



A Guide to Key Stage 4 Courses

2025 – 2027

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A Guide to Key Stage Four at Ludlow School

The courses we offer in Years 10 and 11 lead to the award of a GCSE or equivalent. Different subjects have different ways of assessing students, and some may involve an element of coursework, alongside terminal examinations.

This booklet is not meant to give you a detailed picture of the GCSE courses available, but we hope that it gives you a summary of the different requirements for each subject. If you require more detailed information, copies of the full syllabus for each subject are available from the specific examination boards online, or from links on the school website curriculum pages. *Please note that examination specifications can change from those currently published; we will notify students and parents prior to final options choices if this is the case.*

We will be holding a **Year 9 Options Information Evening on Thursday 5th December at 6pm** for parents, and carers. During the evening, you will be given an introduction to the GCSE option process.

When it comes to deciding on GCSE option preferences, the three most important things to consider are ability within the subject, enjoyment of the subject and whether it will enable your child to take the next step in their future education, training or employment.

We currently run a system which allows us to gather student preferences before we design our timetable option blocks. Whilst we try to ensure as many students as possible can study their first four choices, this is not always possible due to staffing and timetable constraints.

Student Preferences

At Ludlow CE School, we are committed to the principle of a broad and balanced curriculum based around a strong academic core and a wide range of further academic and vocational options.

Every student takes the following GCSE subjects:

- 1. English Language & English Literature**
- 2. Mathematics**
- 3. Combined Science (Double GCSE)**

Students will also take part in core P.E, core Computing, Citizenship, R.E. and RSHE. These are non-examination courses.

Students will be asked to *state a preference* for four further courses.

All students will select **one** subject from **Group A** and **three** further subjects from either **Group A** or **Group B**.

Group A:

Computer Science, Geography, History, Triple Science, Spanish.

Group B:

Art, Enterprise and Marketing, Dance, Drama, Child Development, Design and Technology, Food Preparation and Nutrition, Music Tech, PE and RE (GCSE).

EBacc

This is gained by any student who attains 9 – 5 grades in 5 curriculum areas: English Language or Literature, Maths, 2 Sciences (Combined or two of Biology, Chemistry, Computer Science and Physics), Humanities (History or Geography) and a language (Spanish). Colleges, universities and employers may use this measure as part of their selection process.

Please contact Bryn Faulkner, our SENCO, to discuss any concerns you have about your child's specific learning needs and how these influence appropriate options choices: b.faulkner@ludlowschool.com

Further information from Mr R Thomas or Mr M Burton

English Language

Examination Board:

AQA

Course Content:

Students will draw upon a range of texts as reading stimulus and engage with creative and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Throughout the GCSE English Language course, students read a wide range of challenging texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing.

Students use the knowledge gained from their wide reading to inform and improve their own writing. By the end of the course, students should be able to demonstrate a confident control of Standard English and write grammatically correct sentences; they should also be able to deploy language devices and a range of vocabulary. Indeed, using a variety of vocabulary and sentence structures, as well as accurate spelling and punctuation, constitutes 20% of the GCSE result.

Assessment:

Students sit **two examinations** at the end of their course in Year 11. Both examinations are worth 50% of the GCSE result and are one hour and 45 minutes long.

Paper 1:

Section A – Reading - students read a literature fiction text in order to consider how established writers use language to capture and sustain the readers' interest.

Section B – Writing - students write their own creative text to demonstrate their narrative and descriptive skills. Students have a choice of tasks, including an opportunity to respond to a visual prompt.

Paper 2:

Section A – Reading - students read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.

Section B – Writing - students produce a written text in a specified format, demonstrating their ability to present a point of view.

The reading and writing components of each exam have equal weighting.

There is also a compulsory **Spoken Language** element to the course, giving students a separate endorsement. When studying this unit, students will be given the chance to demonstrate their speaking and listening skills.

ENGLISH LITERATURE

Examination Board:

AQA

Course Content:

This course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature offers opportunities for students to read widely for pleasure and will prepare them for studying literature at a higher level.

Throughout the course, students will read a wide range of classic literature fluently and with good understanding, making connections across their reading. They will read in depth, becoming critical readers, so that they are able to discuss and explain their understanding and ideas. Students are expected to evaluate different responses to texts; understand a writer's social, historical and cultural context and offer an informed personal response. Furthermore, students will analyse language, structure and form; explore aspects of plot, characterisation, events and settings, and distinguish between what is stated explicitly and what is implied. When studying poetry, students are also required to demonstrate an ability to compare texts.

During their course, students will write accurately, effectively and analytically using their reading skills, using Standard English. They should use a wide vocabulary, including grammatical terminology and other literary and linguistic terms. Using a variety of vocabulary and sentence structures, as well as accurate spelling and punctuation, constitutes 5% of the GCSE result.

Assessment:

Students sit **two examinations** at the end of their course. Students sit their final GCSE exams for this course in the Summer term of Year 11.

Paper 1: one hour and 45 minutes, worth 40% of the GCSE.

Section A - students must write in detail about an extract from a **Shakespeare** play and then write about the play as a whole.

Section B - students will respond to an extract and essay question on a **19th century novel**.

Paper 2: 2 hours and 15 minutes, worth 60% of the GCSE.

Section A - students must respond to an essay question on their studied **modern prose or drama text**.

Section B - students must answer one comparative question on one named **poem and one other poem from the 'Power and Conflict' cluster** of poems from the AQA anthology.

Section C - students must answer two questions on **unseen poetry**; including a comparative task.

Further information from Mrs B Griffiths

MATHEMATICS - GCSE

Examination Board:

Edexcel

- Foundation tier - grades 1 to 5 available
- Higher tier - grades 4 to 9 available (grade 3 allowed).

The assessment for each tier of entry consists of three externally examined papers. All three must be from the same tier of entry. Students must complete all three papers in the same assessment series.

Paper 1 is a non-calculator assessment, and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper has 80 marks available.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Course Content:

The assessments will cover the following content headings at the given weightings:

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

The following Assessment Objectives will also be covered by all papers across both tiers of entry

		% Foundation	% Higher
AO1	Use and apply standard techniques	50	40
AO2	Reason, interpret and communicate mathematically	25	30
AO3	Solve problems within mathematics and other contexts.	25	30

Further information from Mr R Thomas

SCIENCE - GCSE

Science Pathways

All students must follow the compulsory element. The pathways for Science are as follows:

Year	Compulsory	Optional
10	GCSE Combined Science: Trilogy	GCSE Triple Science leading to: <ul style="list-style-type: none">• GCSE Biology• GCSE Chemistry• GCSE Physics
11		

Compulsory Science (Combined Science: Trilogy)

- The grading structure is a 17-point scale, ranging from 1-1 to 9-9, where 9-9 is the best grade.
- There are two tiers of entry, Foundation and Higher. Students undertaking the Foundation Tier exams will be awarded grades from 1-1 to 5-5. Students undertaking the Higher Tier exams will be awarded grades from 4-4 to 9-9.
- All three sciences - Biology, Chemistry and Physics – must be sat at the same Tier.
- There are 16 required practicals that must be offered throughout the course. These will be examined in the final examinations.

Optional Science (Triple Science)

- The grading structure is a 9-point scale, ranging from 1 to 9 where 9 is the best grade.
- There are two tiers of entry, Foundation and Higher. Students undertaking the Foundation Tier exams will be awarded grades from 1 to 5. Students undertaking the Higher Tier exams will be awarded grades from 4 to 9.
- There are 8 required practicals for each Science that must be offered throughout the course. These will be examined in the final examinations.
- Both examinations in a Science must be sat at the same tier. However, you can sit different tiers in different GCSEs e.g. Biology Higher, Physics Foundation.

GCSE Combined Science

Examination Board:

AQA

Course Content:

The GCSE Combined Science course is taught in discrete modules of Biology, Chemistry and Physics by specialist teachers.

In **Biology** the topics covered are:

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

In **Chemistry** the topics covered are:

- Atomic Structure and the Periodic Table
- Bonding structure and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Exothermic and Endothermic reactions
- The Rate and Extent of Chemical Change
- Chemical Analysis
- Chemistry of the Atmosphere
- Using resources

In **Physics** the topics covered are:

- Forces
- Force and Motion
- Energy
- Waves
- Electricity – current, resistance and potential difference
- Electricity – Domestic, energy transfers and the National Grid
- Permanent and Induced Magnetism
- Particle model of Matter
- Atomic Structure

Assessment:

- There will be 6 examinations, 2 in each Science, of 1 hour and 15 minutes duration, totalling 7.5 hours of examinations.

GCSE Triple Science i.e. GCSE Biology, GCSE Chemistry and GCSE Physics

To follow this route it must be selected as an option.

Students will, ideally need to be achieving at least grade 5 by the end of their Year 9 GCSE course and a WA, or higher, in English and Mathematics

Examination Board:

AQA

Course Content:

The GCSE Triple Science option course is taught in discrete modules of Biology, Chemistry and Physics by specialist teachers.

In Biology, Chemistry and Physics the topics covered from the Combined Science GCSE will be studied in greater breadth and depth.

Assessment:

For each of GCSE Biology, GCSE Chemistry and GCSE Physics:

- There will be two exams of 1 hour and 45 minutes duration totalling 3.5 hours of examinations.

Further information from Mrs M Harris

ART - GCSE

Examination Board: - Eduqas

Course Content:

The GCSE Art and Design Course contains two components: the Personal Portfolio and the Externally Assessed Assignment. The course offers a wide range of choice and flexibility, which enables students to explore and develop personal ideas in response to a given stimulus or theme.

Students will study the following:

- Drawing and painting
- Printmaking
- Constructed, painted and printed textiles
- 3 dimensional studies
- Critical Studies (studying the work of other artists, designers and cultures)

Students will have an opportunity to participate in a cultural visit to art galleries, museums and/or sculpture parks. These visits are specifically chosen to create experiences for students that are relevant to the course theme.

By Christmas of Year 11, students will present their coursework portfolio for final assessment. In January of Year 11, students will receive their Externally Assessed Assignment, with a selection of starting points set by the examination board. Throughout the Spring term, students will develop personal ideas in response to the Assignment theme. They are allowed unlimited preparation time during the Spring term, to produce supporting studies, artist research and plans for a final outcome, all of which form part of the exam assessment. The final piece will be produced during a 10-hour exam held at the end of April.

Assessment:

There are 4 Assessment Objectives in Art and Design, each worth 25% of the total marks.

- | | |
|--------------------------------|--|
| Assessment Objective 1: | Critical Understanding: Developing ideas through investigations, demonstrating critical understanding |
| Assessment Objective 2: | Creative Making: Refining ideas through exploring and manipulating materials, processes and techniques |
| Assessment Objective 3: | Reflective Recording: Recording observations and insights relevant to their intentions as the work progresses |
| Assessment Objective 4: | Personal Presentation: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |

Important:

- Students **must** submit evidence of using drawing to support the development of their work, in both components.
- Students **must** use written annotation and specialist terminology to record their ideas, observations and judgements.

Component 1: Portfolio Assessment:

Worth 60% of the final mark

Component 2: Externally Assessed Assignment:

Worth 40% of the final mark

Student portfolios and work for the Externally Assessed Assignment are marked by Art Department staff and moderated by the Exam Board, at an end of year exhibition.

Further information from Mrs W Wrafter or Mr S Rowley

CHILD DEVELOPMENT – LEVEL 1/2 CAMBRIDGE NATIONAL (GCSE Equivalent)

Examination Board: OCR

What will be studied:

The Level 1/Level 2 Cambridge National in Child Development is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the Childcare sector.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting.

This will help you to develop independence and confidence in using skills that would be relevant to the Childcare sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why
- communication skills – for example, within the NEA set assignment students will need to make recommendations to the nursery on how accidents can be prevented.

This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4 and help to prepare you for further study.

You will study key knowledge, understanding and skills that relate to working in the Child Development sector. You will also have the opportunity to apply what you learn by completing practical activities.

This qualification has three mandatory units:

Unit R057: Health and well-being for child development

This is assessed by an exam. In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

This is assessed by a set assignment. In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years.

Unit R059: Understand the development of a child from one to five years

This is assessed by a set assignment. In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Assessment:

Unit R057: Health and well-being for child development

1 hour 15 minute written examination

70 marks

OCR-set and marked

This question paper consists of two sections, comprising short answer and extended response questions.

Section A: 40 marks. Questions will be set in a context. There will be one extended response question assessing Performance Objective 3.

Section B: 30 marks

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

OCR-set assignment

60 marks

Centre-assessed and OCR moderated

This set assignment contains four practical tasks. It should take approximately 12-14 GLH to complete

Unit R059: Understand the development of a child from one to five years

OCR-set assignment

60 marks

Centre-assessed and OCR moderated

This set assignment contains two practical tasks. It should take approximately 10-12 GLH to complete.

Further information from Mrs E Morris

COMPUTER SCIENCE - GCSE

Examination Board: OCR

Course Content:

The purpose of the computer science GCSE course is for students to not only learn how computers function, but also to consider the wider impact that technology has on our lives, both good and harmful. Students will study how computers and the internet function, as well as security issues, software, and, most crucially, how to use programming to take control of computer systems.

J277/01: Computer Systems

In this unit, students are introduced to computer systems. Topics include:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

J277/02 Computational Thinking, Algorithms and Programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Topics include:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

Practical Programming

During their course of study, students will be given the opportunity to complete a programming task(s) that allows them to hone their skills in designing, writing, testing, and refining programs, using a high-level programming language. During the written examinations, students will be evaluated on these competencies, particularly component 02 (section B).

Assessments:

For this qualification, there are two compulsory components that are externally assessed.

Unit	Unit Title	Form of assessment	Weighting
01	Computer Systems	1 hour 30 minutes written examination consisting of short and medium answer questions.	50%
02	Computational thinking, algorithms and programming	1 hour 30 minutes written examination: Section A is worth 50 marks and examines students' knowledge and grasp of computer science fundamentals and apply these to computer issues. Section B is worth 30 marks, and assesses students' Practical Programming skills.	50%

Next Steps:

GCSE computer science offers students a clear pathway to go on to study our A Level in computer science which can lead to a range of careers in technology, programming, computer aided design, cyber security, forensics and other fields. Many students often go on to then study computer science at degree level.

Further information from Mrs C Duodu

DESIGN AND TECHNOLOGY - GCSE

Examination Board:

AQA

Course content:

Design and Technology enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

Controlled Assessment:

Students will undertake a Non-Exam Assessment (NEA), the theme of which is specified by the exam board. This entails designing and making a product, over an extended period. The NEA process begins at the end of Year 10, and counts for 50% of the GCSE grade.

Written Examination:

The examination is of 2 hours duration, and is worth the remaining 50%.

The exam and Non-Exam Assessment will measure how students have achieved the following assessment objectives:

AO1 (10%): Identify, investigate and outline design possibilities to address needs and wants

AO2 (30%): design and make prototypes that are fit for purpose. Please note that the actual making of the product is 10% of the overall mark

AO3 (20%): Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others
- wider issues in design and technology

AO4 (40%): Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles

DANCE – LEVEL 2 BTEC (GCSE Equivalent)

Examination Board:

BTEC Level 2 Award in Performing Arts – Dance Pathway

Course Content:

Dance has a unique role to play in the curriculum as the art form that combines physical literacy with imagination and creativity. This vocational based course enables students to develop their technique, performance and understanding of the contemporary dance style. Students will also explore all the skills required for a live performance, as they will plan, generate, rehearse, perform and reflect upon a live performance under controlled exam conditions. On completion of this course, the learner can gain a pass, merit or distinction in this qualification, which is equivalent to GCSE grade.

This Level 2 certificate in Dance provides a strong foundation to:

- Further Level 3 courses in Dance and Performing Arts.
- Higher education in Dance, Performing Arts and PE (Dance can be studied at further education and degree level, including MA and PhD levels, as well as a combined degree subject such as Dance Science)
- Professional training relating to dance, dance performance and teaching.
- Community activities.

In addition, the skills acquired through the study of this vocational course, such as teamwork, problem-solving, management and motivation of others, communication, and expression, are transferable to almost any career and further studies.

Assessment:

Year 10

Component 1 – Exploring the Performing Arts

Students learn how productions are created. They will watch and explore the techniques and approaches used in a variety of professional works. (12 hours PPT and presentation of practical work)

Component 2 – Developing Skills and Techniques

Students will develop their own performance skills and techniques through workshops and in class before performing a group dance piece to an audience.

Year 11

Component 3 – Responding to a Brief

Students will respond to an external assignment brief. They will have to choreograph a routine based on a set theme. Students will then have to evaluate their performance and rehearsal process.

Further information from Miss K Davies

DRAMA - GCSE

Examination Board:
EDUQAS

Course Content:

In Year 10, students will begin by understanding the building blocks of drama: developing characters; staging a scene; directing others; designing set and costume; writing scripts. They will then look at the theories and techniques underpinning a variety of contemporary theatre styles. As preparation for Year 11, they will examine a play script and prepare their own directorial and design concepts for staging a production of it.

In Year 11, students will begin the externally assessed work.

Assessment:

Component 1: Devising Theatre (40%- 10% performance; 30% written report)

This requires students to work in groups to devise a play inspired by a stimulus set by the exam board. The play must be influenced by the concepts of a theatre practitioner or company. Work is internally marked and then externally moderated.

Component 2: Performing from a text (20% performance)

This requires students to work in small groups in order to present an extract from a published play. This focuses on their ability to bring a character to life. Students can be assessed on their performance of a role or on their presentation of design ideas (costume/set/lights/sound). Work is marked by a visiting examiner.

Component 3: Interpreting Theatre (40% written exam)

Students will study a set text and will then be asked to answer questions from the viewpoint of an actor, director and designer. They will also have to write an evaluation of a live theatre performance. The exam lasts for 1 ½ hours and is externally marked.

Additional skills

Drama will also help develop several additional transferable skills that can be used throughout life and in any number of careers. Students will continually use their social and communication skills whilst discussing and developing ideas. Students must think spontaneously and respond quickly to situations, improvising with what they have around them. Students will develop their empathy and listening skills by playing a role and experiencing the world from another point of view. Students will develop their teamwork and organizational skills as they plan and rehearse a piece ready for performance. By developing these skills in a supportive environment, students will also develop their own confidence and self-expression.

Next steps

Many students continue to study Drama by taking A Level Theatre Studies or a Diploma in Performing Arts at Ludlow, Hereford or Shrewsbury Colleges.

Further information from Mr C Harrison

ENTERPRISE AND MARKETING – LEVEL 1/2 CAMBRIDGE NATIONAL (GCSE Equivalent)

Examination Board: - OCR

Course Content:

The course aims to strengthen students' business knowledge, while also encouraging them to think creatively and make decisions. Students are not expected to have prior business experience, but they should be interested in the business world around them, how businesses are set up, and what makes a great entrepreneur.

Enterprise and Marketing Concepts: R067

In this unit, students will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include:

- Characteristics skills, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise.

Design a Business Proposal: R068

Students will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Topics include:

- Market research
- How to identify a customer profile
- How to develop a product proposal for a business brief
- Reviewing whether a business proposal is financially viable
- Studying the likely success of the business proposal.

Market and Pitch a Business Proposal: R069

In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, the students will review their pitching skills and business proposal using the learning, self-assessment and feedback gathered. Topics include:

- Developing a brand identity to target a specific customer profile
- Creating a promotional campaign for a brand and product
- How to plan and pitch a proposal
- Reviewing a brand proposal, promotional campaign and professional pitch.

Assessments:

For this qualification, students must complete three mandatory units:

Unit	Unit Title	Form of assessment	Weighting
R067	Enterprise and Marketing Concepts	1 hour 15 minutes written examination	40%
R068	Design a Business Proposal	OCR Set assignment – centre assessed, and OCR moderated	30%
R069	Market and Pitch a Business Proposal	OCR Set assignment– centre assessed, and OCR moderated	30%

Next steps:

This course is aimed to prepare students for higher qualifications in enterprise, marketing, or business: A level economics, applied business, further education courses, or employment in a business role through enquiry and investigation using practical and theoretical aspects.

Further information from Mrs C Duodu

FOOD PREPARATION AND NUTRITION - GCSE

Examination Board:

AQA

Course Content:

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Assessment:

Paper 1

A 1 hour 45 minute written examination, worth **50%** of the GCSE, will test theoretical knowledge of the specification and subject content.

- | | |
|--|----------|
| • Section A: Multiple choice questions | 20 marks |
| • Section B: Contains five questions varying in styles of approach and content | 80 marks |

The other 50% of the GCSE is gained through:

Food investigation, worth 15% of the GCSE

Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.

Example investigation topics:

- Investigate what type of flour is best for bread making
- Investigate the use of raising agents in baked products
- Investigate the ingredients used to thicken sauces and soups

Food Preparation assessment, worth 35% of the GCSE

Students will plan, prepare, cook and present a three course menu within 3 hours.

They will also produce a concise portfolio that:

- Demonstrates their application of technical skills and their practical outcomes.
- Explains how they planned and carried out the preparation, cooking and presentation of their 3 final dishes.
- Includes an evaluation of cost, the sensory properties and nutritional characteristics of each dish.

Sample tasks:

- Plan, prepare, cook and present a range of dishes which would be suitable for vegetarians. Present three final dishes.
- Plan, prepare, cook and present a range of dishes which are a good source of fibre and would appeal to teenagers. Present three final dishes.
- Plan, prepare, cook and present a range of dishes from the Mediterranean culinary tradition. Present three final dishes.

Further information Mrs G Jones

GEOGRAPHY - GCSE

Examination Board:

WJEC Eduqas GCSE in Geography B

Course Content:

The content of the specification is organised into three broad themes:

Theme 1: Changing Places - Changing Economies

Theme 2: Changing Environments

Theme 3: Environmental Challenges

Within each theme, learners will be encouraged to take an enquiry approach to a range of contemporary geographical and environmental issues. Students will be given the opportunity to represent geographical data using a range of cartographical and graphical techniques whilst exploring the content of each component. They will be given the opportunity to analyse a variety of maps, graphs, photographs and data sets.

Our aim through this course, as well as helping our students to gain good grades, is to equip them with a wide variety of skills and knowledge to help them to understand and challenge modern day social, economic and environmental issues. Many of our students continue their study of Geography into post 16 education at North Hereford and Ludlow College, Hereford Sixth Form College and Shrewsbury Sixth Form College, as well as into higher education establishments across the country.

Assessment:

Paper 1: Investigating Geographical Issues Written Examination: 1 hour 45 minutes.
40% of qualification

Paper 2: Problem Solving Geography Written Examination: 1 hour 30 minutes
30% of qualification

Paper 3: Applied Fieldwork Enquiry Written Examination: 1 hour 30 minutes
30% of qualification

Further information from Mr G Sampson

HISTORY - GCSE

Examination Board

OCR History B (SHP)

Course Content:

Students are challenged to consider and form judgements on historical topics. They will evaluate sources, investigate and debate key issues, and apply historical themes to the world today.

There is a wide range of British and World Studies with both depth and thematic studies:

“Punish, Protect or Prevent: Will we ever find the right answer?”

British Thematic Study: Crime & Punishment 1250-Present.

“Ludlow: Back to the Beginning”

History Around Us: An evaluation of Ludlow Castle as a historical site

“A weak and feeble woman...?”

British Depth Study: The Elizabethans 1580-1603

“Myths and Realities: Freedom makers or Freedom breakers?”

World Period Study: The Making of the USA 1789-1900

“All that is needed for evil to conquer is for good men to do nothing”

World Depth Study: Living under Nazi Rule 1933-45

Assessment:

Paper 1: Crime and Punishment 1250-Present & The Elizabethans 1580-1603

1 hour 45 minutes 40%

Paper 2: Ludlow Castle

1 hour 20%

Paper 3: Living under Nazi Rule 1933-1945 & Making of USA 1789-1900

1 hour 45 minutes 40%

Further information from Mr G Sampson

MUSIC TECHNOLOGY – LEVEL 2 TECHNICAL AWARD (GCSE Equivalent)

Examination Board:

NCFE

Course Content:

This qualification enables students to develop skills, knowledge and understanding of the music technology industry. It is aimed at motivated students with an interest in music production and recording, and for students who like learning through hands-on experiences. This challenging course is assessed through exams (40%) and coursework (60%). Coursework is assessed through the use of evidence, which is produced through a variety of different media such as presentations, videos and diary entries. Although not required, the ability to play a musical instrument or sing is highly recommended, and having an interest and appreciation of music and music theory is a must.

The content of the course is broken up into the five units below:

Unit 01: Introduction to Music Technology and the Music Business – internally and externally assessed

This unit will allow students to gain an understanding of the different roles and responsibilities within the Music industry, as well as acquire a knowledge of how Music technology has developed over the last century.

Unit 02: Using a Digital Audio Workstation (DAW) – internally and externally assessed

This unit will allow students to develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Students will create a musical project in response to a brief, reflecting industry skills.

Unit 03: Musical elements, Musical Style and Music Technology – internally and externally assessed

Students will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Students will look at how artists use these musical elements within key genres from the 1950's to the present day.

Unit 04: Sound Creation – internally and externally assessed

Students will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project, looking at types and methods of sound creation.

Unit 05: Multitrack Recording – internally and externally assessed

Students will plan and undertake a recording session for a given scenario within a studio setting. Students will create a mixdown of their recording and review the final product.

Assessment:

Assessment Component	Description	Duration	Contribution to final grade
Internal Assessment	Portfolio of evidence covering all learning outcomes	Duration of qualification	60%
External Assessment – written test	Invigilated exam, including a listening task assessing underpinning knowledge and skills drawn from across the qualification	1.5 hours	40%

Further information from Mr M Figliola

PHYSICAL EDUCATION – GCSE

Examination Board:

AQA GCSE PE

Course Content:

The course provides students with the theoretical knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. It also reflects upon sports psychology and socio-cultural influences on sport, as well as an in depth knowledge of applied anatomy and physiology.

Assessment:

Assessment Methods	Weighting	Details
Written Exam (Linear)	60% Two 1.15 hour papers	The examination is made up of multiple choice, short answer questions and longer answer questions.
Practical Assessment	40% (including written coursework)	Students are assessed in 3 practical sports. One team sport, one individual sport and a third sport from either

Further information from Mrs S Lewis

PHYSICAL EDUCATION – BTEC (GCSE equivalent)

Examination Board:

Edexcel BTEC Level 2 Tech Award in Sport

Course Content:

This course is developed to encourage personal development, through practical participation and performance, in a range of sports and exercise activities. Students will develop their practical skills as a performer and coach. They will also develop their knowledge of health and fitness.

Assessment:

Assessment Methods	Weighting	Details
Exam	1/3	<ul style="list-style-type: none">- Components of fitness- Fitness testing- Training methods
Coursework Component 1	1/3	<ul style="list-style-type: none">- Planning and leading sports activities- Benefits of taking part in physical activity
Coursework Component 2	1/3	<ul style="list-style-type: none">- Roles of officials- Rules and regulations in sport- Practical performance

Further information from Mrs S Lewis

RELIGIOUS STUDIES - GCSE

Examination Board: WJEC EDUQAS (Route A)

Course Content:

The course encourages learners to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern pluralistic society. This includes developing an understanding of non-religious beliefs. Students will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

The course includes exciting content exploring four themes and a focus on two religions – their beliefs, teachings and practices. The chosen religions are Christianity and Islam, and the four themes are as follows:

Issues of relationships

Issues of life and death

Issues of good and evil

Issues of human rights

Component 1:

For this component, learners will study four themes: Issues of Relationships; Issues of Life and Death; Issues of Good and Evil; Issues of Human Rights. Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. Learners will also study non-religious views, for example atheism and humanism. This component includes a lot of contentious and debatable topics.

Component 2:

Learners must know, understand the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts. Trinity, Incarnation, Atonement and Resurrection to name a few, are examples of topics studied in regards to Christianity.

Component 3:

Learners must know, understand the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Tawhid, Prophethood, Halal (permitted), Haram (forbidden), Greater/ Lesser Jihad and The Mosque to name a few, are examples of topics studied in regards to Islam.

Assessment:

Component 1: Religious, Philosophical and Ethical Studies in the Modern World: 2 hours

50% of qualification

Component 2: Study of Christianity: 1 hour

25% of qualification

Component 3: Study of a World Faith (Islam): 1 hour

25% of qualification

Further information from Mr G Sampson

SPANISH - GCSE

Examination Board:

AQA

Course Content:

All four skills of reading, writing, speaking and listening are developed during the course.
In Spanish, students will study the following themes:

Theme 1: People and lifestyle:

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

Theme 2: Popular culture

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

Theme 3: Communication and the world around us:

Topic 1: Travel and tourism, including places of interest

Topic 2: Media and technology

Topic 3: The environment and where people live

Students receive weekly targeted tiered intervention sessions in tutor time during year 11 to focus on developing speaking skills.

Assessment:

The AQA GCSE in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Pupils will be entered for either Foundation or Higher tier across all four papers.

		Foundation	Higher
Listening and understanding: Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts.	25%	35 mins	45 mins
Speaking: Speaking using clear and comprehensible language to undertake a Role-play. Carry out a Reading aloud task. Talk about visual stimuli.	25%	7 – 9 mins	10 – 12 mins
Reading and understanding: Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they are embedded in written sentences. Translating from Spanish into English.	25%	45 mins	1 hour
Writing: Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into Spanish.	25%	1 hour 10 mins	1 hour 15 mins

Further information from Mrs F Harrison

Exam boards and courses

<u>Subject</u>	<u>Exam board</u>	<u>Course Info</u>
English Language	AQA	GCSE
English Literature	AQA	GCSE
Maths	Edexcel/ Pearsons	GCSE Foundation and Higher
Science Combined	AQA	GCSE Foundation and Higher
Science Triple	AQA	GCSE Biology Foundation and Higher GCSE Chemistry Foundation and Higher GCSE Physics Foundation and Higher
History	OCR	GCSE in History B
Geography	WJEC/Eduqas	GCSE in Geography B
Religious Studies	WJEC/Eduqas	GCSE (Route A)
Spanish	AQA	GCSE Foundation and Higher
PE	AQA	GCSE
BTEC PE	Edexcel/Pearsons	BTEC Level1/2 Tech Award in Sport
Music Technology	NCFE	Level 1/2 Technical Award
Drama	WJEC/Eduqas	GCSE
Dance	Edexcel/Pearsons	BTEC Level 1/2 Tech Award In Performing Arts
Art	WJEC/Eduqas	GCSE
Design and Technology	AQA	GCSE
Food Preparation and Nutrition	AQA	GCSE
Computer Science	OCR	GCSE
Enterprise and Marketing	OCR	Cambridge Nationals Level1/2
Child Development	OCR	Cambridge Nationals Level1/2
Unitary Award Scheme (CoPE)	AQA	Unit Award