examined)

All pupils participate in non-examined Games and Physical Education. The PE curriculum and extra curricular activities offer a comprehensive range of learning experiences to meet the needs of individual pupils and encourage active involvement by all, while at the same time encouraging the pursuit of excellence. As pupils progress through the school and into the Fourth Form the range of activities available becomes broader in the hope of allowing pupils to experience a physical activity that they can enjoy and pursue into adulthood.

Lessons and clubs available:

Hockey, Netball, Football, Fitness, Circuit Training, Cross Country, Swimming, Badminton, Volleyball, Badminton, Table Tennis, Squash, Cricket, Rounders, Tennis and Athletics.

Pupils can represent their House in many events such as Sports Day and Cross Country and represent the School in the many sports fixtures that are available in an evening and at weekends including friendly fixtures, local leagues and District and County competitions.

Through an enjoyable learning experience we hope to foster a positive attitude towards sport and physical activity, allowing every pupil to experience a sense of achievement.

Geography plays a vital role in understanding and managing some of the most pressing changes facing our world today. The GCSE course covers both human and physical themes, and explores the links between them. Students will learn about countries in different levels of development, their natural resources and the pressures they face. They will also be encouraged to understand their own role in society by considering different viewpoints and values.

The specification is split into three units.

Paper 1 - Living with the physical environment (1 hour 30 minutes)

Section A: The Challenge of Natural Hazards: Tectonic and Climatic hazards, Climate Change and Extreme weather events in the UK.

Section B: Physical landscapes in the UK: Coastal landscapes and River landscapes.

Section C: The Living World: Ecosystems, Rainforests and Hot deserts.

Paper 2 – Challenges in the Human environment (1 hour 30 minutes)

Section A: Urban Issues and Challenges: The challenges of urban growth in rich and poor areas, and the need for sustainable living.

Section B: The changing economic world: Economic development and the development gap, both in the UK and overseas.

Section C: The challenge of resource management: The changing demand for food, water and energy resources in the UK, with a global focus on sustainable food supply.

Paper 3 – Issue Evaluation, Fieldwork and Geographical Skills (1 hour)

Issue evaluation: this will constitute questions on pre-release material related to one of the core units studied in Papers 1 or 2. Students will be required to demonstrate critical thinking and problem-solving related to a contemporary geographical issue. They must make reasoned justifications for their proposed solutions.

Fieldwork: Students must undertake two contrasting pieces of fieldwork during the course. They will be examined on their understanding of geographical enquiry based around their fieldwork and unfamiliar fieldwork situations. We will spend one full day in the field each year completing data collection.

Geographical Skills

Students are required to demonstrate a range of cartographic, graphical, numerical and statistical skills. They are required to have an understanding of OS maps. These skills may be assessed in any of the three exams.

Costs

Additional costs on this course are those incurred for field trips. It is estimated that the total cost, which covers the trips in both years, will be a maximum of £25.

The main emphasis of the IGCSE course is to enable learners to understand and to be able to communicate in German in a range of familiar contexts. You will learn to describe aspects of your life in some detail, for example, your daily routine, your home and your hobbies, and to give your opinion on a range of issues. Grammar is also studied in some depth at IGCSE, as grammar lays the groundwork for effective independent communication. Since our aim is to ensure that, by the end of the course, you can actually use the language, the topics covered will be ones which are relevant to people of your age all over the world. They include:

- Home and Abroad
- Education and Employment
- Personal Life and Relationships
- The World around us
- Social Activities, Fitness and Health

Really to excel in German, it's important also to take an interest in the language outside the classroom, and pupils will be encouraged to listen to German radio, to read German texts, and to watch German television. It's a sad fact that fewer and fewer pupils nationally choose to take German at GCSE level, so achieving a good grade can really make you stand out!

Assessment

There are assessments in the four skill areas mentioned above – there will be exams in all four at the end of the Fifth Form – a speaking exam (25%), a listening exam (25%) and a reading and writing exam (50%).

Skills Required

It is assumed that you will have some knowledge of German prior to starting the course. Beyond that, all you need is a willingness to learn and an interest in other languages and the cultures of the people who speak them.

Costs

Pupils have the opportunity of purchasing a variety of revision guides - total maximum cost approximately £10.

History at GCSE is designed to improve your knowledge and understanding of the world in which you live, by focusing on some of the important issues, events and personalities that have shaped the past and made the world what it is today.

History at GCSE is also designed to help you to develop important skills, helping you to organise your ideas effectively and present your arguments in a clear and logical way. Furthermore, you will develop skills of analysis and evaluation through the study of a range of source material including photographs and eyewitness accounts.

The History Department is very well-resourced with an excellent range of audio visual material as well as new text books published to support this specific course.

You will be tested by three exams at the end of the course.

PAPER 1: Written examination: 1 hour 15 minutes (30% of the qualification).

Topic 1: Medicine in Britain 1250-present day

This unit focuses on the key medical developments from the Middle Ages until the present day. It includes special case studies on the Black Death (1348-1349), William Harvey and the discovery of the circulation of the blood, Edward Jenner and the development of vaccination, the work of medics on the Western Front during the First World War, the development of penicillin and antibiotics.

PAPER 2: Topics 2 and 3 are tested in one exam: 1 hour 45 minutes (40% of the qualification).

Topic 2: Elizabethan England 1558-1588

This unit focuses on the reign of Queen Elizabeth I. As well as considering how she governed the country, you will learn about the life and death of Mary Queen of Scots, the Spanish Armada and the reasons for its defeat, Elizabethan exploration and Elizabethan culture and society.

Topic 3: Superpower Relations and the Cold War

This unit focuses on relations between the America and the Soviet Union between 1941-1991. This period was known as the Cold War. You will consider the reasons why the Cold War developed, the flashpoints of the Cold War, including Gary Powers and the U2 (featured in the film 'Bridge of Spies') and the Cuban Missile Crisis, and the reasons why the Cold War ended.

PAPER 3: Written examination: 1 hour 20 minutes (30% of the qualification).

Topic 4: Germany 1918-1939

This unit focuses on the rise of the Nazi Party and Nazi rule after 1933. You will consider the reasons why support for the Nazi Party grew and why Hitler became leader of Germany, as well as finding out what life was like under Nazi rule.

Skills Required

- An enjoyment of the subject
- A willingness to work hard
- A desire to improve your knowledge and understanding of the past

Following the Government's changes to GCSEs which removes ICT as a subject, we are offering the OCR Cambridge Level 1/2 Award in Information Technologies, which is the equivalent of a GCSE. This course is practically based, and includes 50% internally assessed coursework.

This qualification is for pupils who wish to develop applied knowledge and practical skills in the creative use of information technologies. The course has four main delivery themes.

Creatively developing meaningful information for customer distribution

Pupils will use the skills they have gained to develop a creative solution to a real world data problem. Pupils will develop the confidence to use a range of information technology which is currently available, as well as being adaptable and resilient enough to deal with its rapid advances.

Collecting, manipulating/processing and storing data

Technology underpins how data is collected and information is communicated nearly all of the time. Knowing how and why data and information is gathered and being able to turn raw data into something meaningful is essential as pupils move through education and into employment.

Awareness of the importance of legal, moral, ethical and security factors

Essential when handling data is an understanding of the surrounding legal, moral, ethical, and security issues. This theme considers this along with the different risks associated with data and its storage and how these can be mitigated (for example, minimising risks of cyber-attacks).

Project initiation, planning and review

The project life cycle not only underpins IT projects but is transferable to many other contexts. Alongside understanding each stage of the life cycle, students will learn about the methods and processes used to complete each stage.

Assessment

There are two units of assessment.

Assessment unit R012 – Understanding tools, techniques, methods and processes for technological solutions. This is externally assessed through written examination (1 hour and 45 minutes) and is worth 50% of the total marks available.

Assessment unit R013 – Developing technological solutions. This unit is an assignment which is set by OCR, internally assessed and externally moderated. This will be completed as coursework in lesson time.

Awarding Grades

At level 1, unit and qualification grades will be Distinction at level 1, Merit at level 1 and Pass at level 1

At level 2, unit and qualification grades will be Distinction* at level 2, Distinction at level 2, Merit at level 2, Pass at level 2.

Mathematics is a core subject which, at GCSE, reinforces and builds upon topics covered in the first three years of secondary school.

The students are placed in sets according to ability in the 4th and 5th year. They follow the IGCSE in Mathematics. This course develops their knowledge and understanding of mathematical concepts and techniques, as well as acquiring a foundation of mathematical skills for further study in the subject or related areas. It is hoped that each student will enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems and that they come to appreciate the importance of mathematics in society, employment and study.

Coursework

There is no coursework component in this course.

Examination

The examination consists of two papers sat at the end of the two years of study with each paper allowing a calculator to be used.

Skills Required

Students will be expected to have a geometry set and scientific calculator, which they bring to every lesson, so that they can continue to learn how and when to use them appropriately. Students will be expected to be able to transfer the skills they gain in Mathematics to other subject areas; hence the understanding of each topic is paramount.

Costs

Students can obtain a calculator and geometry set from school (approximately £8.00 and £2.50 respectively). Revision material will also be available at a cost of about £10.

The GCSE Music course allows you the opportunity to explore Performance, Composition and Musical Repertoire in a practical way. The nature of the course is such that you should gradually improve in confidence, self-expression and individuality. There are three areas of study:

Performance 30% (Internally Marked)

There is opportunity to specialise on an instrument or to sing and perform, both individually and within an ensemble. Students also pursue their own musical tastes, under the guidance of the music staff.

Composing 30% (Internally Marked)

This section of the course offers the opportunity to compose your own music in a variety of genres, whether it is a piano piece, guitar solo, song or rhythmic piece. Whatever your taste in composition, the GCSE course is designed to be flexible towards all styles of music.

Listening 40%

Everyone listens to a wide variety of musical styles and different sounds every day. This section of the course is concerned with highlighting the ingredients that make up the music that we listen to whether the genre is classical, rock or Indian, to name but a few. Through listening to a wide variety of music, the class will be expected to recognise and discuss different elements such as rhythm, instrumentation and structure.

Assessment

The Performance and Composition work is completed during the course and represents 60% of the overall examination. At the end of the course, there is a written examination which primarily consists of listening tasks based on the music studied throughout the course, and, to a lesser extent, some extended answers that provide an opportunity to demonstrate contextual understanding of the music.

GCSE Music provides a firm foundation for further study, including A Level Music. Prospective employers are impressed by evidence of creativity, the commitment that is shown by learning to play an instrument and the dedication that practice requires. Many pupils go on to successful professional or semi-professional careers in Music. Perhaps most importantly - Music can be a most enjoyable and fulfilling study, just for its own sake.

Personal, Social, Health and Economic (PSHE) education, including Citizenship

PSHE education at Ackworth School is intended to equip pupils to live, as suggested by the PSHE Association in 2007, 'healthy, safe, productive, capable, responsible and balanced lives.' Our programme of study covers the three core themes of Health and Wellbeing, Relationships, and Economic wellbeing, careers and the world of work. It allows opportunities for pupils to reflect on and clarify their own values and attitudes, build their confidence, resilience and self-esteem, and make informed choices.

Provision

All students have one period per week of PSHE education throughout the 4th and 5th year. Each year group is divided into four groups and there is a team of four teachers in each year who teach each group in turn for 7 weeks in the 4th year, and 6 weeks in the 5th year. Each teacher has an area of expertise.

Pupils in the 4th and 5th year also follow a separate programme of Careers guidance and work experience.

Timetabled PSHE teaching and learning is supported by extended form time every fortnight and wider school events such as Charity Week.

Within lessons pupils receive signposting to sources of support in school, those available locally and recommended websites for a variety of concerns.

Content

Fourth Form

Economic wellbeing and the world of work including study skills.

Digital Identity, including sexting, personal safety and the dangers of online 'grooming'.

Risky behaviour, including mental health, coping strategies, smoking, addiction, alcohol and drugs, physical health.

Relationship and Sex Education, including healthy relationships, consent, contraception and the law.

Fifth Form

Physical health including CPR, as well as a Relationship and Sex Education recap.

Practical food preparation and healthy eating strategies.

Citizenship, including political systems, human rights and extremism.

Wellbeing, including mental health and healthy coping strategies.

The GCSE PE specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle, as well as providing a route to further study at A Level, Higher Education, and related careers. Those choosing this course should be working at a high level in at least three sports, as the practical component forms a large part of this specification.

The written examination comprises two papers with 78 marks and a weighting of 30% each (60% in total). Each paper is 1 hour and 15 minutes in length.

- The first paper comprises the following subject areas:
- Anatomy and physiology
- Movement analysis
- Physical training
- Use of data

The second paper comprises of the following subject areas:

- Sports psychology
- Socio-cultural influences
- Health, fitness and wellbeing

Use of data

The practical controlled assessment of the course is 40% of which 10% is based on written coursework. Students are graded on 3 different sports, one of which has to be an individual sport, one a team sport and the third choice can be of either. There is an extensive list of sports that a student can choose from – these will be taught in school during timetabled lessons, however some will have to be examined externally with video evidence supplied, for example skiing and snowboarding.

In addition to lessons it is expected that students will attend relevant extra-curricular clubs to develop their skills and knowledge in their roles, and in their chosen sport or activity.

OCR's GCSE in Religious Studies specification (J625) encourages students to develop the necessary knowledge, understanding and skills to engage in informed discussion and debate about life in the modern world. This will involve gaining a thorough knowledge and understanding of the beliefs, practices and traditions of the world's two largest monotheistic religions: Christianity and Islam (as well as an appreciation of non-religious beliefs). In addition, students will have the opportunity to learn about philosophical and ethical perspectives on life in the modern world and discuss their own views in relation to these perspectives.

The course consists of 3 units:

- **Christian Beliefs, Traditions and Practices** (J625/01) - 25% of the total marks.
- **Islamic Beliefs, Traditions and Practices** (J625/03) - 25% of the total marks.
- **Christian Philosophy and Ethics** (J625/07) - 50% of the total marks.

The Philosophy and Ethics Unit is divided into 4 'themes of study' as follows:

Relationships and Families - religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination

The Existence of God and Ultimate Reality - ways in which God or ultimate reality might be understood; through revelation, visions, miracles or enlightenment.

Religion, Peace and Conflict - violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation.

Dialogue within and between Religions and Non-Religious Beliefs - how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches.

Assessment is by means of 3 written examinations at the end of the 2 year course:

- Unit 1 = 1 hour
- Unit 3 = 1 hour
- Unit 7 = 2 hours

Science is taught in separate Biology, Chemistry and Physics lessons. There are three sets: T, D1, and D2, and the courses encourage candidates to:

- develop their interest in and enthusiasm for science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- acquire scientific skills, knowledge, and understanding necessary for progression to further learning.

The T set is taught by specialist Biology, Chemistry, and Physics teachers, and studies for three separate GCSEs in Biology, Chemistry and Physics.

The D1 and D2 sets are taught by specialist Biology, Chemistry, and Physics teachers, and gain a Science GCSE qualification equivalent to two GCSEs.

Most students nationally study for the equivalent of Double Award Science, and high grades in these examinations provide a full preparation for studying Biology, Chemistry or Physics at A level. The T set course is a very challenging, fast track course for those who are both keen and able to cope with its demands.

All of the courses have a traditional linear format, meaning that each student will take a set of examinations at the end of a two-year course. Students have to carry out a set of required practical activities during their course but they will not be assessed during those activities. Instead, there will be questions in the final examinations which will test them on their knowledge of practical techniques.

Setting is decided following the Summer Examinations in the third form. Great care is taken to place pupils in the set in which we feel they will make the best progress and return the best GCSE results. The Triple set have no extra timetable allocation, and, for this reason, pupils must have convinced staff that they will be able cope with its demands. Following the November tests in the Fourth Form, it may prove necessary to move a small number of pupils between sets.

Biology

During GCSE Biology, we will study organisms on many levels from molecular to ecosystems, using a variety of mathematical and problem solving skills. We also consider the moral and social issues raised by new biological technologies. There are seven topics: Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Practical work is a vital part of Biology and we will use a range of apparatus and techniques. This helps to support and consolidate scientific concepts; develop investigative skills; and build and master practical skills. At least 15% of the overall assessment of Biology will assess knowledge, skills and understanding in relation to practical work, including several required practical activities.

Chemistry

The AQA Chemistry course is focused on a wide range of topics which include: Atomic Structure and Periodic Table; Bonding Structure and Properties of Matter; Quantitative Chemistry; Chemical Changes and Energy Changes; the Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; and Using Resources. Students in the T set will study these topics in greater depth along with some additional concepts.

Chemistry offers a lot of practical work and group discussions. It is ideal for students looking to strengthen their skills and potentially study Chemistry further at AS, A2 or degree level.

Physics

At GCSE, students study topics such as Forces and Motion, Waves, Electricity and Radioactivity. Some topics, such as Radioactivity, are new but others take ideas already familiar to students and develop them further. By the end of the course, students should have a significantly increased ability to understand what they might hear being said about Physics related issues or what they might read in books.

Practical activity is an important aspect of any Physics course and the students take part in a range of practical activities in addition to those required by the examination board.

The Spanish IGCSE course will assume previous knowledge of Spanish, but it will provide an early opportunity to recap on basic material previously covered, before introducing the core course content.

The course content of the IGCSE is divided into the skill areas of listening, speaking, reading and writing. Each of these skill areas is assessed in examinations which cover the entire range of grades available.

The topics studied are:

- Home and Abroad
- Education and Employment
- House, Home and Daily Routine
- The Modern World and the Environment
- Social Activities, Fitness and Health

Assessment

Paper one - Listening 25%

Paper two - Reading and Writing 50%

Paper three - Speaking 25%

The aim of the course is to provide students with a sound grammatical knowledge of the Spanish language and emphasis is placed on communication. Students will complete the course with knowledge of Spanish that they will actually be able to use in Spain or Spanish speaking countries.

It will be helpful if pupils are able to acquire or access a dictionary at home. The recommendation is generally Collins, which also has an online freely available dictionary. Students are advised that it is one thing to use technological resources such as Google Translate as a dictionary, but another, not advisable, matter to use it as a translator.

It would also be desirable for pupils to acquire and get accustomed to using the Collins Easy Learning Spanish Verbs.

Costs

Pupils may purchase Malvern Language Guides at a cost of £4.30.



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