

GCSE Qualifications explained

A GCSE is an exam based course, which does not have a coursework component. Students are assessed by external exams set by awarding bodies. They also sit internal exams in school called Controlled Assessment Tests (CATS); these are sat in examination conditions and have replaced coursework.

From 2017 for English and Maths GCSEs, and from 2018 for all other subjects, the A*-G GCSE grades will be replaced by a points scale of 1 to 9. 9 will be the highest grade and 1 the lowest.

The proportion of students nationally gaining at least a Grade 4 will be roughly the same as those who currently gain at least a C. The proportion of students nationally gaining at least a Grade 7 will be roughly the same as those who currently gain at least an A. The new Grade 9 will be awarded to the top 20% of students gaining at least a Grade 7. The table below shows how the new number grades relate to the old GCSE grades.

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	
3	D
2	E
1	F
	G
U	U

GCSE, AS and A level reforms in England
Awarding for new GCSE student cohorts

New GCSEs have been introduced gradually, with the first wave taught from September 2015. Students will sit a combination of legacy and reformed GCSEs over the next three years.

Year 11 in September 2016

These students will take new exams in the first reformed GCSEs subjects – English language, English literature and maths. Their final GCSE certificates will comprise a mixture of numbers and legacy letters.

Year 10 in September 2016

These students will start a wider range of reformed GCSEs, but they may also take some legacy qualifications. As such, their final GCSE certificates, in 2018, may comprise a mixture of numbers and letters.

Year 9 in September 2016

All GCSEs, with the exception of some lesser-taught languages, will have been reformed by the time these students select their subjects. As such, their final GCSE certificates will mainly comprise numbers.

Year 8 in September 2016

All GCSEs will have been reformed by the time these students sit their exams. Their final GCSE certificates will only comprise numbers.

We will use a statistical method (known as comparable outcomes) in each year new exams are sat so that students who first sit reformed qualifications will not be disadvantaged as a result of the changes.



Talent
 Knowledge
 Success

The Kibworth knowledge curriculum

A Knowledge Curriculum

Teaching and Learning is "Job 1" of a school, and as such, the method of delivering lessons to learners has a moral aspect – to provide every young person with the knowledge, skills and confidence to lead happy, successful and productive lives. In schools time is our scarcest resource, and, as such, should be valued above all else. At The Kibworth School we aim to make every lesson as productive as it can possibly be, with no wasted minutes, anywhere.

Benjamin Bloom's Learning Taxonomy argued, in the 1960s, that real learning is made when students are pushed to Higher Order Thinking Skills: Analysis, Evaluation and Synthesis of ideas. Whilst this is accepted as the desired outcome of learning, too often classrooms have been managed into focussing on these skills-based aspects of learning, without due learning time allocated to the bed-rock of knowledge which is needed to underpin these skills – Remembering, Understanding and Applying.

At The Kibworth School we believe that only when a learner has a strong grasp of the key knowledge can they make the connections and value judgements which are needed to reach the highest stages of real learning. It is for this reason, a knowledge-based curriculum is taught in all subject areas.

The Learning Journey for any given topic begins with a Knowledge Organiser. This is a single piece of A4 paper, containing the key facts, information and vocabulary the student will need to access the learning for the unit of work. In History, this may be key dates or the order of Kings and Queens; in English this could be a synopsis of the story, some contextual information and a list of key linguistic features and their definitions; whilst in Mathematic this may be the formula, or diagrams needed for this terms topics.

Students are set Pre-Learning for each lesson. Teachers identify one area of the Knowledge Organiser that students are to learn by heart

for the next session. This could be spelling, definition, or being able to redraw a diagram. This pre-learning is tested at the start of the lesson through a "Do Now" task – an immediate and individual recall / understanding task. The remainder of the lesson will then build upon this knowledge base, expanding the students understanding from facts to application, then onto the wider skills of analysis, evaluation and creativity. Only when you know that blue and yellow mix together to make green can you start to evaluate an artist's use of colour, or paint your own masterpiece of the sea.

Teachers will:

- Provide Knowledge Organisers for each unit of learning, of no more than 2 sides of A4, containing the key, factual information students require to become Expert in that unit
- Build schemes of learning around the knowledge, expanding skills from this knowledge once secure
- Test for knowledge retention through classroom activity
- Celebrate those students who achieve Expert level in the knowledge for that unit
- Students are expected to:
 - Keep their Knowledge Organisers with them, neatly in their Knowledge Organiser Folder
 - Complete all pre-learning for lessons, striving for Expert status, through independent self-testing

Highest Expectations for All

All students deserve the opportunity to meet the highest standards – the Kibworth Standard – of becoming an Expert in Learning. Beginning with the Knowledge curriculum, we aim to remove the barriers to learning, preventing any given child from "Opting-Out" of learning; whether this be through apathy in the classroom, not volunteering to answer questions, or by displaying behaviour which is detrimental to the learning environment.

Additionally, we believe that mistaken application of mistargeted differentiation has created a culture where less is expected of the least able - this compounds weakness, and further increases gaps in progress. To correct this, to ensure that all learners are stretched and desirous to reach the highest levels, we will deliver lessons in which lower ability students are supported to undertake the same tasks and learning as their peers; and that all students are pushed to the very limit of their understanding, and ability, to promote a culture of stretch. We raise the bar on expectations, provide challenge to all, and develop students' resilience – that which you could not do yesterday, you can do today.

Research Based – Expert Practice

The strategies we implement at The Kibworth School are built upon the work of Doug Lemov and E.D. Hirsch. This internationally proven research, alongside a close working partnership with other Outstanding schools, who embrace the same educational philosophy, underpins our work, and form the springboard from which we strive to achieve the Expert Standard for Teaching and Learning.



- Burbalsingh, Katherine (Ed) - "Battle Hymn of the Tiger Teachers" (2016)
- Brown, Peter C. - "Make it Stick. The Science of Successful Learning" (2014)
- Hirsch, E. D. - "Why Knowledge Matters" (2016)

Understanding how we assess data

In schools, data forms a huge part of our everyday lives. It is the litmus test by which we are able to identify successes, and areas for development; put intervention in place; and assess the success of those interventions. This is not a case of 'weighing the pig', but rather ensuring that our most scarce resource – time – is well spent.

Some vocab

At The Kibworth School (TKS) we use a number of key terms when talking data, and it would be prudent to define these first before moving on.

Progress is the increase in ability in any given subject, that a student has developed during their time at TKS. This is the primary goal of the school – to maximise progress.

Traditionally, attainment has been seen as the most import of the data assessment measures. This refers to the grades that a student receives, A*-G, or in the new GCSEs 9-1.

What's the difference?

Attainment tends to focus on the number of students who pass a given threshold, for example, a percentage of students in the year who achieve a grade C or better. Progress, on the other hand, measures how far a student has moved from where they started, to where they are now. Whilst this requires us to measure the current attainment, this is to allow us to see the current distance travelled. By focussing on progress, we do not stop pushing a child to develop just because they have 'got their C'.

A student's Current Working Level (CWL) is their most recent assessment score. This is measured through a variety of methods (details below) at 5 points in the year – these are Data Drop Points. Student's attainment will fluctuate through the year, and we strive to understand these ebbs and flows, in order to best support the child in making the best progress they can. A lower grade at Easter

than February does not mean the child has lost ability but rather poses a question – what is it about this period that explains why the assessment is lower? And most importantly, how can we address this issue to ensure that its effects are no longer felt?

At TKS we set Target Aspirational Grade (TAG) for our students. The target setting policy and methodology is below, but the primary goal of our process is to raise aspirations: to provide each student with a challenging goal to aim for. This should be realistic, but should require effort and dedication on the part of both students and teachers to reach. TAGs are set at the start of Year 7 for Key Stage 3 (Years 7 and 8), and in Year 9 for GCSE. We review GCSE targets at the start of Year 10, and Year 11, to ensure that they meet both our, and the student's, requirements.

In the final year of primary school, all students sit their Key Stage 2 SATs. These tests provide each child with a nationally standardised benchmark, and forms the basis of all data in secondary schools. By combining the child's English-Reading and Maths scores, secondary schools are provided with a 'start point'.

Using the KS2 scores, we can look at past GCSE data for the whole country and ask 'what grades did other children with the same start point achieve at GCSE?'. This will then give us a range of 'likely grades' which help us to set appropriately challenging targets.

To demonstrate our target setting progress, we will work through two examples; Tom and Mahnoor.

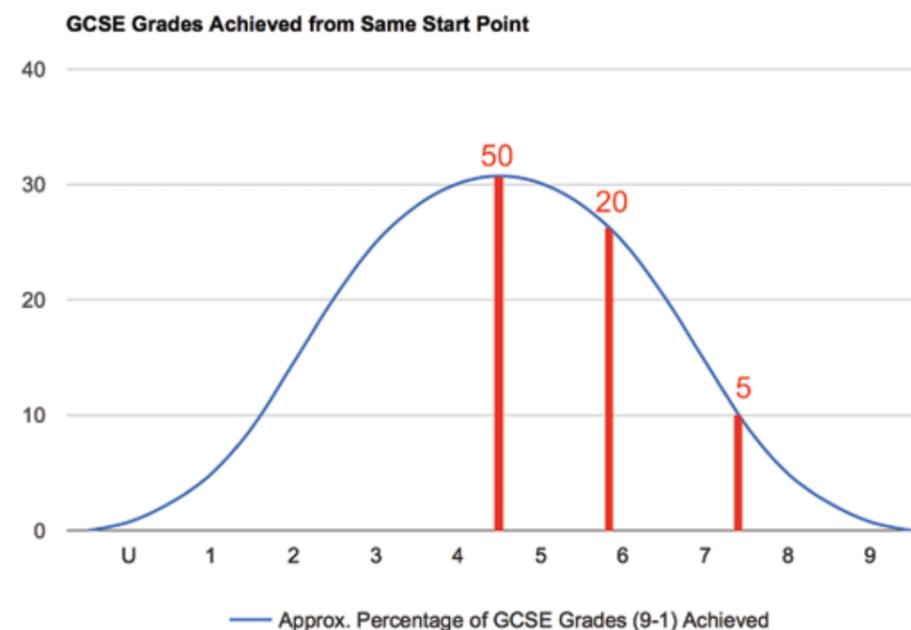
Tom is a gifted Mathematician, and plays the piano. He likes to read, but finds it difficult. He achieved a level 5c in Maths, and a 4c in Reading. His overall grade was a high 4b.

Mahnoor loves to draw and paint. She struggles with spelling, and does not find maths easy, but she works very hard, and was happy to get a 4b in both SATs. Overall, she also achieved a 4b.

The chart below shows the range of outcomes in English by all children nationally who had the same starting point as Tom and Mahnoor at KS2 – a 4b.

By using these figures, we can say that the average (50%) English GCSE grade for students who achieved a KS2 4b was a '4', whilst children in the top 20% achieved a '5', and the top 5% of children achieved a '7'.

The grade distributions are different for each subject. They are also slightly different for boys and girls. These small context factors, along with a few others, such as the child's date of birth, are taken into account to produce individualised benchmarks and grade distributions. This statistical modelling is done by the Fisher Family Trust; a national, education, data-modelling charity used by 13,500 schools. (Details can be found at fft.org.uk)





During the first term, both Tom and Mahnoor's teachers are carefully assessing their ability in each of the subjects studied in year 7. Just before October half term, the teachers level each student as Developing, Mastery or Expert in their subject based on these initial assessments.

Tom and Mahnoor's data can be seen in the first table below.

Using the teachers' assessments, each child is set an end of Key Stage 4 (GCSE) target, based on the FFT benchmarks for top 50%

Tom and Mahnoor's data. Teacher Initial Assessment of Ability in Subject

	ENGLISH	MATHS	SCIENCE	ART
Tom	Developing	Expert	Expert	Mastery
Mahnoor	Mastery	Mastery	Mastery	Expert

Tom and Mahnoor's KS4 TAGs. KS4 Target Data based on KS2 and Teacher Initial Assessment

	ENGLISH	MATHS	SCIENCE	ART
Tom	4	7	7	5
Mahnoor	5	5	5	7

(developing), top 20% (Mastery) and top 5% (Expert) of students. By doing this, we are setting realistic targets, but with the expectation that all of our students will be in the top 50% of students nationally, from their individual start points, but more importantly based on their individual strengths and aptitudes.

Tom and Mahnoor's KS4 TAGs can be seen in the second table below.

Key Stage 3 Targets:

It is a long journey from Year 7 to the end of Year 11, and so we use the KS4 TAGs to set interim targets for all students. Again, using nationally model statistics, we know that students make roughly 50% of their progress in years 7-9, and 50% in years 10 and 11. Accordingly, we map their KS2 SATs to an entry level on the GCSE scale and calculate the difference between the two. This number is then mapped out, for target setting purposes, as seen in the third table on the right.

In this way, we can use the target at GCSE to provide interim targets for all years. Each subject is slightly different, and each student's

targets are individual – based on their KS2 scores, their ability in each subject, and the context factors used by FFT in their data modelling. It should be noted that not all subjects progress at the same rate. Maths and Spanish, for example, have very different progress expectations, with Spanish starting much slower, as students meet a new language, learn basic vocabulary and rules, but then progress speeds up in the later years when application is based on frequency of practice and maturing understanding of language construction.

Modelled Expected Progress per Year

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
16%	17%	17%	25%	25%



Tracking and Assessments

At TKS we assess students continually, using a wide variety of techniques. Our knowledge-based curriculum is based on regular testing of recall during the 'Do Now' stage of each lesson; questioning is explicit, and designed to assess all students' wider application of that knowledge, with a strict 'No Opt Out' policy; and through regular book marking teachers are able to formatively assess each student's application of the knowledge to the subject's skills. In addition to this, there are formal, summative assessments which provide a snap shot of the child's progress at that point. These are all used to provide our Data Drops.

There are 5 Data Drops in the year, with data collected from teachers, roughly every 6 weeks, at the end of each half term. The data is then analysed and evaluated, subject by subject, by the teacher, subject leader and senior leaders. Students who are performing above their targets are rewarded, whilst those who are under-performing are identified, and cross-referenced with the Progress for Learning Team (formerly Heads of Year) to identify any potential explanations for the under-performance. Interventions are put in place at whole-school, departmental and classroom level, depending on need, to address the issues. Intervention strategies used range from Personal Support Plans, to extra-sessions: from set moves to academic mentoring and parental meetings. The impact of these interventions is closely monitored, to ensure that students are making accelerated progress to catch up any lost ground before the next Data Drop.

Assessment Dates (Internal)

DATE	ASSESSMENT
EARLY OCTOBER	Initial Teacher Benchmarking
OCTOBER 17	Data Drop 1
JANUARY 18	Data Drop 2 GCSE Predicted Grades 1
FEBRUARY 18	Data Drop 3
APRIL 18	Data Drop 4 GCSE Predicted Grades 2
JUNE 18	Data Drop 5

Reporting to Parents

After each Data Drop, the students' data is uploaded to Student Folder. This will plot the information, and inform the parent that a new data point is available. This data should be seen for what it is – a snap shot of the performance of the child, measured against a target line. It is useful to think of the data report as a bank statement. It merely shows the current measurement of a variable - it is usual for the data to fluctuate, and not all children make progress at the linear rate that the target line is projecting. It is not a full 'report' of everything that is going on with a student – it does not celebrate their sporting achievements for the school team, for example, in the same way that a bank statement tells you what a meal cost, not how much you enjoyed the evening. What a data report does do is highlight current working levels and progress towards a target. This information should prompt questions, and open discussion around the term's successes and areas for development. Discussions with your child, scrutiny of the subjects 'Progress Steps' in Student Folder or a conversation with the teacher can be undertaken from an informed position.

More detail surrounding Student Folder will be published over the remainder of this half term as the service is launched with parents.



Step-by-step guidance & support for choosing your GCSE options

STEP 1 Option Fair

This will provide you and your child to meet with heads of department to discuss courses and subjects of interest. You will also receive detailed guidance relating to each subject: including how they are examined, course content and supportive signposting to potential career choices.

STEP 2 Taster Session Selection

Students will select subjects that they are interested in. They will then have the opportunity to experience their selected subjects as if it were a real GCSE lesson.

STEP 3 Taster Sessions

Students will select subjects that they are interested in. They will then have the opportunity to experience their selected subjects as if it were a real GCSE lesson.

STEP 4 Drop in Sessions

Members of the senior leadership team and staff will be available for any final questions and concerns that you may have to support your child's individual needs.

STEP 5 Confirmation of Options

We will write to you confirming that your child's options have been accepted. Information to support this will be current working grades and target grades in line with your child's aspirations.



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Your GCSE choices

THE BIG PICTURE

EXAMINED	ENGLISH	MATHEMATICS	SCIENCE
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NON-EXAMINED	CORE PHYSICAL EDUCATION		
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EXAMINED	OPTION 1	OPTION 2	OPTION 3	OPTION 4
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CORE SUBJECTS - Subjects you will all follow

ENGLISH LANGUAGE	ENGLISH LITERATURE	MATHEMATICS (2 GCSEs)	SCIENCE (2/3 GCSEs)
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ENGLISH BACCALAUREATE - Subjects options

COMPUTER SCIENCE	FRENCH	GEOGRAPHY	HISTORY	SPANISH
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OPTIONS

ART AND DESIGN	BUSINESS STUDIES	CITIZENSHIP	COMPUTER SCIENCE	DANCE	DRAMA
ECONOMICS	FILM STUDIES	FOOD PREP & NUTRITION	FRENCH	GEOGRAPHY	HISTORY
IT TECHNICAL	MUSIC	PRODUCT DESIGN	PHYSICAL EDUCATION	RELIGIOUS EDUCATION	SPANISH

English Language

Overview

English Language is a "core subject" which all students study; focusing on reading, writing, and speaking and listening skills. The qualification has been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students. The AQA specification enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Key topics studied

- Critical reading and comprehension.
- Summary and synthesis.
- Evaluation of a writer's choice of vocabulary, form, grammatical and structural features.
- Comparing texts.
- Producing clear and coherent text.
- Writing for impact.
- Presenting information and ideas.
- Responding to spoken language.
- Spoken standard English.

Pathway through the subject

The English Language GCSE consists of three assessments:

Paper 1 - Assesses creative reading and writing. Worth 50% of the GCSE, this a 1 hour 45 minute examination which assesses students' reading of an extract from a work of literature and assesses their descriptive or narrative writing.

Paper 2 - Assesses writers' view points and perspectives and is worth 50% of the GCSE. The examination is 1 hour 45 minutes long. Students' reading skills are assessed through their responses to one non-fiction text and one literary non-fiction text. Writing to present a view point is assessed also.

Spoken language - Presenting, responding to questions and use of Standard English is assessed throughout the course and is endorsed separately.

Additional information

English Language reflects the importance of reading and writing skills in the study of all subjects and for pleasure. An ability to read and write well will facilitate higher achievement in all GCSE courses and prepare students for their working lives.

Qualification Details

Qualification:
GCSE English Language

Examination Board:
AQA

Entry Code:
8700

Possible Careers

- Media
- Journalism
- Politics
- Teacher
- Law
- Marketing



www.aqa.org.uk

"Knowledge is power"

Head of Department

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English Literature

Overview

English Literature is a "core subject" and is studied by all students. Texts will include plays by Shakespeare and 20th century playwrights; poetry by Romantic, Victorian and modern poets; and nineteenth/early twentieth century novels. Students will also read, analyse and write about a previously unseen poem or a piece of imaginative/fictional prose. The teaching in preparation for both English Language and English Literature syllabi gives the students experience of a wide range of reading in literary and non-literary texts.

Key topics studied

- A play by Shakespeare.
- A 19th century novel.
- British poetry, post-1789.
- British drama, post-1914.

Pathway through the subject

The English Literature GCSE course will be examined through two exam papers:

Paper 1 - Assesses students' knowledge and understanding of both a Shakespeare play and a 19th century novel. Worth 40% of the GCSE. Students are required to write in detail about the play and the novel chosen. This examination is 1 hour 45 minutes.

Head of Department

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Paper 2 - Assesses students' knowledge and understanding of a modern text and a poetry anthology. Students are assessed on one modern prose or drama text and will answer one comparative question from the chosen anthology cluster. Furthermore they will use their skills to respond to an unseen poem. This 2 hour 15 minute examination is worth 60% of the GCSE

Additional information

Central to both the Language and Literature exams is the ability to close-read and to understand how language works. These are essential skills that contribute to the students' life-long use of language and their proficiency as writers. An ability to appreciate and interpret poetry and prose within English Literature extends our awareness of our cultural heritage.

Qualification Details

Qualification:
GCSE English Literature

Examination Board:
AQA

Entry Code:
8702

Possible Careers

- Media
- Publishing
- Accounting
- Teacher
- Law
- Marketing



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"English literature is a glorious inheritance which is open to all..."
Winston Churchill

Triple Science

Overview

GCSE Triple Science helps students to make sense of the world around them and explain the Science they come across in everyday life. They come to appreciate what Science can tell them about themselves, the environment and the Universe.

Students achieve three separate GCSE grades; one in Biology, another in Chemistry and a third in Physics. Their overall grade for each Science GCSE is calculated through linear examinations. Practical skills are assessed through written assessment, incorporated into each of their individual Year 11 examinations.

Key topics studied

Biology

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

Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry in the atmosphere
- Using resources
- Key ideas

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic Structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics
- Key ideas

Additional information

All students will initially follow a Triple Science pathway. This will give students the opportunity to achieve three Science GCSE qualifications; one in Biology, one in Chemistry and one in Physics. If it is deemed that the Combined Science pathway

suits the student, based upon student progress and suitability for the course, then those students will transfer their learning onto the Combined GCSE Science pathway at the start of their Year 11 studies.

Acting Head of Department

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Pathway through the subject

GCSE Triple Science is a linear qualification. In order to achieve each award, students must complete all assessments at the end of the course and in the same series. Assessment consists of two 1 hour and 45 minutes terminal examinations, for each of the Science subjects. Students must also complete required practical activities, defined by the examination board.

The Triple Science pathway allows progression to each of the A-Level Science subjects and supports progression into further and higher education.

Qualification Details

Qualification:
GCSE Biology
Examination Board: AQA
Entry Code: 8461



Qualification:
GCSE Chemistry
Examination Board: AQA
Entry Code: 8462



Qualification:
GCSE Physics
Examination Board: AQA
Entry Code: 8463



Possible Careers

- Engineer
- Aerospace
- Veterinary Surgeon
- Doctor/Surgeon
- Forensic Scientist

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"The Science of today is the technology of tomorrow"
Edward Teller



Talent
Knowledge
Success

Mathematics

Overview

Mathematics is a "core subject" so all students study it to GCSE. The syllabus for GCSE consists of topics students have already met and many new ones too. The qualification is split into two tiers of entry, higher and foundation. Both tiers contain questions designed to test whether a student can:

- Use & apply standard techniques.
- Reason, interpret & communicate mathematically.
- Solve problems within Mathematics and in other contexts

Key topics studied

- Number (Foundation 25%, Higher 15%).
- Algebra (Foundation 20%, Higher 30%).
- Ratio, proportion and rates of reaction (Foundation 25%, Higher 20%).
- Geometry (Foundation 15%, Higher 20%).
- Probability & Statistics (Foundation 15%, Higher 15%).

Pathway through the subject

The GCSE Mathematics course will be examined through three terminal examination papers; 1 calculator and 2 non-calculator papers. Each is 1 hour 30 minutes in length and consists of 80 marks. Students will be expected to have memorised formulae for the exam.

The qualification is split into two tiers of entry, foundation and higher. Foundation covers questions at grades 1 to 5. Higher covers questions at grades 4 to 9.

Each examination will consist of a mixture of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Additional information

Most College & University courses will require a grade 5 in Mathematics. There is also now a requirement of students who do not reach this grade at the end of Year 11 to re-sit their GCSE Mathematics at College, up to the age of 18.

Head of Department

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Qualification Details

Qualification:

GCSE Mathematics

Examination Board:

AQA

Entry Code:

8300

Possible Careers

- Engineering
- Finance
- Architecture
- Data analyst
- Surveyor
- Statistician



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Do not worry about your difficulties in Mathematics. I can assure you mine are still greater."
Albert Einstein
(1879 - 1955)

Statistics

Overview

The GCSE Statistics qualification focuses on the statistical elements of Mathematics. By studying the subject students develop the skills to collect, analyse, interpret and present data. The qualification is split into two tiers of entry, higher and foundation. The GCSE Statistics content will be taught during Mathematics lessons.

Key topics studied

- How to collect, summarise and represent unbiased data.
- The skills necessary to read, analyse and interpret data and various diagrams and statistical statements accurately.
- To develop your ability to reason and discuss results.
- How to predict what will happen in the future by making forecasts based on statistical results and considering the probability of something happening.

Head of Department

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Pathway through the subject

The GCSE Science qualification will be examined through two terminal examination papers. Each is 1 hour 45 minutes in length and consists of 80 marks.

The qualification is split into two tiers of entry, foundation and higher. Foundation covers questions at grades 1 to 5. Higher covers questions at grades 4 to 9.

Each examination will consist of a mixture of question styles, from multiple choice, short answer and Statistical Enquiry Cycle (SEC) questions.

SEC questions cover five stages: • Initial planning • Data collection • Data processing and presentation • Interpretation of results • Evaluation and review.

Additional information

GCSE statistics grades cannot be used to replace GCSE Mathematics grades, as it is a separate qualification.

Qualification Details

Qualification:

GCSE Statistics

Examination Board:

AQA

Entry Code:

8382

Possible Careers

- Statistician
- Data analyst
- Researcher
- Finance
- Actuary



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"I've always been interested in using Mathematics to make the world work better."
Alvin E Roth

Art and Design – Fine Art

Overview

Fine Art has a broad and varied specification. Students taking Art will learn to express themselves and communicate with an audience in both visual and written forms, guided and supported by experienced and enthusiastic staff. All project work will start with teacher led sessions progressing towards a portfolio of more independent and individual focused work which is carried out under controlled conditions within the class. Students will be encouraged to challenge themselves and be experimental with their work and ideas. They will undertake in-depth research on the work of artists and designers. This requires good self-motivation, the willingness to study independently and the ability to manage time effectively.

Key topics studied

Learners are required to work in one or more area(s) of Fine Art, such as those listed below; this decision will be made in support of their teacher:

- Drawing
- Mixed-media
- Printing
- Painting

Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area of study.

Head of Department

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Pathway through the subject

The controlled portfolio accounts for 60% and 40% for the qualification. The examination is carried out under controlled conditions, with time constraints and is unaided. Portfolio themes are set by staff and the examination questions are set by the examining board.

Additional information

This course will suit you if you like to use different materials and processes to develop your visual skills and are creative, enthusiastic and imaginative. You will need to be willing to experiment and to take risks when you are trying out your ideas and be able to work independently. You should be willing to spend time working at home and have the motivation to visit art galleries and museums to make your work more informed and interesting.

Qualification Details

Qualification:
GCSE Art and Design –
Fine Art

Examination Board:
OCR

Entry Code:
J171

Possible Careers

- Graphic Designer
- Architect
- Photographer
- Costume Designer



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"To create one's own world
takes courage."
Georgia O'Keeffe

Business

Overview

An engaging and inspiring course of study, which reflects the demands of a truly modern and evolving business environment. This qualification will enable your child to develop as a commercially minded and enterprising individual. Everyone is involved in business activities every day; from the clothes we wear to the food we eat. We can be involved as a customer, as a worker or perhaps as an owner.

Key topics studied

Theme 1 comprises five topic areas.

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business
- Topic 1.5 Understanding external influences on business.

Theme 2 comprises five topic areas.

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial
- Topic 2.5 Making human resource decisions

Head of Department

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Pathway through the subject

The Business GCSE consists of two assessments:

- Two written examinations, both 1 hour and 30 minutes in length.
- Each paper is worth 50% of the overall qualification.
- Each paper is worth 90 marks (Section A – 35 marks, Section B – 30 marks, Section C – 25 marks).
- Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in each examination.

Additional information

Business Studies is firmly rooted in the everyday world of finance, commerce and business where all sorts of firms are studied – from one man small businesses to large multi-nationals like Coca Cola and Virgin.

Qualification Details

Qualification:
GCSE Business

Examination Board:
Edexcel

Entry Code:
1BS01

Possible Careers

- Banking
- Finance
- Business Management
- Marketing
- Retail Management



www.qualifications.pearson.com

"I'm convinced that about
half of what separates
successful entrepreneurs
from the non-successful
ones is pure perseverance."
Steve Jobs



Talent
Knowledge
Success

Citizenship Studies

Overview

Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to enable change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

The overarching theme of this specification is 'How citizens can try to make a difference.'

Key topics studied

This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The skills, processes and methods underpin the specification.

- The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the United Kingdom's (UK's) role on the world stage.
- The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.
- The third theme, Politics and participation, aims to give the student, through an

understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

Pathway through the subject

The Citizenship Studies GCSE consists of two assessments:

- Two written examinations, both 1 hour and 45 minutes in length.
- Each paper consists of 80 marks and is worth 50% of the overall qualification.
- Question types: multiple-choice, short answer, source-based questions, extended answer.
- For each examination, Section A: Life in modern Britain is worth 40 marks, Section B: Rights and responsibilities is worth 40 marks.

Additional information

Citizenship Studies is a full GCSE qualification and should be considered as a challenging and rigorous GCSE.

Head of Department

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Qualification Details

Qualification:
GCSE Citizenship Studies

Examination Board:
AQA

Entry Code:
8100

Possible Careers

- Charity Worker
- Government
- Politics
- Campaigner
- Events co-ordinator



www.aqa.org.uk

"To create one's own world takes courage."
Georgia O'Keeffe

Computer Science

Overview

Computer Science GCSE is engaging and practical, requiring creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Key topics studied

Computer systems:

- Students learn about how computer systems are made and operate, from the inner workings of the CPU and how a computer actually moves the electronic signals around inside the hardware; through to the make up of Wide Area Networks and the Internet.

Computational Thinking:

- This unit looks at how to be a computer scientist. How we solve problems with computers; logic; programming techniques and how computers work with data to turn electronic pulses into pictures, video and sound. There is a high level of Mathematics in this paper.

Programming Project (NEA):

- Students will learn to analyse a problem;

abstracting a solution into computing terms. They are taught programme design, development, user analysis and testing procedures for a new piece of software to meet a brief provided by the exam board. This brief is given at the start of year 11 and changes every year. At The Kibworth School we teach the Python 3 programming language – the language used by NASA, Google and Youtube among many others.

Pathway through the subject

The Computer Science GCSE consists of three assessments:

- Two written examinations, both 1 hour and 30 minutes in length.
- Each paper is worth 40% of the overall qualification.
- Students complete a Non-examination assessment (NEA), worth 20% of the qualification.

Additional information

Computer Science is not just programming, it is the understanding and appreciation of how a set of components work together to create a solution to a problem or further knowledge and understanding of fundamental issues that surround our daily lives

Qualification Details

Qualification:
GCSE Computer Science

Examination Board:
OCR

Entry Code:
J276

Possible Careers

- Web Development
- Games designer
- Network manager
- Software developer
- App developer



www.ocr.org.uk

"We're entering a new world in which data may be more important than software."
Tim O'Reilly

Dance

Overview

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. In the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Key topics studied

1. Performance.
2. Choreography.
3. Dance appreciation.

Pathway through the subject

The Dance GCSE consists of two assessment components:

Component 1 (Performance and Choreography) – Non-exam assessment (NEA):

- 60% of the overall qualification.
- 80 marks.

Component 2 (Dance appreciation) – Written examination:

- 1 hour and 30 minutes.
- 40% of the overall qualification.
- 80 marks.
- Based on students' own practice in performance and choreography, and the GCSE Dance anthology.

Additional information

Dance helps students develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance.

Head of Department
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Qualification Details

Qualification:
GCSE Dance

Examination Board:
AQA

Entry Code:
8236

Possible Careers

- Dancer
- Teacher
- Theatre
- Choreographer
- Photographer



www.aqa.org.uk

"Dancing with the feet is one thing, but dancing with the heart is another"

Design Technology

Overview

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise.

Key topics studied

- Students will study core technical, designing and making principles. This will include a broad range of design processes, materials techniques and equipment.
- Students will also have the opportunity to study specialist technical principles in greater depth.

Pathway through the subject

Students will be assessed with a written examination of 2 hours, worth 100 marks and 50% of the overall GCSE.

- Section A – Core technical principles (20 marks): A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Head of Department
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- Section B – Specialist technical principles (30 marks): Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks): A mixture of short answer and extended response questions.

Students will complete a non-exam assessment (NEA):

- Approximately 30-35 hours of work.
- 100 marks.
- Worth 50% of the qualification.

Additional information

The ability to work in a team, to solve problems, to research, to analyse, - these are skills for almost every career, and they are skills you will be enhancing during the course.

Qualification Details

Qualification:
GCSE Design and Technology

Examination Board:
AQA

Entry Code:
8552

Possible Careers

- Architect
- Construction
- Engineer
- Product Designer
- Surveyor



www.aqa.org.uk

"Innovation distinguishes between a leader and a follower."
Steve Jobs.

Drama

Overview

The GCSE Drama course emphasises the application of knowledge and skills. Assessment objectives relate to the creation of practical drama, informed by knowledge and understanding of varied texts, scripts, genres, styles and conventions as outlined in the specification content. The course is intellectually, emotionally and physically demanding.

Key topics studied

1. Understanding Drama
2. Devising Drama.
3. Texts in practice.

Pathway through the subject

The Drama GCSE consists of:

One written examination (Understanding Drama), 1 hour and 45 minutes in length.

- The paper is worth 40% of the overall qualification.
- The paper is worth 80 marks (Section A – 4 marks, Section B – 44 marks, Section C – 32 marks).

Head of Department

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Lead teacher

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Devising Drama (Practical).

- Devising log (60 marks).
- Devised performance (20 marks).
- 80 marks in total.
- 40% of GCSE.

Texts in practice (Practical).

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

Additional information

Throughout GCSE Drama students are encouraged to collaborate with others, engaging in stimulating and creative activities with confidence. These fundamental cooperative, collaborative and social skills are useful across all kinds of disciplines, careers and life experiences in general.

Qualification Details

Qualification:

GCSE Drama

Examination Board:

AQA

Entry Code:

8261

Possible Careers

- Actor/Actress
- Dramatherapist
- Theatre
- Productions
- Stage manager



www.aqa.org.uk

“With any part you play, there is a certain amount of yourself in it. There has to be, otherwise it’s just not acting. It’s lying”

Economics

Overview

When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come.

GCSE Economics will provide opportunities for students to talk about today’s economic issues by using up to date and relevant case studies. It will also support the development of communication, critical thinking and analytical skills through the completion of tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

Key topics studied

How markets work:

- Economic foundations.
- Resource allocation.
- How prices are determined.
- Production, costs, revenue and profit.
- Competitive and concentrated markets.
- Market failure.

Additional information

Students will be encouraged to explore the moral, ethical and sustainability issues that underpin all aspects of managing an economy.

Head of Department

L Wilford | lwilford@theibworthschool.org

Pathway through the subject

The Economics GCSE consists of two assessments:

- Two written examinations, both 1 hour and 45 minutes in length.
- Each paper is worth 50% of the overall qualification.
- Each paper is worth 80 marks.
- In each paper section A has 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B has five questions involving a mix of calculations, short and extended responses.

How the economy works:

- Introduction to the national economy.
- Government objectives.
- How the government manages the economy.
- International trade and the global economy.
- The role of money and financial markets.

Qualification Details

Qualification:

GCSE Economics

Examination Board:

AQA

Entry Code:

8163

Possible Careers

- Economist
- Chartered account
- Investment analyst
- Management consultant



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“We make a living by what we get. We make a life by what we give.”

Winston Churchill

Film Studies

Overview

Students who choose to study the WJEC Film Studies qualification experience a powerful medium which inspires a range of responses, from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise.

Students who follow this pathway study how films are constructed. This includes looking at cinematography, lighting and editing. They also study the history of film, including how and when it was created, and by whom. The course also includes in depth studies of key films and concepts.

Key topics studied

Component 1: Key developments in US Film.

Component 2: Global Film – Narrative, Representative and Film Style.

Component 3: Production.

Students currently study the following films in depth:

- Rear Window.
- Witness.
- Juno.
- Spirited Away.
- District 9.
- Attack the Block.

Head of Department

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Pathway through the subject

The Film Studies GCSE consists of three assessments:

- Two written examinations, both 1 hour and 30 minutes in length.
- Each paper is worth 35% of the overall qualification.
- Students complete a Non-examination assessment (NEA), worth 30% of the qualification. This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis.

Additional information

Film is the major art form of the 20th and 21st centuries. Ranging from blockbusting CGI driven action movies, to independent art-house cinema, film attracts a very wide ranging audience for an even wider range of reasons. This is a very academic subject. Whilst the content is film based, the work is analytical and mostly in the form of extended essay.

Qualification Details

Qualification:
GCSE Film Studies

Examination Board:
WJEC

Entry Code:
C670QS

Possible Careers

- Film Animator
- Lighting Technician
- Film Critic
- Screenwriter



www.wjec.co.uk

"You are braver than you believe,
stronger than you seem and
smarter than you think."

A.A. Milne

Food Preparation and Nutrition

Overview

This AQA GCSE Food Preparation and Nutrition qualification 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.

Key topics studied

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Pathway through the subject

Students will be assessed with a written examination of 1 hour and 45 minutes, worth 100 marks and 50% of the overall GCSE. The examination will contain multiple choice questions (20 marks) and five questions with a number of sub questions (80 marks).

Head of Department

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Students will complete two controlled assessments:

- Task 1: Food investigation - Students will be expected to show their understanding of the working characteristics, functional and chemical properties of ingredients.
- Task 2: Food preparation assessment - Student's knowledge, skills and understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Additional information

The new AQA specifications ensures a deeper knowledge and understanding of food and ingredients. Importance is placed on demonstrating a wide range of preparation and creative cooking skills, with a high level of understanding the science behind cooking.

Qualification Details

Qualification:
GCSE Food Preparation and
Nutrition

Examination Board:
AQA

Entry Code:
8585

Possible Careers

- Nutritionist,
- Dietician
- Chef
- Food journalist
- Food critic



www.aqa.org.uk

"Try new recipes, learn from
your mistakes, be fearless and
above all have fun."



Talent
Knowledge
Success

French

Overview

GCSE French offers you the opportunity to develop your language skills in a variety of contexts and to gain a broad understanding of the culture of countries and communities where French is spoken. The course encourages enjoyment of language learning and provides you with the necessary skills to play a positive part in a multi-lingual society.

Key topics studied

The AQA GCSE French pathway is a theme based course, which will include familiar topics and also new ones that will inspire those of you who are interested in the culture of the countries where the language is spoken. The course builds on the four language skills (reading, writing, speaking and listening) you have acquired in Key Stage 3, allowing you to develop your ability to write and speak in French and to understand French when it is written down and spoken. This course will also prepare you for further study of the language if you so wish.

There will be opportunities to work in pairs, groups and individually and to take advantage of interactive ICT resources. A wide range of materials will be used to deliver interesting

and stimulating lessons. You will also have the opportunity to spend time in France discovering its culture and practicing the vocabulary you have learned

- Theme 1 - Identity and culture
- Theme 2 - Local, national, international and global areas of interest.
- Theme 3 - Current and future study and employment

Pathway through the subject

Linear examinations, each worth 25% of the overall grade, will measure how students have achieved the following assessment objectives.

A01: Listening – understand and respond to different types of spoken language.

A02: Speaking – communicate and interact effectively in speech.

A03: Reading – understand and respond to different types of written language.

A04: Writing – communicate in writing.

Additional information

Studying French will not only be useful to you when you travel but will also enable you to develop skills for life.

Head of Department

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Qualification Details

Qualification:
GCSE French

Examination Board:
AQA

Entry Code:
8658

Possible Careers

- Valued by many employers in an ever-increasing global job market and often required by a number of Universities.



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“One language sets you in a corridor for life. Two languages open every door along the way”
Frank Smith

Geography

Overview

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

This AQA qualification allows students to travel the world from their classroom, exploring case studies in the United Kingdom (UK), Higher Income Countries (HICs), Newly Emerging Economies (NEEs) and Lower Income Countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Key topics studied

Living with the physical environment

- Section A: The challenge of natural hazards.
- Section B: The Living World
- Section C: The Physical landscapes in the UK

Challenges in the human environment

- Section A: Urban issues and challenges
- Section B: The changing economic world

Head of Department

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- Section C: The challenge of resource management

Geographical applications

- Section A: Issue evaluation
- Section B: Fieldwork
- Geographical skills

Geographical skills

Pathway through the subject

Assessment will be via three terminal examinations at the end of year 11.

- Paper 1. Living with the physical environment. 1 hour and 30 minutes. 35% of total marks
- Paper 2. Challenges in the human environment. 1 hour and 30 minutes. 35% of total marks
- Paper 3. Geographical applications. 1 Hour and 15 minutes. 30% of total marks.

Additional information

The specification requires that two field studies in “contrasting locations” are carried out. Information regarding these field studies will be shared when confirmed. Questions relating to these will be included in paper 3.

Qualification Details

Qualification:
GCSE Geograph

Examination Board:
AQA

Entry Code:
8035

Possible Careers

- Geologist
- Town Planning
- Business
- Finance
- Environmental Science



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“The Study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together”
Barack Obama



Talent
Knowledge
Success

History

Overview

GCSE History incorporates modern history and thematic units. The course will inspire students to question and understand why the world in which they live, is as it is. Students will study the people and events that helped to shape this country and Europe. GCSE History is studied in a variety of ways, including personal research, debates, videos, and a range of sources, many of them dating from the period of study.

Key topics studied

The qualification consists of two examined papers.

Paper 1 - Understanding the modern world.

- Section A : Germany, 1890-1945: Democracy and dictatorship. This will focus on the problems faced by Weimar Germany, the rise of Hitler and life in Nazi Germany.
- Section B : Conflict and tension 1918-1939. This will focus on the impact of the Treaty of Versailles and the failure of the League of Nations. Students will also focus on Hitler's Foreign Policy and the failure of the policy of appeasement.

Paper 2 - Shaping the nation.

- Section A : Health and the people: c1000 to the present day. This will focus on the changes ideas and methods involved in

medicine in this country. We will also study the impact of key factors, such as religion, war, superstition and chance.

- Section B : Elizabethan England c1568-1603. This will include studying the character and background of Elizabeth, as well as aspects of Elizabethan England, such as theatre, poverty, exploration and fashion.

Pathway through the subject

Students will sit two written examinations. Each paper will be:

- 1 hour and 45 minutes in length.
- 84 marks (including 4 marks for spelling, punctuation and grammar).
- Worth 50% of the overall GCSE grade.
- In two sections. Both Section A and B will consist of four compulsory questions.

Additional information

The skills developed during the GCSE History course are transferable to many A-level courses. You will develop your skills in research, problem solving and communication analytical skills. These skills are highly valued by universities and employers.

Head of Department

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Qualification Details

Qualification:

GCSE History

Examination Board:

AQA

Entry Code:

8145

Possible Careers

- Journalism
- Law
- Teacher
- Management



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"A people without the knowledge of their past history, origin and culture is like a tree without roots."
Marcus Garvey

Information Technologies

Overview

Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as students move through education and into employment. To be able to do this the students will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances.

Key topics studied

- Project planning : PERT, GANTT Project life cycle.
- Identify needs: SWOT, SMART, risk mitigation, planning documentation.
- Use and store data: Data, Knowledge information, Data collection methods, applications.
- Legalities: Types of threat, social engineering, cyber security, preventative measure and the laws which govern data.
- Processing data: Tools used to create professional documents and integrating packages.

Pathway through the subject

There are two units of assessments:

- One written examination, 1 hour and 45 minutes in length. 80 marks.
- Approximately 20 hours of assignment work - 80 marks. The assignment will include a context and set of tasks.

Additional information

IT is not just the use of a computer, it is the understanding how a solution to a problem can be implemented when applying the correct methodologies and technological advancements to secure and maintain integrity of data and therefore businesses practices.

Qualification Details

Qualification:

OCR National

Information Technologies

Examination Board:

OCR

Entry Code:

J808

Possible Careers

- Web Development
- Business management
- Network Manager
- Data Scientist



www.ocr.org.uk

"Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without the talking about the other."
Bill Gates

Head of Department

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Music

Overview

The OCR GCSE Music pathway provides an accessible and creative musical education, integrating the three main components: performing, composing and appraising. Students broaden their musical horizons within five areas of study as they explore musical context, language, performance and composition.

Key topics studied

- The development of pop music from the 1950s.
- Rhythms from around the world.
- The growth of the concerto since the 1700s
- Students will be expected to learn notation, the elements of music and develop their individual instrumental skills.

Music requires learners to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language listed below, and allow learners, where appropriate, to apply these to their own work when performing and composing.

- Musical elements
- Musical contexts
- Musical language
- Perform
- Compose
- Appraise

Head of Department

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Pathway through the subject

- A recording of a performance on your own instrument - 15%
- A recording of a performance within an ensemble - 15%
- A composition based on anything of your choice - 15%
- A composition set by the exam board - 15%
- A listening paper in Year 11 - 40%
- Students have time to develop their own instrumental or vocal skills and are taught how to compose in different styles. The listening paper is in the form of a CD, covering the topics studied during the course.

Additional information

A substantial amount of time during the course is given to independent learning, as students choose their own course content for 60% of their examination. Students therefore need to be enthusiastic, determined and have a desire to develop their interest in music.

Qualification Details

Qualification:
GCSE Music

Examination Board:
OCR

Entry Code:
J536

Possible Careers

- Media Production
- Teaching
- Performing and composing for a variety of Media.



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"Music gives a soul to the universe, wings to the mind, flight to the imagination and life" Plato

Religious Studies

Overview

The AQA Religious Studies qualification covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring students have a diverse choice of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Key topics studied

- Students study beliefs, teachings and practices in two religions, in our case Christianity and Islam.
- Students also study four thematic studies: Relationships and families. Crime and Punishment. Human Rights and Social Justice. Religion Peace and Conflict.

Head of Department

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Pathway through the subject

The Religious Studies GCSE consists of two assessments. Students are examined on the beliefs teachings and practices of two religions. They consider four thematic studies, from religious and non-religious perspectives.

- Two written examinations, both 1 hour and 45 minutes in length. One paper assesses the study of religions: beliefs, teachings and practices. The second paper examines the Thematic studies.
- Each paper is worth 50% of the overall qualification.
- Each paper is worth 96 marks.
- Each paper has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.

Additional information

You don't have to be a religious person or to believe in God, but you should find religious and spiritual matters interesting and want to know more about the role religion plays in the lives of believers.

Qualification Details

Qualification:
GCSE Religious Studies

Examination Board:
AQA

Entry Code:
8062

Possible Careers

- Business
- Education
- Law
- Local and National Government.



www.aqa.org.uk

"If God did not exist, it would be necessary to invent Him." Voltaire

Physical Education

Overview

Studying GCSE Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non-exam assessment component (30%), they will also develop wide-ranging knowledge into the how and why of physical activity and sport through theoretical lessons (70%). The combination of the physical performance and academic challenge provides an exciting opportunity for your students. They can perform, and then through the academic study learn how to improve their performance through application of the theory.

Key topics studied

Component One:

- Physical Factors Affecting Performance - Anatomy and Physiology, Physical Training.

Component Two:

- Social Cultural Issues and Sports Psychology.

Component Three:

- Performance within Physical Education - Practical Sport and Written Analysis.

Pathway through the subject

Students will be assessed on their theoretical knowledge through two examination papers at the end of year 11. Each examination is one hour long and when combined together are worth 60% of the students final grade. Students will be formally assessed (NEAs) in three practical sports which together form 30% of the final grade, and the remaining 10% of the grade comes from a written piece of coursework, where students analyse and evaluate a sporting performance.

Additional information

A substantial amount of time during the course is given to independent learning, as students choose their own course content for 60% of their examination. Students therefore need to be enthusiastic, determined and have a desire to develop their interest in music.

Head of Department

M Stanton | mstanton@thekibworthschool.org

Qualification Details

Qualification:
GCSE Physical Education

Examination Board:
OCR

Entry Code:
J587

Possible Careers

- PE Teacher
- Sports Coach
- Sports Physio
- Sports Nutritionist
- Performance Analysis Coach.



www.ocr.org.uk

"Every accomplishment starts with the decision to try" Michael Jordan

Spanish

Overview

GCSE Spanish offers you the opportunity to develop your language skills in a variety of contexts and to gain a broad understanding of the culture of countries and communities where Spanish is spoken. The course encourages enjoyment of language learning and provides you with the necessary skills to play a positive part in a multi-lingual society.

Key topics studied

The AQA GCSE Spanish pathway is a theme based course, which will include familiar topics and also new ones that will inspire those of you who are interested in the culture of the countries where the language is spoken. The course builds on the four language skills (reading, writing, speaking and listening) you have acquired in Key Stage 3, allowing you to develop your ability to write and speak in Spanish and to understand Spanish when it is written down and spoken. This course will also prepare you for further study of the language if you so wish.

There will be opportunities to work in pairs, groups and individually and to take advantage of interactive ICT resources. A wide range of materials will be used to deliver interesting

and stimulating lessons. You will also have the opportunity to spend time in Spain discovering its culture and practicing the vocabulary you have learned.

- Theme 1 - Identity and culture
- Theme 2 - Local, national, international and global areas of interest.
- Theme 3 - Current and future study and employment

Pathway through the subject

Linear examinations, each worth 25% of the overall grade, will measure how students have achieved the following assessment objectives.

A01: Listening – understand and respond to different types of spoken language.

A02: Speaking – communicate and interact effectively in speech.

A03: Reading – understand and respond to different types of written language.

A04: Writing – communicate in writing.

Additional information

Studying Spanish will not only be useful to you when you travel but will also enable you to develop skills for life.

Qualification Details

Qualification:
GCSE Spanish

Examination Board:
AQA

Entry Code:
8698

Possible Careers

- Valued by many employers in an ever-increasing global job market and often required by a number of Universities.



www.aqa.org.uk

"With languages you are at home anywhere."
Edmund de Waal



Talent
Knowledge
Success



The Kibworth 'Standard'

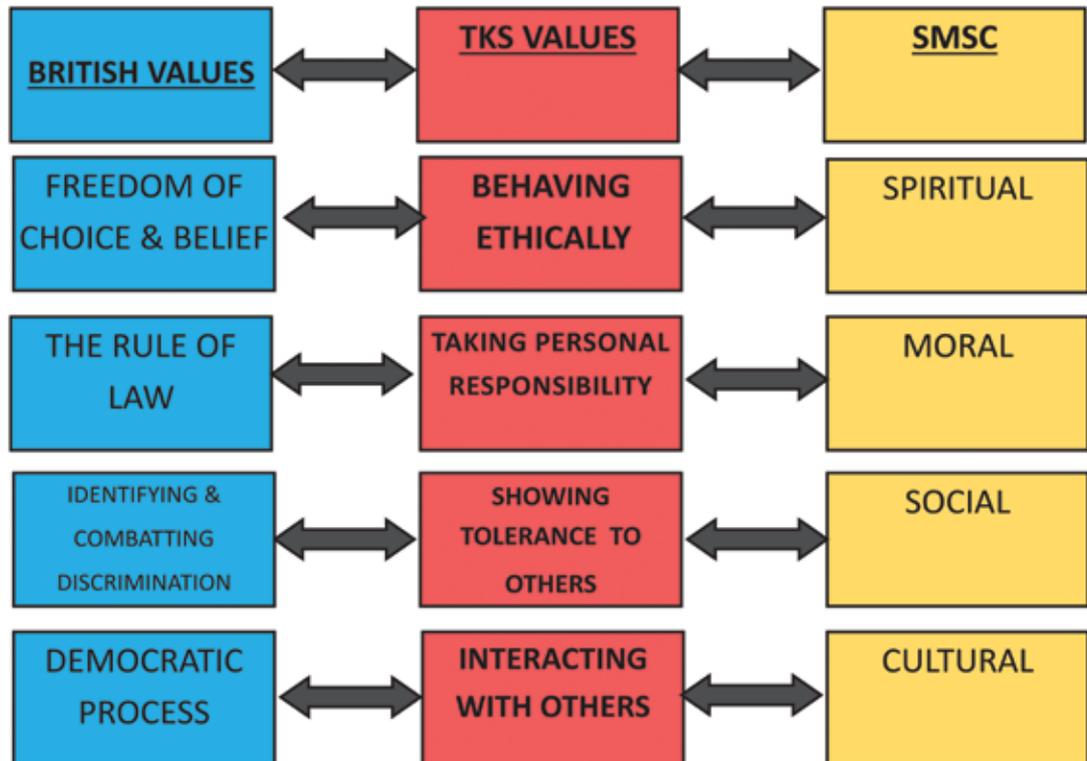
In a school like Kibworth 'Mastery' is the expected standard for all



DEVELOPING	MASTERY	EXPERT
<p>This means that you are on a journey of improvement:</p> <ul style="list-style-type: none"> * have not met threshold, benchmark, or acceptable standards * will have personalised support through coaching * will have mentoring * targets * time limited * regularly reassessed and challenged 	<p>The accepted Kibworth 'standard' and the expectation for all you will be:</p> <ul style="list-style-type: none"> * Successful * Consistent * Capable * Competent * Confident * Resilient * Flexible * Research driven * Supportive of others * A team player * Positive 	<p>The aspirational 'standard' for us all you will be:</p> <ul style="list-style-type: none"> * A record breaker * Research led * Highly analytical * Self improving * Creative * Innovative * Ethically proven * Intelligent interactions * Timely enthusiasm * Intuitiveness



THE KIBWORTH VALUES



Talent
Knowledge
Success