



Achieving Personal Best

Kineton High School & Sixth Form Year 8 GCSE Options 2018 - 2021



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General Information

Student Information

Why are the next few weeks important?

Year 8 Options is an important time as it is your first real opportunity to make choices about the subjects that you study. It is a time when you should start thinking about your future because the choices that you make now could impact on the decisions you can subsequently make for study in the Sixth Form or at College.

If you already know what you want to do then it will be easy to identify the subjects you need to take. If you don't know (and most people don't) then you need to make choices that keep your options open.

Which subjects do I have to study?

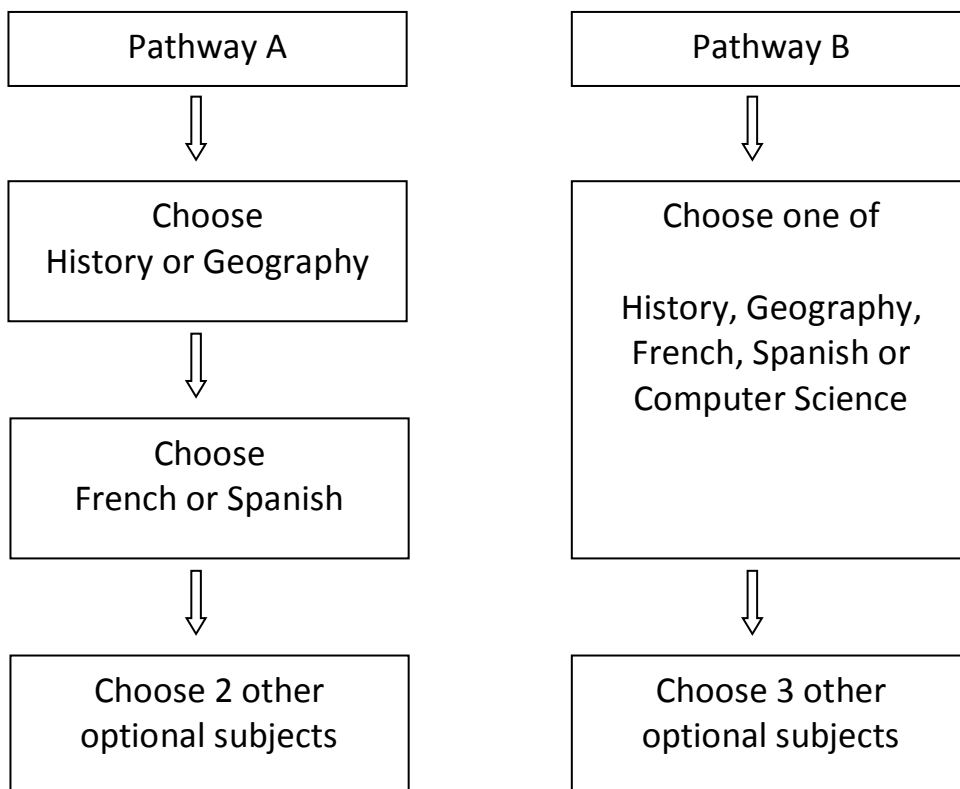
Everyone will study the following subjects in order to provide a good general education.

- English
- Maths
- Combined Science
- Core Physical Education
- Personal, Social and Health Education

What subject choices are there?

In addition to the core subjects students are asked to choose which subjects they would prefer to study.

Students will follow one of two pathways. This is made clear on their option form:



The optional subjects are:

- Art and Design
- Business
- Computer Science
- Design & Technology in Graphics
- Design & Technology in Resistant Materials
- Drama
- Food Preparation and Nutrition
- Geography
- History
- Media
- MFL French
- MFL Spanish
- Music BTEC
- PE
- Religious Studies
- Sport BTEC

At Kineton High School we **strongly** urge students to choose a **balanced** range of subjects to help keep open opportunities for future study and work.

Students are also asked to choose reserve subjects in case they do not get all of their first choices.

How do I make my choices?

We recommend that students:

- Collect information about the GCSE options.
- Start by reading this book.
- Talk to your subject teachers to find out how they think you would cope with the demands of the subject.
- Talk to parents and carers and/or talk to Form Tutors.
- Research jobs you are interested in and the qualifications they need on the internet.
- Think about how you can keep your options open in case you change your mind about future careers and jobs later on.
- Ensure you have a balance of subjects.

What is a GCSE course like?

They all last for three years. Some of the subjects are new and even with subjects studied before, there may be different aspects emphasised, such as research, coursework and discussion or the topics covered will be different.

Some have one final exam at the end of the three years. With others, some of the marks you get for coursework will go towards your final grade.

Will I still get homework?

Yes. You will spend more time on homework and this booklet gives you information about the sort of independent learning students can expect in different subjects.

Is Key Stage 4 just to do with studying subjects?

Absolutely not, students continue to participate in a range of activities designed to enhance their learning and develop their skills and experiences including:

- Field, residential and day trips linked to their curriculum subjects
- Enterprise and work experience activities
- Extra-curricular activities including music, sport and drama
- Helping younger students in a variety of ways
- A range of competitions and awards

Will I get my first choices?

Most students will get the subjects they choose but we ask all students to have reserve choices. We are sometimes unable to timetable particular combinations of subjects or there may be too few students who select a particular subject for it to run. In these circumstances we will talk to you and discuss your reserve choices with you.

When do I have to make a choice?

Forms should be returned to Student Services by 9am on 25th March 2018.

What can I do after Year 11?

The Sixth Form at Kineton High School has a broad variety of courses for a wide range of abilities and interests. Alternatively, students could look for a job with training or they could continue with their studies at college.

All young people now have to stay on in education or training at least part-time (20 hours), until they are 18 years old.

Employability Skills

Further education and the working world are competitive environments. At Kineton High School students can take part in many different activities that will help differentiate them in the future when they are applying for post 16 courses and employment.

During Key Stage 4 we support student opportunities to learn about work, through work and for work. We create a sustainable and meaningful approach to Enterprise Education through subject areas, extra-curricular activities and Enterprise Challenge days.

Lessons in PSHE help students make informed decisions about their future careers. They have the opportunity to participate in computer assisted careers packages. These help to identify interests and match them with to personal qualities, preferences and abilities. A careers adviser also visits school to work with students.

In Year 10 students prepare carefully for their Work Experience which takes place in the summer term. Under the guidance of their tutor and our work experience co-ordinator, students make choices about the type of placement they would like to choose. We find that Work Experience gives every student an introduction to the 'World of Work', develops key skills and the appropriate attitudes needed to be work ready, helps inform future career decisions and develops confidence in a world outside of the normal school and home environments.

In Year 11 students prepare Curriculum Vitae and participate in mock interviews with local business people who kindly volunteer their time to give students experience of an interview situation. All students receive at least one careers interview with a careers advisor.

Further careers information is also available from the LRC, which is open every day during term time and after school on Tuesday, Wednesday and Thursday.

Enrichment Opportunities

Today's colleges, universities and employers seek well-rounded individuals who have explored a range of experiences to develop their skills and character. Taking part in enrichment opportunities not only helps with student learning it also helps strengthen future college and employment applications.

To this end, Kineton High School continues to offer a rich programme of extra-curricular activities for students to participate in. Some are part of their subject studies, others offer the opportunity for subject extension and there are also many opportunities for personal development and advancement.

All of our students are encouraged to take part in a range of opportunities that will help build knowledge and skills and that will provide valuable lessons for life.

Some of the opportunities on offer include:

- Subject competitions and challenges – such as UK Mathematics Intermediate Challenge, Business Mosaic Enterprise Challenge, public speaking competitions.
- Geography and History field trips - in the past these have included visits to Weston, Oxford, Berlin and the Battlefields of North France.
- Language immersion trips - to places such as Granada and St Omer.
- Drama trips to London to see performances such as The Women in Black.
- Visits to National Museums and Galleries such as the British Museum, Ashmolean, Compton Verney to support art studies.
- Science trips to support the curriculum.
- Music – performances, concerts, groups, individual lessons.
- Sports – continuing with the full programme of training, fixtures and competitions in a wide range of sports plus our ever popular inter House competitions. Sports development trips such as the Football and Hockey Tour to Holland. Sports Leaders Award.
- Other extra-curricular qualifications such as the Student Librarian Awards.
- School drama productions.
- The Duke of Edinburgh Award Scheme, Bronze, Silver and Gold.
- Ski Trip.
- An active KHS branch of Amnesty International (Year 11 up).
- National Citizenship Service– The Challenge Programme.

Parents' Information

General Information

In the first two years of secondary school all students have followed the same programme of study. As they move into Key Stage 4 students now have the opportunity to make choices about the subjects and types of courses they wish to study in Years 9, 10 and 11. This booklet will help parents offer support and guidance to their son or daughter as they make decisions about the next important stage in their education.

Contained within this booklet is information about the compulsory, optional and the non-exam subjects at Key Stage 4 (Years 9/10/11).

The information for each subject is grouped under the following headings:

- Overview
- Course description
- Assessment methods
- Independent learning
- How families can help

In the last few years there have been a number of changes made to GCSE courses and assessment including the subject matter being studied, the types of assessment and the new numerical grading system.

Subject Choices

We strongly recommend that students study a balanced range of subjects and the pathways we offer support students in making this choice. Please do encourage your son or daughter to take advantage of opportunities for students to seek guidance and advice to help them make the choices that are right for them.

Support at Home

In the next few years, your son or daughter will need your help and encouragement just as much as ever. We know that students achieve their best if teachers, parents and the students themselves all work together. Good study habits are encouraged in school. Parents can back these up at home by making sure that your son or daughter has the time, space and the necessary peace and quiet in which to produce high quality work.

Learning Support

All students, including those with special educational needs, are entitled to have access to the National Curriculum. The curriculum which is taught in Years 9, 10 and 11, as in Years 7 and 8, should meet the full range of students' abilities and needs. We will discuss suitable choices and provision with students and parents to meet individual needs.

Most students' special learning needs can be met and supported by the subject teachers, with advice from the Learning Support Team. In exceptional cases it may be necessary to give individual support in lessons or to focus on small groups where a member of the team may concentrate on literacy or numeracy skills. Students in need of this type of support are normally referred by subject teachers if their needs have not already been identified.

Parents wishing to discuss the needs of their children should contact Mrs. E Bennett.

Learning Resource Centre

The LRC provides professional staff and a wide range of resources to complement and enhance student studies.

Our LRC provides more than just books, computers and other technology. It also provides a gateway to learning. Our library offers all students a place to think, learn and grow. There is space for silent study and dedicated computers that can be used to access the internet and the latest information resources.

The LRC also has a Careers Library, to help students with choices for work or further education. University and College Prospectuses are available.

Opening hours: 8.15 a.m. – 2.45 p.m. Monday to Friday
After School: 2.45 p.m. – 3.45 p.m. Tuesday, Wednesday and Thursday

The Library Staff are always on hand to offer advice, help and information.

For more information see Mrs Johnson.

Core Subject Information

Combined Science

English Language

English Literature

Mathematics

PSHE

PE Core

Combined Science

EXAM BOARD: AQA

Overview

The content of the Science course for Years 9, 10 and 11 is controlled by the National Curriculum. It covers the three main sciences, Biology, Chemistry and Physics, and develops practical skills. In Years 7 to 8 Science is taught in topics by one or two teachers. In Years 9-11 Science is taught as separate sciences by staff who specialise in that area.

We live in an increasingly scientific world. The National Curriculum recognises the importance of science in schools by including a compulsory study of all three sciences up to the age of sixteen. At KHS the combined approach means GCSE students will achieve at least TWO GCSEs in Science with some students completing the triple science qualification. This will keep career choices open, as well as providing you with a good basis for further scientific study.

Course Description

In Years 9-11 the majority of students will study Combined Science. This is 2 GCSE's that are linear. Linear means that students will sit all their examinations at the end of Year 11. There is no coursework involved in the course but there are 16 required practicals that the students must complete, and these could be tested on in the examinations.

Subject content

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure

At the end of Year 9, the highest achieving students will be selected by us to complete Triple Science which is 3 GCSE's in Biology, Chemistry and Physics. Again there is no coursework but 24 required practicals, 8 for each subject and students will be allocated more Science lessons over a fortnight to allow for the more demanding content

Parents or students wishing to find out more are welcome to talk to Mrs Stephens, Curriculum Leader Science, or any member of the science department.

Assessment Methods

Students will sit a number of mock examinations throughout the course, which will be analysed and reported on. There will also be in class assessments after each topic.

At the end of the course for Combined Science and Triple Science there are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Independent Learning

In Year 9, students will be issued with a CGP Maths skills for Science workbook. Homework is set for the year in a schedule and teachers will check the completion of it on a fortnightly basis.

In Year 10 students will be issued with a workbook for each Science. They can purchase these to write in, or they are issued from the library to be returned at the end of Year 11. Homework is set for the year in a homework schedule and teachers will check the completion on a fortnightly basis.

How Families Can Help:

Families can help students gain a wider understanding of science by visiting science museums and technology exhibitions. The television also provides support and students should be encouraged to watch and discuss science programmes.

All Year 10 and Year 11 students are expected to purchase AQA Science revision guides available directly from the library.

Parents can assist students with their workbook homework and ensure the timetable is clearly visible for the students at home.

Post 16

It is hoped that you will continue your science education into the Sixth Form at Kineton, and then on to Higher Education. The sciences in the Sixth Form are very popular and the examination results in recent years have been good. Even at this early stage it is worth both students and parents looking at possible careers and the qualifications needed. Science staff, and in particular Mrs Stephens, Mrs Hancock or Mr Richardson are always willing to discuss such courses with interested parents, and yourself.

Quotes from Students

Why do you think it is important to study science?

- So you can understand more about the world and why things happen
- So you don't get into the habit of just accepting things, develops your enquiry skills
- Training you for future jobs

What have you enjoyed about studying science?

- Practical work
- Understanding of why and how things in the world around us happen

For more information please contact Mrs Stephens.

English Language

EXAM BOARD: AQA

Overview

You will develop your ability to read, understand and respond to a range of fiction and non-fiction writing, and develop new methods to improve your reading skills.

You will be taught to construct and convey what you wish to write using correct grammar and standard English.

You will develop your understanding of the spoken word and acquire the ability to express yourself effectively in a variety of speaking and listening situations.

Course Description

Your programme of study is separated into three main areas: Reading, Writing and Spoken Language (previously referred to as Speaking and Listening).

You will have opportunities to tell of personal experience, views and feelings, share and exchange ideas, use language to inform and explain, plan and take part in presentations, and vary your communication to suit a wide range of situations. You will read a number of fiction and non-fiction works from the 19th, 20th and 21st Centuries.

You will be given the opportunity to appreciate and evaluate the books and articles you study and you will be encouraged to discuss and comment in writing on a range of media texts including newspaper and magazine articles.

You will produce written texts which meet the demands of specific audiences and purposes and you will experiment with ways of editing and revising your own writing. Your writing will become more varied in form, topic, purpose and audience.

Assessment Methods

100% written examination (two examinations - unseen material)

Spoken language will also be assessed through a presentation. This will not contribute towards the grade awarded.

Independent Learning

Independent Learning assignments will be varied and will include a pre-set schedule of activities designed to develop examination skills. Independent Learning tasks will embrace some or all of the following: reading; writing in a variety of forms, including articles, descriptive and imaginative pieces; researching; writing notes; written tasks based on study of texts.

How Families Can Help

You may wish to help your son or daughter in their studies in English.

Areas where she/he will benefit from your interest and help include:

- by encouraging and sharing in your child's reading - with the demands of the specification it is important that students are reading widely. Reading should include pre-20th century texts.
- by taking an interest in homework assignments and encouraging your son or daughter to take a pride in written work.
- by encouraging your son or daughter to take a lively interest in our language, in order to become an effective and thoughtful speaker and listener.
- By purchasing appropriate revision guides

Post 16

A-Level options in English Literature and English Language, careers and/or degrees in areas such as law, business, media – but English is essential for anything you may want to do Post 16.

For more information please contact Mrs Harris.

English Literature

EXAM BOARD: AQA

Overview

- You will be given the chance to explore your literary interests and you will be helped to develop your ability to read efficiently and effectively.
- You will come to understand and respond to many types of fiction text - prose, poetry and drama - and to appreciate the ways in which writers achieve their effects.
- You will learn to place your reading into a personal and social context which will make the texts more alive and relevant to you.
- You will be helped to convey your personal response to the texts you read through speaking and writing successfully about them.

Course Description

- You will study a range of prose, poetry and plays, including Shakespeare.
- You will have the opportunity to compare set texts, and study individual works in depth.
- You will acquire some appreciation of those social and historical influences which have combined to produce a particular novel, play or poem.
- You will be helped to make mature responses to literature and interpret what you have read.

Assessment Methods

100% Written examination (two examinations – both closed book)

Independent Learning

Assignments will be of two kinds. You will be given prose, drama and poetry texts to read, study and revise or you will be asked to write informed responses to the texts or extracts. This written work may be either critical or imaginative, and will enable you to show your understanding and response to the texts you read.

How Families Can Help:

It will certainly benefit your son or daughter's progress in Literature if you read the texts with him/her and discuss the issues raised by such readings. Study guides are also useful if you can purchase them for set texts. It may also be useful to watch live/recorded performances or film adaptations of set texts where appropriate.

Post 16

A-Level options in English Literature and English Language, careers and/or degrees in areas such as law, business, media – but English is essential for anything you may want to do Post 16.

For more information please contact Mrs Harris.

Mathematics

EXAM BOARD: EDEXCEL

Course Description

This is a core course followed by all students in KS4 and one that has changed dramatically for those taking exams from 2017. The GCSE will be graded from 1-9 with 9 being the highest grade. There are two tiers of entry; Foundation and Higher. The Foundation exam covers grades 1 to 5. The Higher exam covers grades 4 to 9 but is primarily aimed at grade 6 students and above. The decision on which tier to enter is finalised in Year 11.

The course covers the six main strands of:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

In addition there is:

- A broader, deeper mathematical content.
- Additional requirements to provide clear mathematical arguments.
- A greater focus on problem-solving.

Assessment Methods

As well as internal assessment to track progress, students will be externally examined on their calculator and non-calculator skills in three separate examinations at the end of Year 11. The examinations consist of one 90 minute non-calculator paper followed by two 90 minute calculator papers. Each paper is worth a third of the overall grade and must be sat at the end of Year 11.

Students will be formally assessed within school throughout Years 9, 10 and 11 and will be given indicative grades for their achievement at each point in their course.

Independent Learning

Homework is set weekly and consists of a mixture of computer based activities, written tasks, research or project based work and revision exercises.

How Families Can Help

Families can help by encouraging students to:

- Complete homework as soon as it has been set.
- Bring a scientific calculator to every lesson (students find CASIO calculators easier to work with than other models, they are available from the Learning Resource Centre (LRC).
- Use a revision guide and exam workbooks. These are available from the LRC and are specific to the syllabus.
- Attend after-school sessions on Tuesdays, Wednesdays or Thursdays for help if they are finding a topic tricky.
- Use revision websites such as KESH maths, mymaths and Corbett Maths.
- Complete 5-a-day questions from Corbett Maths
- Check the maths department website for news at kinetonmathsdepartment.weebly.com

Post 16

It is expected that students achieving a grades 6 to 9 or above at GCSE can consider taking their study of mathematics further by opting for A level Mathematics. For those achieving grades 7 to 9 an additional option is to also select Further Mathematics.

For more information please contact Mr Richmond.

PSHE

NON EXAM

PSHE stands for Personal, Social, Health and Economic Education

Overview

- Encourage personal decision making skills to make informed decisions.
- Help you understand your personal strengths, qualities and abilities.
- Develop your confidence to express your ideas and opinions.
- Develop your ability to work with other people and understand points of view.
- Encourage you to take responsibility for your actions.

Knowledge and skills are developed through:

- Individual and group work
- Research
- Use of ICT
- Visiting speakers
- Role play
- Debates

Course Description

Students have fortnightly lessons in PSHE which rotate through different topic areas, covering aspects of a planned curriculum from Year 7 through to Year 11.

Our PSHE programme includes topics within key areas:

Achieving Economic Well-Being (AEWB)

This topic looks at various issues that impact on students' futures such as money matters, options choices and careers advice.

Help is available from your Form Tutor, Careers Advisers and the Careers notice-board. Furthermore, you may choose to research careers using the website: <https://nationalcareersservice.direct.gov.uk>

Relationship and Sex Education (RSE)

Sex and Relationship Education includes Relationships, Contraception, Sexually Transmitted Infections, including HIV and Aids. The benefits of a stable marriage and family life and the responsibilities of parenthood are also included. Further information can be obtained from these websites:

www.bbc.co.uk/health and www.warwickshire.gov.uk

Drugs and Substance Awareness

Students will also be taught about the health risks of alcohol, tobacco and other drug use, different food choices and sunbathing. Further information can be obtained from these websites:

www.bbc.co.uk/health and www.warwickshire.gov.uk

Citizenship

Aspects of the citizenship, including Taxation, Public Services, the Consumer Society and the Electoral System. Reading a newspaper or news pages on the Internet will help students' understanding.

Assessment Methods

Students will be encouraged to review their progress, to assess their skills and qualities and to record their achievements. Both staff and peer assessment will take place throughout the year.

How Families Can Help:

- Encourage your son or daughter to take an active interest in current affairs.
- Talk to them about what they are doing in PSHE.
- Encourage them to take responsibility for their learning and managing their own time.

For more information please contact Miss Bigham.

Physical Education Core

All students continue with PE in Key Stage 4. Through PE, the department aims to:

- Encourage pupils to become independent life-long learners.
- Develop pupils' ability to enjoy and participate in regular physical activity.
- Encourage all pupils to develop skills, techniques and tactical awareness in a broad range of activities.
- Provide all pupils regardless of age, gender and ability the opportunity to participate in a wide range of activities during curriculum time.
- Develop team spirit through competitive situations.
- Encourage participation in extracurricular activities by providing students with a contrasting range of opportunities.
- Enhance students' moral development in the promotion of fair play, tolerance, co-operation and understanding others' strengths and weaknesses.
- Promote maximum levels of physical participation, regardless of ability.

Through KS4 students will study a wide range of sports and continue to develop their knowledge and understanding of Healthy Active Lifestyles.

For more information please contact Mr Mitchell, Mrs Green, Mr Grant or Mr Daly.

Optional Subjects

Student Pathways

Art and Design

Business

Computer Science

Design Technology

- Graphics

- Resistant Materials

Drama

Food Preparation and Nutrition

Geography

History

Media

Modern Foreign Languages

- French

- Spanish

Music BTEC

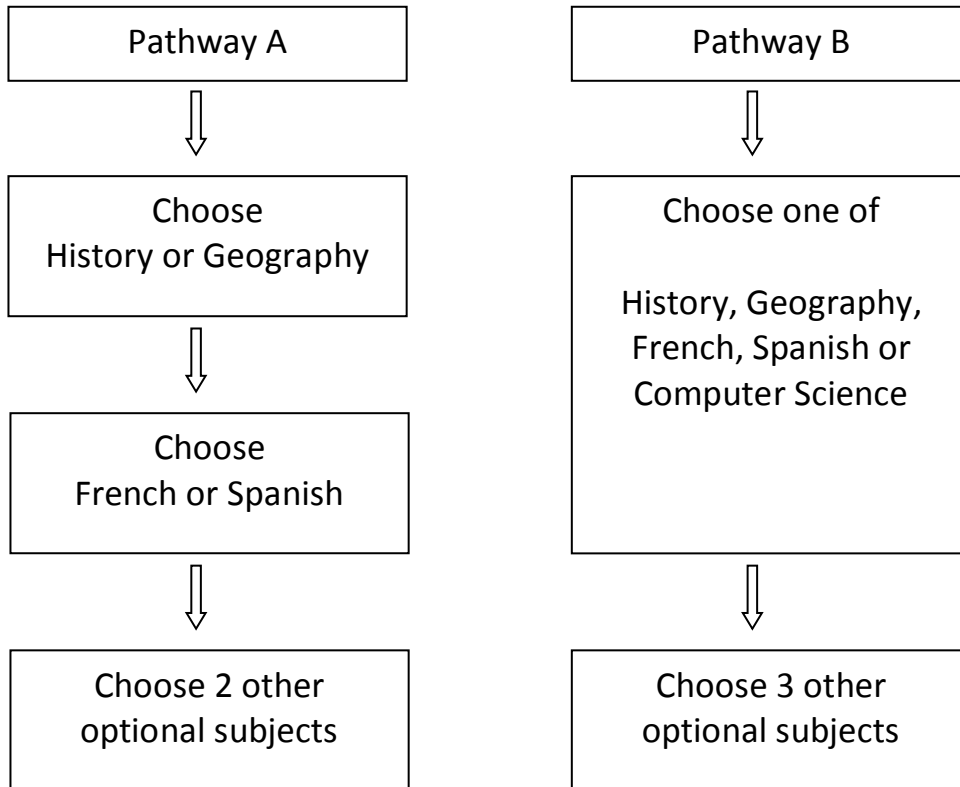
PE

Religious Studies

Sport BTEC

Student Pathways

Students will follow one of two pathways. This is made clear on their option form:



Art and Design

EXAM BOARD: EDEXCEL - Art and Design (Fine Art) Three Year Course

Overview

GCSE Art and Design will give you an opportunity for creative thinking which will not only support your other subjects but also give you the skills to think creatively and adventurously in whatever career you aim for. Art and Design will develop the use of your powers of observation, imagination, practical skills and personal expression. In addition, it is hoped that the course will be an exciting and rewarding experience for you which will result in increased self-confidence and independence. The aim of the course is to generate enthusiasm and interest and to encourage you to experiment with ideas, techniques and media. It will give you the opportunity to communicate and express your ideas, feelings and interests.

Course Description

During this three year practical course you will begin with a `Foundation Still Life Project` to develop your observational drawing skills and practice using a variety of different techniques and media.

You will then explore three possible `Thematic` areas such as Cultural Decoration and Pattern, Flora and Fauna, Self Identity, and possibly Barriers, gradually becoming more independent. Preparation would include observation work, research, development of imaginative ideas, and exploration of a variety of media both 2D and 3D. Inspiration and analysis of the work of other artists is a very important element of the course.

These projects would each culminate in a large scale final piece, using media of your own choice.

Assessment Methods

This course comprises **60% coursework**, consisting of a personal portfolio of four completed units of work, as explained above.

The final practical examination comprises 40% of the overall mark and is the culmination of the course. It is an independent project, on a theme set by the exam Board, which consists of ten school weeks spent on preparation work and a ten hour controlled assessment on a final painting.

Independent Learning

These tasks will be set every week and could involve drawing, researching, taking photographs, planning and gathering information in a sketchbook, on a given project, which will then be developed further in lessons.

How Families Can Help

- By taking visiting art galleries, museums and places of interest.
- By encouraging them to be involved in practical activities at home.
- By helping them to use the local libraries and ICT for their research work.
- Encouraging use of photography as a resource to extend their work.
- It would be very beneficial for students to have an A2 plastic folder, pencils, paints and pastels. A GCSE set can be bought from school for approximately £15.00.

Quotes from Students

- I chose to do GCSE Art and Design because I really enjoyed projects I had done in previous years and felt it would be enjoyable and an opportunity to work independently.
- In later life I want a creative job and felt that Art GCSE would support me.
- I chose to do Art because I enjoy using lots of different art materials to develop my ideas and I like seeing my skills develop.

For more information please contact Ms Evans, Mr Stather or Miss Purnell.

Business

EXAM BOARD: Edexcel

Overview

GCSE Business is a broad-based qualification providing a comprehensive overview of the business world. We develop knowledge and understanding through the use of contemporary business issues in local, national and global contexts. Students will also have the chance to investigate real-world business opportunities.

The course requires students to develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business ability. They will learn to draw on evidence to make informed business decisions and solve business problems.

The course also requires students to develop and apply numeracy skills relevant to business, including the use and interpretation of data.

Course Description

GCSE Business comprises of two themes:

Theme 1: Investigating small business	Theme 2: Building a business
<ul style="list-style-type: none">• Enterprise and entrepreneurship• Spotting a business opportunity• Putting a business idea into practice• Making the business effective• Understanding external influences on business	<ul style="list-style-type: none">• Growing the business• Making marketing decisions• Making operational decisions• Making financial decisions• Making human resource decisions

Assessment Methods

Assessment consists of two written examinations, each contributing 50% to the final grade.

Independent Learning

Homework will be set each week and may involve:

- Investigation and research of real-world business situations
- Learning business terms
- Rehearsing examination technique for a range of different questions
- Essays
- Revision for tests

How Families Can Help

- By discussing, and monitoring the work that is being done in lessons and for homework and ensuring that targets and deadlines are being met.
- By supporting the research work that students will need to undertake by providing suitable resources.
- By proofreading students' homework to ensure that it is of a suitable standard.

Post 16

At Key Stage 5 we offer two qualifications in Business: A-Level Business and Applied Business. Many of our students go on to study Business in Higher Education and all of our students would agree that a business course is relevant to any career path that you wish to follow. GCSE Business is an ideal entry into this field.

Quotes From Students

'Business is fun. We learn stuff about everyday life.'

'I really like learning about what's going on in the real world. The things I learn in class help me understand new stories that confused me before.'

'Business is really different to every other subject I took!'

For more information, please contact Mr Keevill or Mrs Darker-Larkings.

Computer Science

EXAM BOARD: OCR

Overview

This carefully planned course gives students a real, in-depth understanding of how computer technology works. The qualification builds on the knowledge, understanding and skills established through the Computing elements of their KS3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage students and get them thinking about real world application.

It offers an insight into what goes on 'behind the scenes', including computer programming. It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life

- Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone
- Computer Science contributes towards the English Baccalaureate.

Entry Requirements

Students must be working at grade 4+ or higher in Maths to choose this course.

Course Description

The course consists of three mandatory units.

Unit 1 - Computer systems. (Exam 40%)

This unit covers systems architecture, memory and storage, wired and wireless networks, network topologies, protocols and layers, system security, system software and ethical, legal, cultural and environmental concerns. This unit is assessed by a written paper, which has a mixture of short and long answer questions.

Unit 2 – Computational thinking, algorithms and programming. (Exam 40%)

This unit covers algorithms, programming techniques and producing robust programs, computational logic, translators and facilities of languages and how data is represented.

Unit 3 - Programming project. (Controlled assessment 20%)

Students will need to:

Understand standard programming techniques and be able to design a coded solution to a

- Develop suitable algorithms
- Design suitable input and output formats
- Identify suitable variables and structures
- Identify test procedures.

They will also create a coded solution with full annotations to explain its function and fully test their solution:

- To show functionality
- To show how it matches the design criteria
- Identifying successes and any limitations.

Students create solutions to computing tasks chosen from a set of options supplied by OCR (controlled assessment).

Assessment Methods

Students will be required to sit 2 written examination. This will make up a total of 80% of their final grade. The remaining 20% will be assessed under controlled classroom conditions.

Independent Learning

Homework will be set each week and may involve research, analysis of business case studies or practical 'hands on' software tasks.

How Families Can Help

- By discussing and monitoring the work that is being done in lessons and for homework and ensuring that targets and deadlines are being met.
- By supporting the research work that students will need to undertake by providing suitable resources.

Post 16

At Key Stage 5 we offer the Cambridge National Level 3 in ICT which develops the practical and technical skills that are in demand by employers. This Level 3 course is a creative and enjoyable experience which covers many aspects of ICT in the workplace.

Quotes From Students:

'I really didn't think that there was that much going on in a computer.'

'This is amazing! How something as small as a processor can do so much and so quickly!'

'I've started to explore some other operating systems and with the help of my teacher I can now build and program a computer of my own'.

For further information please contact Mr Keevill or Mr Wicks

Design & Technology

A single specification which covers all aspects of Design and Technology with students choosing a specialism in either Graphics or Resistant Materials

EXAM BOARD: To Be Confirmed

Overview

Many of the products we use in our everyday lives have been designed by someone - from houses, furniture and clothes, to personal stereos and toothbrushes. We seldom stop to think how they were made, or how they came to look as they do. Yet, design is by no means reserved for professional designers. We are all involved in designing to some extent probably more than we realise.

As consumers we face the challenge of coping with an increasingly sophisticated world. We need to become 'design aware', so we are better equipped to make sensible decisions about our purchases.

This syllabus will:

- require you to combine designing and making skills with knowledge and understanding, in order to design and make quality products;
- encourage you to consider the effects and implications of technology;
- give you the opportunity to develop your practical abilities and the confidence to design, make and modify products and systems;
- encourage you to develop your critical and aesthetic abilities, in order to evaluate design and technological activity - including your own;
- require you to develop your knowledge and understanding of the subject through analysing and evaluating products and processes;
- to develop your awareness of industrial practices from New Product Development to Manufacture.

Course Description:

This new course assesses your subject knowledge and designing and making skills. You will develop a core knowledge covering a range of material areas as well as developing your chosen specialism.

You will spend Years 9 and 10 developing your knowledge and understanding of the subject content and your designing and making skills.

During Year 11 you will continue to develop your subject knowledge and complete your Non Examined Assessment (NEA). This will be a Design and Make task chosen from a range of contextual challenges set by the exam board. The NEA is to be completed during school time. Structured revision will also occur during Year 11.

You can choose **one** from the following material areas as your subject specialism:

- Graphics
- Resistant Materials

Assessment Methods:

GCSE (Level 9 -1)

- Written Exam.
 - 50% of total grade
 - 2 hour paper
 - Section A - Core technical principles (20 marks)
 - Section B – Specialist technical principles (30 Marks)
 - Section C – Designing and making principles (50 Marks)
- Non Examined Assessment (NEA)
 - 50% of total grade
 - Approximately 30 - 35 hours
 - Design and Make Activity from a range of contextual challenges set by the Exam Board
 - To be completed in school.

Independent Learning:

This is very important and set each week. It may involve research, planning, gathering materials, preparing presentations or writing evaluations.

Equipment:

You will require: ruler, pen, pencils, coloured pencils, glue stick, calculator and a design folio

How Can Families Help

- By checking the student's journal each week.
- By regularly discussing with students the work being done in Design and Technology.
- By encouraging students to consider how technology has affected their lifestyle.
- By supporting research work, and ensuring all necessary resources are available.
- On occasion you may be asked to make small donations towards materials used, or provide some of their own materials.

For more information please contact Ms Jordan, Miss Bigham and Mr Lewis

Drama

EXAM BOARD: OCR

Overview

- *To develop a range of theatrical skills and apply them to create performances.*
- *To apply knowledge and understanding of Drama when making, performing and responding to Drama.*
- *To encourage an enjoyment and appreciation of Drama and develop the necessary disciplines to be successful within the industry.*

Why should I choose GCSE Drama and what does it involve?

Drama teaches students many skills, we focus on communication: how we can communicate our ideas, feelings, thoughts and points of view to others using various methods – skills that are transferable to a wide range of careers and vocations. Drama is engaging and rewarding and teaches students a sense of discipline and commitment that feeds into their future aspirations and successes. Drama is a passion for many students and at GCSE we foster and feed this passion to help students develop into confident, articulate and successful young people.

Course Description

The GCSE Drama course is varied and engaging; throughout the two years you will explore and stage play texts, learn to devise and make your own theatre from stimulus and develop skills in analysing live theatre.

You will be trained in a variety of specialist areas and styles including naturalism, surrealism and physical theatre. You will devise and make your own Drama and perform this to an invited audience and produce a supporting portfolio of evidence. You will explore exciting play texts and perform a showcase to a visiting examiner and invited audience based on two extracts from the play. In addition you will be taught how to effectively explore character and setting and be able to analyse and evaluate this effectively within your written work. Finally – you will be taken to the theatre to watch exciting and unique live performances to prepare for your live theatre evaluation.

The course is challenging with a mixture of practical and written elements but it is also exciting, rewarding and varied.

Assessment Methods

Paper Title	Percentage	Form of Assessment	Type of Assessment
<i>Devising Drama Exploration 1</i>	30%	<i>Learners will research and explore a stimulus, work collaboratively and create their own devised drama with an accompanying portfolio of evidence.</i>	<i>Internal Examination</i>
<i>Presenting & Performing Texts</i>	30%	<i>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.</i>	<i>External Examination</i>
<i>Drama performance & response</i>	40%	<i>Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama, they will answer questions based on this text in the exam. Learners will analyse and evaluate a live theatre performance that they will see as a class within the exam.</i>	<i>Written Exam</i>

Independent Learning

Homework is set on a weekly basis and involves devising scenes, learning lines and completing coursework. Help is given to students who find written work difficult.

Expectations

It will be necessary and is expected that students attend regular after school rehearsals and some weekend rehearsals for their final performance examination.

Post 16

BTEC NQF Level 3 Extended Certificate in Performing Arts

Quotes from current Year 11 GCSE Drama students:

'GCSE Drama has helped to develop my confidence and ability to work with lots of different people'

'Every Drama lesson is different, engaging and exciting. Definitely my best option choice!'

'Drama has helped me to develop social skills and being able to approach people confidently, something that will help me when it comes to interviews and jobs in the future'

'GCSE Drama has taught me how to just 'go for it', it has helped me develop my self-confidence and belief that I can do it!'

For more information please contact Miss Loveridge.

How Can Families Help

- Help students learn lines
- Support attendance of after school/weekend rehearsals
- Promote a passion of experiencing live theatre and television drama of an intense / sensitive nature
- Support students with written coursework/deadlines

Food Preparation and Nutrition

EXAM BOARD: AQA

Overview

This new GCSE Food Preparation and Nutrition is an exciting and creative course that focusses on practical cooking skills and a thorough understanding of nutrition, food provenance and working characteristics of food materials (food science).

Food preparation skills are divided into 6 core topics

- Food preparation skills
- Food nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

A great deal of the learning will be underpinned with practical work. It is essential therefore that if you opt for this subject, that you are committed to bringing ingredients into school on a regular basis.

Course Description

The course is divided into the five key heading listed above, and each of these is divided into many subsections, some of which are listed here:

- Food preparations skills- knife skills, using equipment, prepare and combine, dough, raising agents fruit and vegetables, using the cooker etc
- Food nutrition and health – macronutrients, micronutrients, minerals, water, needs and health, energy, nutritional analysis, diet
- Food science – cooking foods and heat transfer, cooking methods, functional and chemical properties of food
- Food safety – food spoilage and contamination, principles of food safety,
- Food choice- factors affecting food choice, British and international cuisine, sensory evaluation, food labelling and marketing
- Food provenance – environmental and sustainability issues with food, food processing and production

Assessment Methods

There are 3 assessed components, there is one exam and 2 non exam assessed pieces of work (controlled assignments).

Exam Assessment 50% of total mark	Non-exam Assessment 50% of total mark
Single examination paper	Two tasks
Section A (20 marks) multiple choice	1. Food Investigation 15% 10 hours
Section B (80 marks) questions of varying style and approach	2. Food preparation assessment (35%) 20 hours including a 3 hour practical assessment.

Independent Learning

The emphasis is very much on independent learning and becoming an independent cook. The non-examined assessments are independent tasks. Homework will be set every week, and students will also have to prepare and gather ingredients at home, as well as prepare recipe/time plans.

Equipment

Students will need to provide a folder, and of course they will be required to bring ingredients in on specific days of planned practical lessons.

How Can Families Help

By supporting students with acquiring the required ingredients necessary containers/cooking dishes for lessons. These will be given with usually a weeks' notice, and will be written in students' journals. Parents should look at journals weekly.

Students should be encouraged to cook at home whenever possible, or join in with preparation of family meals.

Post 16

A range of Food courses are available at college and university, from Catering to Nutrition courses.

For more information please contact Ms Jordan

Geography

GCSE EXAM BOARD: WJEC Geography A

Overview

Geography is the study of the Earth, its inhabitants and the relationships between them. It enables students to make sense of their surroundings and the wider world.

We want you:

- To enjoy learning about our dynamic world.
- To understand how the natural environment is formed and changed.
- To develop useful skills and approaches to study.
- To build up a knowledge of people and places.
- To develop awareness of people and environments.

Course Description

The WJEC Geography A syllabus is made up of three components taught in Years 9, 10 and 11.

Component 1: Changing Physical and Human Landscapes

This component forms 35% of the GCSE and is assessed through two structured data response questions including 'landscapes and physical processes' and 'rural to urban links' as well as one structured question from either 'tectonic landscapes and hazards' or 'coastal hazards and their management'. This component is assessed through a 1 hour and 30 minute written exam.

Component 2: Environmental and Development Issues

This component also forms 35% of the GCSE and is assessed through two structured data response questions including 'weather, climate and ecosystems' and 'development and resource issues' as well as one structured question from either 'social development issues' or 'environmental challenges'. This component is assessed through a 1 hour and 30 minute written exam.

Component 3: Applied Fieldwork enquiry

This component forms 30% of the GCSE and is assessed in three parts; approaches to fieldwork methodology, how fieldwork investigates Geography and the ability to make and justify a decision. This component is assessed through a 1 hour and 30 minute written exam.

Fieldwork

As part of the GCSE and in preparation for component 3 students will be required to take part on two days of fieldwork, one in Year 10 and the other in Year 11. Both the Physical Geography and Human Geography fieldwork will be based at the Field Studies Centre in Worcestershire. These field trips are compulsory and will involve a cost.

Independent Learning

Homework will be set weekly and will involve reading, writing, collecting data, and practice examination questions. The activities are planned to help you with all aspects of the course.

How Families Can Help

Parents/Carers can provide valuable support by:

- Encouraging an interest in world affairs through the media.
- Checking that homework requirements are met.
- Encouraging the use of 'out of school' resources.
- Helping to develop an awareness of surroundings.
- Encourage watching 'geographical' related programmes.

Post 16

Geography can be studied at A Level at Kineton High School. Then it can be studied to degree level at university on courses such as Geography, BA or BSc, Environmental Sciences, Earth Sciences or Geology.

Quotes from Students

'Planet Earth is our home it is awesome, diverse, inspiring and ever-changing. Studying Geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world.'

'When you take Geography you will study a wide range of interesting places and topics.'

'Geography is interesting because it looks at the ever changing world.'

'Geography draws from across the physical, cultural, economic and political spheres to illuminate key issues for the present and the future explored at all scales from the personal to the local and the global. Through Geography we learn to appreciate the diversity of landscapes, people and culture.'

For more information please see Mr Spicer

History

EXAM BOARD: Edexcel

Overview:

- To help you to explore a variety of ideas and develop a range of transferable skills.
- To reflect on the development of the world around us.
- To develop critical analysis of historical sources and interpretations.
- To increase your knowledge and understanding of both British and international history.

Course Description

Paper 1 Thematic Study and Historic Environment

Crime and punishment in Britain c.1000-present and Whitechapel c.1870-c.1900: crime, policing and the inner city

This paper explores change and continuity across a wide period of time. We reflect on the most significant people, events and developments in the theme of 'crime and punishment in Britain'. This includes topics such as medieval law and order; changing attitudes towards witchcraft; the Gunpowder Plot; the development of modern police and prisons; and the treatment of conscientious objectors in the World Wars.

The second part of this paper is an in-depth study of the historic environment of Whitechapel in inner-city London. We reflect on the value of historical sources and consider the impact this has had on historical events, such as the Jack the Ripper case.

Paper 2 Period Study and British Depth Study

The reigns of King Richard I and King John, 1189-1216 and Superpower relations and the Cold War, 1941-91

The focus of the British Depth Study on the reigns of King Richard I and King John, 1189-1216 is to examine the complex nature of a period of British society and to consider a number of relevant aspects of that society. These include looking at the government of England; the Crusades; relations with France and the fall of King John.

The Period Study analyses developments across a 50-year period focusing on Superpower relations and the Cold War, 1941-91. Topics studied in this section include the division of Europe into East and West; the nuclear arms race; the Cuban missile crisis; and the collapse of the Soviet Union.

Paper 3 Modern Depth Study

The USA, 1954-75: conflict at home and abroad

This unit is a detailed examination of the USA between the years 1954 and 1975. It assesses the impact of the Civil Rights movement; the emergence of Black Power; and the USA's involvement in, and reactions to, the Vietnam War.

Assessment Methods

Paper 1 is a 1 hour 15 minute examination worth 30% of the overall GCSE, with a mixture of compulsory questions and questions students have some choice over. Questions use both students' own knowledge and historical sources. Paper 2 has a similar mixture of questions, lasts 1 hour 45 minutes and is worth 40%. Whilst, Paper 3 is 1 hour 20 minutes with only compulsory questions and makes up the final 30%.

Independent Learning

ILTs will be set every week and will consist of carefully planned activities to ensure your understanding of the topics.

How Families Can Help

- Taking an interest in progress and homework.
- Encouragement to engage with resources beyond the classroom. These can include TV programs, websites, magazines or visits to historical sites.

Quotes From Students

'The course was a great eye opener on History and how it has changed the world.'
'It is interesting to see how quickly the world can change.'

For more information please contact any member of the History team.

Media

EXAM BOARD: AQA

Overview

Media Studies focuses on four main areas: Media Language, Industries, Audience and Representation. The course is an opportunity for exploring and analysing various aspects of Media.

Media Studies should be studied by anyone with an interest in Film, TV, Video Games, Magazines and popular culture in general. It's a GCSE qualification focused on the skills of analysis, inference and interpretation and a step towards level 3 courses or employment.

Course Description

The course will help you to develop broad academic skills in: reading, writing, discussion, analysis and evaluation. It involves disciplined, methodical research and the ability to handle theoretical ideas. In addition it encourages creativity, inventiveness and imagination, while offering opportunities for leadership, collaboration and cooperation. Furthermore it builds off English skills and ties in closely with English Language and Literature at GCSE as well as being a solid foundation for A Level English Language, or Film Studies.

Assessment Methods

A mixture of externally assessed exams and an internally assessed piece. The internally assessed piece will be changed annually to suit the over-arching theme or topic for the year set by AQA.

Independent Learning

There are numerous opportunities for independent learning in this subject such as: investigating and collating case studies, producing individual pieces of practical work, researching existing successful marketing brands, investigating the backgrounds of institutions as well as producing your own creative ideas and texts set within established codes and conventions to mention just a few.

Misconceptions of the subject

This is a subject that focuses on creative, analytical and essay writing skills that are present in your other English GCSEs. It also links well with Art, Graphics, ICT and Photography. Media is a creative, engaging and challenging GCSE that will rely on your abilities to write analytically, form creative and original ideas and be able to meet deadlines as well as revising case studies for your external exam. This is not a subject focused on simply 'watching Films'.

Post 16

Many of our former student have continued to study Media Studies either at college, or here at Kineton where they have chosen to take Film studies and/or Photography.

Quotes From Students

'Media is so creative and inspiring.'

'I look forward to this lesson.'

'I now know that this is what I want to go on to do as a career.'

How families can help

To assist with your child's progress in Media Studies there are a number of things you can do. Firstly Media Studies relies on children having a wide contextual knowledge therefore watching the news, keeping up with trending news, reading reviews and using a variety of Media platforms will be beneficial. Secondly Media Studies will involve interacting with set exam pieces that need to be researched and studied. It would be useful if students were allowed to download and interact/play/study exam set pieces. At no point should these cost anything, and you do not need to pay in game charges; the basic free packages are all that would be required. These change annually so the list provided here is **for example purposes only**: Lara Croft Go online game, Kim Kardashian Hollywood App.

For more information please contact Miss Hooper.

Modern Foreign Languages

French or Spanish

EXAM BOARD: AQA

Overview

By studying a modern foreign language students are able to develop essential communication, interpersonal and presentation skills. They are also encouraged to reflect upon the culture and customs of a foreign country and its people – increasingly important in today's multicultural and multiracial society.

Studying a MFL GCSE is a key element of the English Baccalaureate.

It also shows colleges, universities and employers that, as well as the unquestionable benefit of knowing the language itself, you have strong communication skills and cultural awareness.

Most years we arrange trips to support students' language learning. In the past this has included St Omer in northern France and Granada in Spain. The trips are always very popular and students comment on how they have helped boost their enthusiasm for learning.

Course Description

Throughout the 3 year course, students build upon the language skills and knowledge they have learnt at Key Stage 3, covering familiar topics in greater depth.

- 4 lessons per fortnight
- Increased cultural content
- Fun, engaging, interactive lessons (see below quotes from students!)
- Enthusiastic teachers!

Assessment Methods

Listening: Exam at end of Year 11 (25%)

Speaking: Exam with your teacher in Year 11 during Year 11 (25%)

Reading: Exam at end of Year 11 (25%)

Writing: Exam at end of Year 11 (25%)

Students may be entered at Foundation or Higher level

Independent Learning

Students will have to learn vocabulary regularly as well as complete regular written homework. In addition to this students will often be asked to practise responses to oral questions in order to develop their fluency and improve pronunciation.

Students will also be able to revise vocabulary and practice their pronunciation by using a variety of online resources such as Linguascope, Duolingo and Voki.

How Families Can Help

Students will have to learn vocabulary regularly. Once they have learnt the words it is extremely helpful they can be tested at home – it really makes a difference to how much they retain and is a very practical thing you can do to help. The person doing the testing does not need speak the language as they can test students by asking them for the word in English and getting them to spell the French word for you letter by letter.

If you visit a country where the language they are learning is spoken please encourage students to use it whenever possible.

Post 16

Kineton offers A-Level options in MFL both French and Spanish. Languages offer pathways into numerous careers.

For more information please contact Miss Sharpe.

Music

EXAM BOARD: Edexcel BTEC Level 1/Level 2 First Award in Music

Overview

This qualification has been developed to provide an engaging and stimulating introduction to the world of music.

This qualification includes two **core units** that form the fundamental knowledge and understanding of music principles, and two **specialist units**, which involve students in practical work relating to performing and composing.

The core units recognise the importance of knowledge about music for anyone wanting to be successful in the industry. There is an increasing focus on the role of the individual, where there is a need for personal business and entrepreneurship skills, coupled with music skills and aptitudes. The core units also provide opportunities for the development of musical skills through the development of a music product.

Course Description

You will need to study Core Units 1 and 2, and **Specialist Units** 4 and 5:

Core Units

Unit 1: The Music Industry – this provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

Unit 2: Managing a Music Product – this unit looks at the development of a music product. As well as providing a vehicle for demonstrating skills and learning, it also introduces the roles of planning and promotion within the management of a music product. Students can base their work on a live concert, the production of a CD or online product, thus providing opportunities for both music performers and technologists.

Specialist Units

The specialist units build on the core units and provide candidates with opportunities to develop a wider understanding of the music industry.

Unit 4: Introducing Music Composition – which encourages students to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance – this enables students to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.

Assessment Methods

There are four grading domains:

- Application of knowledge and understanding.
- Development of practical and technical skills.
- Personal development for occupational roles.
- Application of generic and key skills.

A grading scale of pass, merit, distinction and distinction is applied to all units.

In the Edexcel BTEC Level 1/Level 2 First Award all units are internally assessed except Unit 1 which is assessed through an online examination

How Families Can Help

- Ensure that homework is completed on time.
- Ensure that students learning to play an instrument practise as much as they need to.
- Give students the opportunity of attending concerts, both locally and in major concert halls, for example, Symphony Hall in Birmingham, or Warwick University Arts Centre in Coventry.
- Watch programmes about music on television and listen to the radio.

Post 16

Following completion of the **BTEC First Award in Music**, successful candidates would be able to enter initial employment at a junior level in such areas as music publishing or music industry promotions.

Completion of the Level 2 qualification would lead to the BTEC Level 3 in Music, which has the same number of UCAS points as an A-Level. The BTEC Level 3 is accepted by Universities for entry to a degree in Music.

For more information please contact Mr Mattacola or Miss Reeder,

Physical Education

EXAM BOARD: EDEXCEL PE Syllabus 1PE0

Overview

Do you enjoy PE and games? Would you enjoy studying it at a higher level and getting a qualification for it? Would you like to develop a theoretical understanding of physical activity? Perhaps you already spend some of your leisure time playing sport, whether it is in a school team or as a member of a local club. If any of this applies to you then you will certainly enjoy GCSE PE.

We aim:

- to promote physical activity and a healthy lifestyle.
- to develop positive attitudes and good sporting behavior.
- to develop an understanding of what is safe practice in physical activity.

Course Description

Physical Education is a practically based subject with the emphasis on physical activity. 40% of the marks for this subject are for practical work and 60% are for theory.

Practical Work

- You will take part in a variety of different sports throughout the course.
- You will be assessed on a combination of your 3 strongest activities.
- One of your practical activities must be team game. One of the activities must be an individual activity. The final activity can be a free choice.
- The practical activities must be drawn from a set list.
- You will also have to plan, carry out and evaluate a personal exercise plan.

Theory Work

The syllabus for this section of the course is divided into 3 sections:

Fitness and Body Systems

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Data Analysis

Health and Performance

- Health, Fitness and Well-being
- Sports Psychology
- Socio-cultural influences
- Use of data

Assessment Methods

The examination will cover the full range of grades 1-9

The course is examined in 2 parts.

		Marks	
1.	Fitness and Exercise System	1 hour and 45 minute written exam	36%
	Health and Performance	1 hour and 15 minute written exam	24%
2.	Practical skills	(a) Final practical assessment in 3 sports	30%
		(b) Personal Exercise Programme	10%

Independent Learning

Homework will be set to reinforce the theory content of the course. Students will also be encouraged to develop their expertise further in extra-curricular activities and local clubs where appropriate.

How Families Can Help

- By ensuring students have correct PE kit.
- By ensuring that theory homework is done thoroughly.
- By supporting students in any form of extra-curricular sport.
- Enabling students to watch a variety of top class sport on television.
- Supporting students if they wish to watch local sporting events.

Post 16

Post 16 options include A-Level PE, BTEC Level 3, careers and/or degrees in Sports Management, Sports Science or teaching.

Quotes From Students

'I took GCSE PE because I am a sporty person and it gives me the opportunity to work as a team and be a better person.'

'I took GCSE PE because it gets you motivated to achieve the greatest in sport that you can.'

For more information please see Mr Mitchell, Mrs Green, Mr Grant or Mr Daly.

Philosophy, Religion and Ethics

Religious Studies GCSE

EXAM BOARD: EDEXCEL

Overview

To make Religious Studies meaningful and exciting we provide a GCSE course for all students. The course also covers many aspects of Citizenship Education. We are very proud of our GCSE results – for many students, RS was one of their higher grades.

We study RS to:

- Help you develop an understanding of your own values and stimulate your interest in religion and moral issues.
- Develop a greater understanding of the diversity we see in society, and get to grips with challenging issues of meaning and purpose.
- Develop a range of skills such as reflection, empathy, communication, reason, enquiry and evaluation and such attitudes as respect, sensitivity and open-mindedness.

Course Description

You will study the following topics from the viewpoint of Christianity and/or Islam and non-religious people. You must also draw conclusions about your own opinions on these:-

Islam

- Religion, Peace and Conflict (causes of war, includes family conflict)
- Crime and Punishment (capital punishment, how we punish people)
- Muslim Beliefs
- Living the Muslim Life

Christianity

- Equality and Social Justice (equality, discrimination and prejudice)
- Philosophy (questions of God's existence, contrast with science, origins of the universe, religious experience)
- Christian Beliefs
- Living the Christian Life

Assessment Methods

This is a new syllabus where 2 exams will be taken at the end of Year 10, leading to a full-course GCSE in Religious Studies.

Independent Learning

You will be set regular homework and research tasks to enable coverage of the syllabus.

How Families Can Help

- Take an interest in what has been studied.
- Encourage discussion of various viewpoints.
- Encourage sensitivity towards people with other views.
- Keep a look out for material in the media on the issues mentioned.
- Help ensure students complete homework.
- Help learn key words and teachings which are essential to this new syllabus.
- Encourage an awareness of current affairs by watching and discussing news items and global issues.

Post 16

Religious Studies GCSE leads naturally to Philosophy and Ethics A-Level, a successful course offered at Kineton. However, this subject is valuable across other subjects too, because it enables students to develop skills associated to analysis, interpretation, reflection and evidencing opinions, all of which are highly desired in both further and higher education, as well as employment.

The content and nature of the course means that other GCSEs are complemented by GCSE Religious Studies, for example English, History and Geography. Ethical issues are an area of study in many graduate courses and some of our previous students have gone on to study these at university alongside Media, Sociology, Art, Drama, Biology, Business, Social Work and Teaching.

Quotes From Previous Students:

‘I was surprised to learn that (Religious Studies) is about different views of issues in society. I thought it would be only about religions, but it’s not!’

‘I have enjoyed learning about equality and how Christians can actually help other people. There are some really good things about religion, even though I am not religious.’

‘You learn to respect and evaluate other opinions. It opens your mind and helps you understand the world and become more tolerant of diversity.’

‘It’s surprisingly good fun – we have some really good debates and explore some of the most important issues in the world.’

For more information please contact Mrs Dharna.

Sport BTEC

EXAM BOARD: EDEXCEL BTEC Level 1/2 Award in Sport Qualification Number: 600/4779/3

Overview

Do you enjoy PE and Sport? Would you enjoy studying it at a higher level and getting a qualification for it? Would you like to develop a theoretical understanding of physical activity? Would you like to know how what you learn could be used in the working world? This course has been designed to build on what you have already learnt in Key Stage 3, for those that may wish to explore a vocational route in Key Stage 4.

We aim:

- To provide an opportunity to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.
- To develop positive attitudes and good sporting behaviour.
- To develop an understanding of what is safe practice in physical education.

Course Description

The Level 1/2 First Award in Sport consists of 4 units:

- Unit 1. Fitness for Sport & Exercise (externally assessed)
- Unit 2. Practical Sport Performance
- Unit 5. Training for Personal Fitness
- Unit 6. Sports Leadership

Each unit is designed to develop your knowledge, understanding and experience. As much as possible the units are designed and taught in such a way to reflect the vocational aspect. Learners will have to investigate the nature of work in the sports sector related to the unit being covered. This course is the equivalent of 1 GCSE A*-C (Level 2).

Assessment Methods

This course is assessed by the learner producing a portfolio of evidence to meet the assignment brief (75%) and an externally assessed exam (25%). The evidence for assessment may be generated through a range of diverse activities including presentations, group work and written tasks.

Independent Learning

Independent study will be set to reinforce the theory content of the course and for assignment work completion. As this course is portfolio based, learners will need to complete work to set deadlines throughout the course. Students will also be encouraged to develop their expertise further in extra-curricular activities and local clubs where appropriate.

How Families Can Help

- By ensuring students have the correct kit and equipment.
- By ensuring that independent study is done thoroughly.
- By enabling students to view a variety of top class sports.

Post 16

Students can study the Level 3 BTEC in the Sixth Form at Kineton.

Quotes from Students:

Why do you enjoy BTEC Sport?

'I enjoy the theory and understanding sport and how the body works. 'Year 10 BTEC
'I am getting better at organising myself and meeting deadlines.' Year 10 BTEC

Why chose BTEC Sport?

'I like learning new stuff that I didn't know before. I now watch sport and see how and why things happen.' Year 10 BTEC
'I can understand the tasks and what I need to do to improve.' Year 10 BTEC

For more information please see Mr Mitchell, Mrs Green, Mr Grant or Mr Daly.

Kineton High School
Tel: 01926 640465
Email: enquiries@kinetonhighschool.org.uk
Web: www.kinetonhighschool.org.uk
Kineton High School,
Banbury Road Kineton CV35 OJX
Headteacher: Mrs. S Robson BSc NPQH