

# SHEBBEAR COLLEGE DEVON



## **Fourth Form Curriculum Guide**



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## ACADEMIC CURRICULUM FOR FORMS 4 AND 5

Our overriding aim at Shebbear is to create a learning community that will enable all of our students to look back on their college days with fond memories and a real sense of achievement. For this to happen we constantly strive to find ways to ensure that students are both happy and successful. But what do we mean by success? First and foremost, we think it means that all students will be fully prepared for the journey into their future. Most of your sons and daughters will not be joining the workforce for a few years yet and many into jobs that have yet to be invented, so here at Shebbear we are preparing them for tomorrow ... today!

Our curriculum is planned to ensure a breadth and balance of subjects in studies over the two years. While the College follows the intentions of the National Curriculum, we broaden and adapt its scope to ensure that courses are constructed to suit the abilities and interests of our pupils. It goes without saying that we want knowledgeable individuals – numerate, able to read with comprehension, write with skill, communicate effectively and responsibly and to be able to demonstrate academic proficiency. This is the baseline, but we believe being successful also means having the opportunities, skills and qualifications to achieve your own personal goals and ambitions. It does not mean therefore that we all need the same types of qualifications or should be taught exactly the same subjects.

As predicting the future is an inexact science and young people can quickly change their minds, it is essential that current Form 3 pupils keep open as many options as possible, and for this reason we advise pupils to seek to extract breadth and balance between the sciences, technology, language, humanities and creative/aesthetic practical subjects. A broad subject base retains flexibility for the future and keeps open as many career opportunities as possible.

This booklet is designed to help pupils reach decisions about GCSE subject choices by explaining in some detail the courses on offer and the assessment requirements for every course.

## GCSE

General Certificate in Secondary Education (GCSE) courses provide the framework for schemes of work and assessment in Forms 4 and 5. GCSE expands subject specific knowledge and understanding and tests whether pupils can apply these to the everyday world. The courses encourage the development of practical, numerical, written and oral skills, including the ability to communicate clearly in speech and writing. Details about specific content are given in each of the GCSE subject summaries later in the booklet.

## ASSESSMENT

Our subject examinations are set by the Assessment and Qualification Alliance (AQA), London Examinations (Edexcel) and Oxford, Cambridge and RSA Examinations (OCR). Written papers are marked by external examiners. Internal assessment is carried out in school but is submitted to the AQA, Edexcel and OCR for external moderation.

## EXAMINATIONS

Our normal end of year examinations in June of Form 4 are followed by mock GCSE papers in December and January of Form 5. GCSE written papers are usually in May and June of Form 5. Pupils are expected to complete all the internal examination papers for their core and optional subjects during the GCSE course.

## GRADES

Successful candidates are awarded a grade on the scale of 9-1 (9 being the highest grade awarded).

## LEARNING SUPPORT DEPARTMENT

The role of the Learning Support Department is to ensure that all pupils are enabled to access the curriculum irrespective of their learning difficulty, whether they are referred by teachers, parents or themselves.

Generally, in the 4th and 5th form pupils in the Learning Support Department do not take MFL at GCSE, and attend five one hour lessons a fortnight, they will have been identified through diagnostic and formal assessment as they moved through the school. The lesson content is fluid and considers the needs, concerns and priorities of the pupil and teacher. Teaching and learning is structured, multi-sensory and cumulative, and considers the learning style of the pupil. There are opportunities to discuss and receive advice and support regarding various coursework

assignments including proof-reading, discussion of course texts, and essay planning.

Thinking and study skills are incorporated into the lessons, exam techniques are discussed and pupils learn about specific learning styles and learning preferences. There are opportunities to revise and over learn and to practise presentations and discussions and to focus on post 16 choices.

All Learning Support pupils follow an Individual Target Plan (ITP) each term, ensuring that through the setting of personal targets, the pupils are challenged, encouraged and supported throughout their school years, so that they can reach their true potential. All pupils are monitored carefully as they progress through the school.

Access arrangements for examinations are based on thorough testing and applications are made in strict accordance with the JCQ awarding bodies. Access arrangements allow pupils to show what they know and can do without changing the demands of the assessment: for example the provision of readers, scribes, word processors and additional time.

## PREPARATION FOR FURTHER STUDY

All offered GCSE courses form the basis of continued study into our Sixth Form. Students entering our Sixth Form will be able to continue a broad based curriculum made up of a combination of A Levels, EPQs and BTECs, and can gain entry to higher education on the basis of the complete range of their results.

## POINTS TO CONSIDER WHEN CHOOSING OPTIONS

1. A broad range of subjects is advisable to achieve a balance between arts, science, humanities, practical, aesthetic and physical components in order that options are kept open for choices at 16+ and thereafter.
2. The requirements for any possible career or course of further or higher education must be kept in mind.
3. Pupils should be realistic about matching the combination of subjects to their ability, and should guard against overrating or underrating themselves. Pupils should not be so overstretched that they become unhappy, but they should find sufficient challenge in their work to stimulate and maintain their interest.



## SOURCES OF INFORMATION AND SUPPORT

Information in this booklet about our options system is clarified in an options evening for parents and in an extended presentation for pupils. A period of consultation with subject staff then follows. Each pupil can then devise their own plan of action with the help of the Form Tutor. The parents' evening in Lent term will provide an opportunity for pupils, parents and staff together to consider possible choices.

Following these discussions, option blocks are drawn up to establish groups of subjects which can be timetabled together to provide subject combinations acceptable to individuals. In the Trinity term lists of option blocks are sent home so that pupils and parents can confirm their choices of subjects formally.

Option blocks will be constructed with care. They will not provide absolute freedom of choice; a system which meets perfectly the varied needs of a large number of pupils, would be hard to find. However, all sensible and necessary combinations of subjects will be covered and we do endeavour to meet all option requests.

## STRUCTURE OF THE CURRICULUM

The 4th/5th Year curriculum consists of core subjects, which everybody takes (although not necessarily following the same course within each subject), and option subjects, from which the pupils make a choice. This arrangement is a compromise between giving the pupils the maximum opportunity to develop their own interests and abilities, while at the same time making sure that they study a range of different types of subject, so that they do not miss out on any important areas of learning that they might later regret. The aim for all pupils is the same - whatever they study - for a successful and rewarding programme leading to the best possible GCSE results, and the widest possible opportunities for each individual at the end of the 5th Form.

## CORE SUBJECTS (Compulsory)

This group of subjects do not have to be chosen - everyone must do them. They are described on the pages in this booklet. There are some variations within them, which variations will be explained below.

## OPTION SUBJECTS

The option subjects are just as important as the core subjects, of course, to the pupils who are studying them, but the choice of which to study depends more on the interests and ability of the individual. You cannot choose between, say, history and geography in importance or usefulness - the 'better' one to study (or whether to take both) depends on the individual. These particular subjects in fact are both very important and other subjects are more or less important to individuals depending on their circumstances. One could argue, of course, that every subject is important, but there is not enough time to continue with everything to an advanced enough level, and by this age we believe that it is right and proper for pupils to choose for themselves some of the areas on which they wish to concentrate.

Pupils take three separate GCSEs from this group of subjects so the full 4th/5th Year programme consists of something between seven and eleven different GCSE subjects, depending on the interests and ability of each pupil, arranged in such a way that the complete course gives each individual pupil the greatest possible chance of the best possible results.

## CORE SUBJECTS

**English Language and English Literature**

**Mathematics**

**Science**

**MFL - French and/or Spanish**

**Religious Studies**

**PE**

**Games**

## OPTION SUBJECTS

**Art and Design**

**Business Studies**

**Creative Media Production**

**Computing**

**Drama**

**Geography**

**History**

**Music**

**Physical Education Studies**

## CAREERS

Careers at Shebbear College is run by Mrs Aliberti. We also employ a company called Inspiring Futures, who offer activities for pupils starting in Form One and then join us to do workshops and more detailed Careers Guidance with a Careers Officer throughout pupils' time at school and beyond. Our membership of ISCO, the Independent Schools Careers Organisation, gives us access to many resources some of which are detailed below. It offers independent professional advice through a comprehensive, expert Careers programme with access at different levels for all pupils at the school.

**Here is a brief overview of the sessions run by Inspiring Futures that are offered to all pupils:**

### Form One

Learning Styles and Skills development Workshops

### Form Two

Personality and Self-Awareness Workshop

### Form Three

A computer based programme called 'Careers Investigator' where pupils who are beginning to think about GCSE option choices, also start to think about the world of work and are introduced to a range of different career paths. They will also have a half day workshop in the Lent Term on 'Study Skills'.

### Form Four

A follow up workshop to 'Careers Investigator' with related activities.

### Form Five

All pupils begin the 'Futurewise New Generation' Careers Guidance programme which is a comprehensive one to one career and higher education guidance programme which lasts until the pupils are 23 years old, so takes them through A level choices or other post 16 studies, researching and selecting a university, planning a gap year and preparing for employment. The pupils do a sophisticated and in depth psychometric profile which is then followed up by a personal interview and the report and resulting action plan are available for pupils and parents to access online. They are also offered further support and mock university interviews in the 6th form.

As well as the work with Inspiring Futures, there are other events that go on throughout the pupil's time here at Shebbear which include visits from the TSB to Forms 1-5, Mock Trials run by local magistrates attended by Form

Three, a Careers Fair for Form Five and Lower Sixth called 'Life Beyond Eighteen', participation in the government backed scheme 'National Citizens Service', and many other speakers who visit the school to inspire and inform the pupils about the world of work and study beyond Shebbear College. During activities week last year Form Four pupils spent time working on how to write a CV, how to write job applications and other very useful study skills.

## ART & DESIGN

### OCR GCSE ART and DESIGN (J171)

The Art and Design GCSE course consists of two parts:

1. Coursework 60% 120 marks (ART Portfolio) with the minimum of two extended projects over forms 4 and 5.
2. Exam supervised 10 hours 40% 80 marks. The Exam paper is given out to the 5th Form, first week in January. Must be completed by May.

### AO = Assessment objectives

AO1 Develop their ideas through INVESTIGATION, informed by contextual and other sources, demonstrating analytical and CULTURAL understanding.

AO2 Refine their ideas through EXPERIMENTING and selecting appropriate, media, materials, techniques and processes.

AO3 Record ideas, OBSERVATIONS and insights relevant in visual and/ or other forms

AO4 Present a PERSONAL, INFORMED AND MEANINGFUL response demonstrating analytical and critical understanding, realising intentions and where appropriate making CONNECTIONS between VISUAL, WRITTEN, ORAL OR OTHER ELEMENTS. (History of Art / Cultures) Gallery visits.

Course work portfolio; 60% each AO weighting 15 marks, Externally set task 40% each AO weighting 10 marks.

Projects are based on a theme or area of study often of the pupils choosing.



Sketchbooks / worksheets are a tool for storing ideas and experimentation of materials.

This body of work must include:

- Finished work to the best of the pupils ability.
- All preparatory work to be included.
- Historical / cultural and contextual research and referencing.
- Elements of computer graphics, print-making or sculpture (photography may only be used in support of paintings / drawings)
- Personal written evaluation or statement to support art work.

#### Exam Piece 40%

10 hour exam is spread over 3 days day one 3hrs, day two 5hrs and the third day 2hrs.

- Paper should be given to candidates the minimum of six weeks before the 10-hour examination.
- During the preparation time the pupils can ask for direction, advice and guidance.
- However all work during the 10 hour exam period MUST be UNAIDED and under JQC standards.
- The pupils choose one exam question as a starting point to develop their ideas.
- Work through their ideas by putting pencil and paint to paper or canvas as so as possible.
- (Mind map of exploration). Seek out ideas from internet, gallery visits, observational drawing.

Continuing advice will be given, with on-going tutorials help and advice up until the time of the exam.

Any support and encouragement parents or guardians are able to offer is warmly welcomed and if you have ANY concerns please feel free to email me at [abarlow@shebbearcollege.co.uk](mailto:abarlow@shebbearcollege.co.uk)



## BUSINESS STUDIES

### Edexcel GCSE (9-1) Business

#### Is this the right subject for me?

If you enjoy:

- Communicating and explaining your ideas.
- Thinking creatively and making decisions.
- Working with numbers to solve business problems.
- Learning about the world of business through real and relevant local and international brands.

then the GCSE Business course is the right subject for you.

#### What do I need to know, or be able to do, before taking this course?

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

#### How will I be assessed?

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

#### Paper 1 - Theme 1: Investigating small business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions.

There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

#### Content overview

- 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 effective
- Topic 1.5 Understanding external influences on business



#### Paper 2 - Theme 2: Building a business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions.

There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

#### Content overview

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

#### What can I do after I've completed the course?

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

## CREATIVE MEDIA PRODUCTION

### BTEC TECH Level 2

The Creative Media sector is one of the fastest growing, most exciting industries out there. The UK's creative industries as a whole are now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques, from broadcast media to increasingly interactive products and platforms. It's fun, creative and challenging work with huge future potential.



#### What does the qualification cover?

The qualification is the same size and level as a GCSE. It is aimed at those who may be interested in pursuing a career in creative media production. The qualification helps you to explore the sector by undertaking practical media projects.

#### On this course, you will:

Investigate different media products, such as audio/moving image, publishing and interactive design, considering their style, design, audience, and context.

Explore creative media production processes and practices by generating ideas, and planning production and post-production processes.

Develop digital media production skills and techniques.

#### How will I be assessed?

You will carry out mini-tasks as part of a larger project, or projects, throughout the course. These will be marked, and so you will receive regular feedback as to how you are getting on. Towards the end of the course, you will carry out a larger task to create an effective media product in response to a brief. All of the work that you do throughout the course, including the mini-projects, will prepare you for the final task, which is sent away to be marked.

Where will this take me? When you have completed the qualification, you will have developed a practical understanding of creative media production skills. You will have acquired knowledge and developed useful skills, which are not generally covered in GCSE courses. This will give you a better idea of whether the creative media sector is for you and, if so, which part of it you might want to study further.

After you have finished the course, you may want to go on to further study, such as A Levels, BTECs or a mixture of both. You will find that many of the ideas covered here are further developed in qualifications such as BTEC Nationals in Creative Digital Media Production, Art and Design, and Information Technology. Alternatively, you might want to find work in the creative media sector as an apprentice or as a trainee.



## COMPUTING

### OCR

Computing gives students a real, in-depth understanding of how computer technology works.

Being able to use computers and other technology is part of our modern life. This course gives students insight into what goes on 'behind the scenes', including computer programming and how the hardware works.

Computing needs critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who've taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

#### The course is divided into three units:

##### Unit A451: Computer systems and programming

Externally Assessed 90 minute exam 40% of total  
This unit covers the body of knowledge about computer systems on which the examination will be based. Study includes: Computer Systems, Computer Hardware, Representation of Data, Algorithms, Networking and Databases.

##### Unit A452: Practical Investigation

Controlled Assessment Investigative Task 30% of total  
This unit will assess the following: research, technical understanding to solve an OCR set investigative task.

##### Unit A453: Programming task

Students will need to:

Be able to design a coded solution to a problem including development and testing. This includes:

- Understand standard programming techniques
- Develop suitable algorithms scenario
- Design suitable input and output formats
- Identify suitable variables and structures
- Identify test procedures
- Create a coded solution fully annotating the developed code to explain its function
- Test their solution
- To show functionality
- To show how it matches the design criteria
- Evaluate their program identifying successes and any limitations

## DRAMA

We are delighted to offer the full GCSE course in Drama. This will be the first time that the course has run at the College and it represents a great opportunity for pupils to study a practical and, for some perhaps, a vocational subject.

The course will be taught by Mr Pomroy and Mr Burnett who will cover the three principal elements of the course between them.

We will be following the AQA syllabus which comprises the following separately taught units:

##### Component 1:

Understanding Drama, which assesses the pupils' knowledge of how theatre works through the study of a set play (Arthur Miller's, *The Crucible*) and is examined through an open-book test at the end of the course. The component is worth 40% of the final mark.

##### Component 2:

Devising Drama, which assesses the pupils' ability to devise, and perform in, their own plays. This will be marked by teachers and moderated by AQA and carries 40% of the final marks.

##### Component 3:

Texts in Practice, which assesses the pupils' ability to perform two extracts from a chosen play text (Willy Russell's, *Blood Brothers*). This is marked by AQA and constitutes 20% of the overall GCSE mark.

The course is both practical and theoretical and offers something for everyone with an interest in Drama and the Performing Arts more generally, whether they wish to use it improve their confidence, to balance the range of their GCSE options or to provide them with a springboard to further study in this dynamic subject.

The course is hard work and intense but we never lose sight of the main reason why most pupils choose to study it in the first place - the thrill of performance, of working their imaginations and of going to see live theatre performances.

## ENGLISH LANGUAGE

AQA's English Language assessments have been designed to inspire and motivate pupils, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of pupils. The course of study at Shebbear College will enable pupils 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.

The English Language course consists of two untiered, equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time. The approach to spoken language will emphasise the importance of the wider benefits that speaking and listening skills have for pupils.

### Course Outline

100% Examination.

#### Paper 1

(50% of GCSE): Explorations in Creative Reading and Writing  
Written Examination 1 hour 45 minutes. 80 Marks.

##### Section A:

Reading (25%) (40 marks) one literature fiction text.

##### Section B:

Writing (25%) (40 marks) descriptive or narrative writing.

#### Paper 2

(50% of GCSE): Writers' Viewpoints and Perspectives  
Written Examination 1 hour 45 minutes. 80 Marks.

##### Section A:

Reading (25%) (40 marks) one non-fiction text and one literary non-fiction text

##### Section B:

Writing (25%) (40 marks) writing to present a viewpoint

#### Non-Examination Assessment

(0% Weighting): Spoken Language. (0%) (0 marks).  
Presenting; responding to questions and feedback; use of Standard English.

At Shebbear College, pupils take both Language and Literature and the specifications are co-taught. Pupils will benefit from the transferable skills developed across the two subjects.

## ENGLISH LITERATURE

Reading English Literature is a personal (and entertaining) voyage of discovery into human experience and imagination as it has been expressed in written form over five centuries. As well as the inherent pleasures of great art, studying English Literature will afford insight into how rhetorical structures of narrative and metaphor shape everyone's perception of the world. It will develop pupils' skills in detailed observation, analytical writing and comparing texts, as well as introducing our pupils to writers who will be companions for life.

AQA's English Literature course is designed to inspire, challenge and motivate every student, no matter what their level of ability; pupils can look forward to creative and engaging lessons. AQA has developed assessment



strategies that support pupils' achievement in an untiered, closed book context through the use of extract-based questions in the assessment of the 19th-century novel and the Shakespeare plays.

A range of texts will be taught that will inspire our young readers; from Shakespeare to Shelly, Dickens to Doyle, Bennett to Byron and in studying set texts, pupils will have the opportunity to develop the following skills:

- Literal and inferential comprehension.
- Critical reading.
- Evaluation of a writer's choice of vocabulary, grammatical and structural features.
- Comparing texts.
- Producing clear and coherent text: writing effectively about literature for a range of purposes.
- Accurate Standard English.

### Course Outline

#### Paper 1

(40% of GCSE): Shakespeare and the 19th Century Novel. Written Examination 1 hour 45 minutes. 64 Marks.

#### Section A:

Shakespeare.

#### Section B:

The 19th Century Novel.

#### Paper 2

(60% of GCSE): Modern Texts and Poetry. Written Examination 2 hours 15 minutes. 96 Marks.

#### Section A:

Modern Text.

#### Section B:

Poetry.

#### Section C:

Unseen poetry.

The arts underpin our understanding of Britishness and the Drama, English Language and English Literature curriculums at Key Stage 4 at Shebbear College provide the pathways to this understanding. Through their education in Drama, Literature and Language, pupils explore, understand and appreciate the vast cultural contribution that our nation has made to the wider world through literature, Film and theatre.

The English and Drama department wants our young people to understand the pivotal role that our cultural heritage has played in shaping the Britain we live in today. We are nurturing and educating the next generation of Kazuho Igiuros, Carol Ann Duffys, Benedict Cumberbatches and Kenneth Branaghs; it is our duty to inspire a love of drama, literature, language and culture that will take our pupils through their GCSE studies and beyond.

## GEOGRAPHY

### GCSE

*"Geography is Greek for 'writing about the Earth.' We study the Earth and how humans relate to their planet."*

Geography helps you to make sense of the world around you. It is hands on, it is relevant and its fun. We study a wide range of physical and human topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions that affect our world and understand the social, economic and physical forces and processes which shape and change it.

### Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

### Subject content

#### Living with the physical environment

- 3.1.1 Section A: The challenge of natural hazards.
- 3.1.2 Section B: Physical landscapes in the UK.
- 3.1.3 Section C: The living world.

#### Challenges in the human environment

- 3.2.1 Section A: Urban issues and challenges.
- 3.2.2 Section B: The changing economic world.
- 3.2.3 Section C: The challenge of resource management.

### Geographical applications

- 3.3.1 Section A: Issue evaluation.
- 3.3.2 Section B: Fieldwork.

### Geographical skills

- 3.4 Geographical skills.

*"Geography is a subject which holds the key to our future."* Michael Palin, Television Presenter and former President of the RGS.

### Assessments

#### What's assessed

3.1.1 The challenge of natural hazards, 3.1.2 Physical landscapes in the UK, 3.1.3 The living world, 3.4 Geographical skills.

#### How it's assessed

Written exam: 1 hour 30 minutes.  
88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)).  
35% of GCSE.

#### Questions

Section A: answer all questions (33 marks).  
Section B: answer any two from questions 2, 3 and 4 (30 marks).  
Section C: answer question 5 and one from questions 6 and 7 (25 marks).  
Question types: multiple-choice, short answer, levels of response, extended prose.

#### What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills.

#### How it's assessed

Written exam: 1 hour 30 minutes.  
88 marks (including 3 marks for SPGST).  
35% of GCSE.

#### Questions

Section A: answer all questions (33 marks).  
Section B: answer all questions (30 marks).  
Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks).

Question types: multiple-choice, short answer, levels of response, extended prose.

### What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills.

### How it's assessed

Written exam: 1 hour.  
76 marks (including 6 marks for SPGST).  
30% of GCSE.  
Pre-release resources made available from 15 March in the year of the exam.

### Questions

Section A: answer all questions (37 marks).  
Section B: answer all questions (39 marks).  
Question types: multiple-choice, short answer, levels of response, extended prose.

## HISTORY

### GCSE

*"Those who cannot remember the past are condemned to repeat it."*

History is fascinating. Studying it will feed your curiosity about the world and help you to understand today's cultures and world events through what you have learnt about the past. You will develop skills such as analysis, evaluation and discussion.

At GCSE we follow the Edexcel History specification. You will study a range of British and World History topics across four units;

#### 1 Medicine through time (c.1250-present)

(British Thematic Study with Historic Environment)

*'Why were there so many medical breakthroughs in the C19th?'*

You will study a broad sweep of history from medieval Britain to the present day. You will study events such as the Black Death, the creation of the NHS and the discovery of Germ theory. You will delve deeper into the theme by



learning about a particular place at a particular moment in history; illnesses, wounds and treatments in the Western Front of World War One.

**Paper 1: Written examination assessing knowledge and understanding. (30%)**

**2 Anglo-Saxon and Norman England (British Depth Study)**

*'How did William secure control after the Invasion of 1066?'*

This medieval depth study will offer an insight into a key moment in our history, the Norman Conquest. We will study, in depth, some of the key individuals, events and situations that have shaped Britain.

**3 The American West c.1835-1895 (Period Study)**

*'Why was there tension and conflict between settlers and Plains Indians?'*

With the period study you have the chance to study ideologies and civilisations that have shaped the world we live in today. It reflects the diversity of human experience and allows you to explore a societies and cultures different from our own.

**Paper 2: Written examination assessing knowledge and understanding. (40%)**

**4 Weimar and Nazi Germany 1918-1939 (Modern Depth Study)**

*'Why did ordinary Germans vote for a dictator?'*

You will learn about another nation's history in depth, exploring the complexity of the historical situation that helped to cause the Second World War. What were the causes of this situation, and how did it affect the people of the period?

**Paper 3: Written examination based on sources. (30%)**

The assessments are a mixture of short and long answer questions. Questions will focus on a variety of historical areas such as what happened, why things happened, the impact of key events, how far you agree with a view.

GCSE History is a great basis for many A-level subjects and is highly regarded by universities and employers. Students who have studied history often study A level qualifications in subjects such as English or Economics.

Some students enjoy it so much they carry on with it even if they are studying maths or science subjects.

Many people working in law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point. A history qualification is also appealing to employers in; publishing, journalism, business management, human resources, Armed Forces, police, and many more.

**MATHEMATICS**

Since the beginning of recorded history, mathematic discovery has been at the forefront of every civilized society, and in use in even the most primitive of cultures. It is the tool and language of the arts, commerce, engineering and other sciences and plays a vital role in the modern world. At Shebbear College our dedicated team of specialist mathematics teachers encourages enjoyment of and enthusiasm for Mathematics. We aim to stretch and challenge students through mathematical activities whilst developing their mathematical skills and confidence. All students study Mathematics in one of 3 sets throughout the Fourth and Fifth Form.

**How is the course examined?**

GCSE Mathematics is examined by three equally weighted, written exams at the end of Form 5 (Year 11).

**Paper 1 - Non-calculator - 1.5 hours  
Papers 2 and 3 - Calculator - 1.5 hours each**

**Are there any controlled assessments?**

No, assessment is purely by written examinations.

**Which examination board is used?**

Assessment is by the AQA examination board of the 8300 syllabus.

**What is the course content?**

The GCSE Mathematics course builds on the curriculum that has already been studied at Key Stage 3. The subject content of this specification matches that set out in the Department for Education's Mathematics GCSE subject content and assessment objectives document.

This content is common to all exam boards. The content has been organised into broad topic areas as follows:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

As well as developing traditional oral and written skills it develops the student's practical and problem-solving skills, meeting the requirements of the Mathematics National Curriculum at Key Stage 4.

**How many tiers of entry are there?**

There are two tiers of entry. The Higher tier caters for grades 9 - 4 and the Foundation tier caters for grades 5 - 1. A student's entry level will be decided after the Form 5 mock examinations.

**Is any specialist equipment required?**

All students are expected to have their own scientific calculator and usual mathematical equipment (protractor, compass, ruler etc.)

**MODERN FOREIGN LANGUAGES**

**AQA**

**Why study a modern language at GCSE?**

- You will add an international dimension to your GCSE subjects which only 30% of students in the UK have studied in recent years.
- You will create greater opportunities for yourself to work abroad, or in companies in the UK with international links. Many employers look for people who speak a foreign language.
- You will learn about the countries where the language is spoken and increase your cultural knowledge.
- You will learn many skills which are useful in a wide range of future careers, such as the ability to

communicate clearly, being confident about speaking in public, using problem-solving strategies, being pragmatic and adaptable etc.

**Areas of Study**

You will study all of the following themes on which the assessments are based.

**Theme 1:**

Identity and culture

**Theme 2:**

Local, national, international and global areas of interest

**Theme 3:**

Current and future study and employment

**Examinations**

This qualification is linear: students will sit all their examinations at the end of the course. GCSE Spanish and French have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

**How and when will you be assessed?**

**Paper 1 - Listening**

- 35 minutes (Foundation Tier)
- 45 minutes (Higher Tier)
- 40 marks (Foundation Tier)
- 50 marks (Higher Tier)
- 25% of GCSE

**Paper 2 - Speaking**

- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the photo card and different stimulus materials for the role-play. The timings are different too:

**Role-play - 15 marks**

- (2 minutes at Foundation Tier; 2 minutes at Higher Tier)

**Photo card - 15 marks**

- (2 minutes at Foundation Tier; 3 minutes at Higher Tier)

**Conversation - 30 marks**

- (3-5 minutes at Foundation Tier; 5-7 minutes at Higher Tier)



### Paper 3 - Reading

45 minutes (Foundation Tier)

1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

#### Foundation Tier and Higher Tier:

#### Section A

questions in English, to be answered in English or non-verbally

#### Section B

questions in Spanish/French, to be answered in Spanish/French or non-verbally

#### Section C

translation from Spanish/French into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

### Paper 4 - Writing

1 hour (Foundation Tier)

1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and

60 marks at Higher Tier

25% of GCSE

#### Foundation Tier

#### Question 1

list task (student produces six nouns) – 6 marks

#### Question 2

message (student produces nine sentences in response to nine tasks, approximately 60 words in total) – 18 marks

#### Question 3

translation from English into Spanish/French (minimum 35 words) – 10 marks

#### Question 4

structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

### Higher Tier

#### Question 1

structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

#### Question 2

open-ended writing task (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

#### Question 3

translation from English into Spanish/French (minimum 50 words) – 12 marks

#### How can you succeed?

- Learn vocabulary on a weekly basis in order to build up your knowledge. There is too much to learn if you leave it until a week before the exam!
- Read/listen as much in the language as you can online – your teacher will give you some good websites.
- Practise your pronunciation and accent whenever you can (no-one can hear you in the shower!).
- Record yourself and listen over and over again.
- Practise with someone else and make sure you test yourself.
- Know all your key past/present/future verbs and structures off by heart so that you feel confident.
- Be able to give a variety of opinions and reasons.
- Use your Shebbear College Success Guide for every piece of work you have to hand in.

## MUSIC

### Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0)

These specifications have not yet been accredited by Ofqual but are likely to be approved without too many alterations.

#### GCSE Music comprises 3 Components:

##### Performing - 30%

Students perform for at least four minutes' combined duration.

Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces.

Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces.

Each performance will be out of 30 marks. They are internally marked and externally moderated.

##### Composing - 30%

Students compose two compositions, of at least three minutes' combined duration.

One composition to a brief set by Pearson, of at least one minute in duration and one free composition set by the student, of at least one minute in duration. Each composition will be out of 30 marks. They are internally marked and externally moderated.

##### Appraising - 40%

The paper is made up of two sections and is out of a total of 80 marks.

Students study 8 set works.

##### Section A

Areas of study, dictation, and unfamiliar pieces (68 marks). Six questions related to six of the eight set works, one short melody/rhythm completion exercise, one question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

##### Section B

Extended response comparison between a set work and one unfamiliar piece (12 marks) One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music. A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

##### Careers in Music

Career opportunities in music are wide and varied and include teaching, music therapy, performing, broadcasting, composing, library work, the wholesale and retail music trade, the recording industry, conducting, music festival work and their organisation, music journalism, music technology, instrument manufacture and maintenance, publishing, concert agency and management are the main areas of employment.

The music industry in its entirety represents the largest annual turnover and employs a great many people.

## PHYSICAL EDUCATION

### GCSE

The new Physical Education GCSE course has been developed by working closely with the Youth Sport Trust to design a specification that will inspire teaching and learning.

New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

The activity list and practical weighting for GCSE Physical Education will be the same across all exam boards and the new specification aims to be engaging with clear assessment.

The qualification is linear which means that pupils will sit all their exams and submit all their non-exam assessment at the end of the course.

#### Pupils are assessed in the following ways:

#### Paper 1: The human body and movement in physical activity and sport.

##### What's assessed?

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

##### How it's assessed?

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

##### Questions

- Pupils answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.





**Paper 2:  
Socio-cultural influences and well-being  
in physical activity and sport.  
What's assessed?**

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

**How it's assessed?**

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

**Questions**

- Pupils answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Non-exam assessment:**

**Practical performance in physical activity and sport**

**What's assessed?**

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

- Analysis and evaluation of performance to bring about improvement in one activity.

**How it's assessed?**

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

## RELIGIOUS STUDIES

**AQA (Short Course) GCSE**

It is essential to growing up in twenty-first century Britain to have an understanding of diverse faiths and beliefs. As a Methodist College we ensure that all our pupils do so in a way that reflects our Christian ethos. Many of the beliefs and issues we study in GCSE Religious Studies are part of everyday life and so are relevant to everyone. We look at religious and moral issues and think through some of the big philosophical questions of life.

Religious studies is all about trying to answer the big questions that we all think about now and again like 'what is the meaning of life?' or 'what happens to us after we die?' Religious studies is all about finding out what people believe and why. Religious studies will help you to consider and explore moral issues such as euthanasia, prejudice, abortion and poverty.

Religious Studies prepares you to work and deal with people of different cultures and beliefs, and helps to remove the ignorance, which causes prejudice, hatred and violence. Through studying this course, you will have the opportunity to explore beliefs in a safe and questioning environment so that you can become sure of your own values and explain them clearly to others.

The GCSE is assessed through one examination of one hour forty five minutes.

This involves the study of the beliefs and teachings of two religions, Christianity and Islam. These include the nature of God, beliefs about the creation and the afterlife, beliefs about Jesus Christ and salvation, and beliefs about Authority in Islam.

The course also involves the study of central religious, philosophical and ethical studies. The two themes are; relationships and families, and peace and conflict.

## CORE SCIENCE

**GCSE Combined Science  
Double award Edexcel (ref: 1CSO)**

The most able scientists will have been given the opportunity to start the separate science course in the third form heading towards GCSE's in Biology, Chemistry and Physics at the end of the fifth form.

The majority of pupils will take the double award Combined Science course and earn two GCSE grades in most cases this will be two equal grades (e.g: 6-6, 7-7) but if a pupil falls halfway between two grades they could be awarded two consecutive grades eg 6-7.

Pupils will sit the exams at the end of the Fifth Form. Pupils who take either route, separate or combined sciences will be able to progress to study any science at A Level.

Pupils entered for the Combined Science GCSE will sit 70 minute exams each worth 60 marks, two per subject (Biology, Chemistry and Physics). Pupils who are entered for the three separate science GCSEs will sit 105 minute exams each worth 100 marks, two per subject (Biology, Chemistry and Physics). For either route their will be no controlled assessment but the course will contain 16 core practicals that pupils are required to complete and knowledge of these and their methods will form part of the exams.

**Subject content:**

**Biology:**

1. Overarching concepts in biology (examined in both biology papers)

**Biology paper 1**

2. Cells and control
3. Genetics
4. Natural selection and genetic modification
5. Health, disease and the development of medicines.

**Biology paper 2**

6. Plant structure and their functions
7. Animal coordination, control and homeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles

**Chemistry**

1. Overarching concepts in chemistry (examined in both chemistry papers)

**Chemistry paper 1**

2. States of matter
3. Methods of separating and purifying substances
4. Acids
5. Obtaining and using metals
6. Electrolytic processes
7. Reversible reactions and equilibria

**Chemistry paper 2**

8. Groups 1, 7 and 0
9. Rates of reaction
10. Fuels
11. Heat energy changes in chemical reactions
12. Earth and atmospheric science

**Physics**

1. Overarching concepts in physics (examined in both physics papers)

**Physics paper 1**

2. Waves
3. Light and the electromagnetic spectrum
4. Particle model 1
5. Radioactivity
6. Energy - forces doing work
7. Forces and their effects
8. Electricity and circuits

**Physics paper 2**

9. Magnetism and the motor effect
10. Particle model 2
11. Forces and matter

Questions assessing students' use of mathematical skills will make up 15% of the assessments.

There will also be some recall of equations required in physics.

The exam papers will have a mix of multiple-choice questions, short-answer and longer-answer questions.

The demand (difficulty) of questioning will increase both within questions and also across the papers as it encourages students of all abilities to engage with each part of the paper and persevere through the exam.



## VISION, MISSION & VALUES

**Imagine** a school continuously reinvented by a community of people who are energetic, playful, responsible, caring and committed to learning; a community that honours its illustrious past, yet embraces innovation. **Recognise** the high level of achievement in exhibitions, projects, awards and special events which are a way of life. **Observe** all age groups making connections through the work they do, the problems they solve and the experience, strength and hopes they share. **Envision** technology used to invent the future, examine the past and make sense of the present. **Consider** the music, art, drama and physical movement used to learn languages, history, geography, science and maths, the means to nurture body, mind and spirit. **Sense** professionals committed to achieving extraordinary results in each moment of every ordinary day and children of all ages discovering the champion within.

*Shebbear College is an adventure for the mind, a home for the heart and a foundation for life.*

### Our Mission is to Provide a Foundation for Life

We will recruit, develop, reward and retain staff of the highest calibre whose teaching excites and inspires. We will create and resource innovative learning environments that engage and challenge all our pupils, developing in them a thirst for learning, regardless of ability.

We will stimulate the intellect, develop the physical and spiritually inspire by providing enrichment experiences locally, nationally and internationally, an extensive sporting calendar for individual and team events and participation in outdoor education. We will provide and sustain the most up-to-date educational and living facilities, embracing state of the art technology and connectivity. We will demonstrate by example the importance of global citizenship.

We are proud of our strong Christian ethos which is supported by a school chaplain and regular worship that encourages charitable and community involvement as an integral part of school life. Christian values connote that we are an inclusive community where each individual is recognised for their unique self-worth.

We will act wisely and prudently in the management of our school, maintaining our financial stability and allocating resources effectively. We will operate with the honesty, integrity and openness that underpin our school's values.

### At Shebbear College we Value:

- Community which is tolerant, considerate and nurtures moral responsibility, underpinned by Christian and family values.
- Inclusiveness which welcomes pupils of all cultures and all faiths or none, for whom we work hard to provide a firm foundation for life.
- Teaching which encourages curiosity, initiative, creativity, tenacity and above all, free thinking.
- Pastoral care which develops confidence, stability, continuity, honesty, enthusiasm and loyalty in young people who are ready to influence the world.
- John Wesley's challenge to:

*Do all the good you can,  
By all the means you can,  
In all the ways you can,  
In all the places you can,  
At all the times you can,  
To all the people you can*

# SHEBBEAR COLLEGE DEVON



Shebbear  
Beaworthy  
Devon EX21 5HJ  
United Kingdom

Telephone: 01409 282001

[info@shebbearcollege.co.uk](mailto:info@shebbearcollege.co.uk)  
[www.shebbearcollege.co.uk](http://www.shebbearcollege.co.uk)

The **Methodist** Church 