



**Blessed Robert Sutton**  
**Catholic Voluntary Academy**

# **Key Stage 4**

# **Parental Guide for**

# **the year ahead**



'Academic excellence, spiritual development  
and social awareness through Christ.'



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust





Dear Parents / Carers,

We hope this curriculum guide provides you with a one stop shop with everything you need to know for the year ahead.

Alongside this booklet we are delighted to share with you our new website—

**[www.robertsutton.srscmat.co.uk](http://www.robertsutton.srscmat.co.uk)**

The collaboration and relationships between students, parents and school is key to our success as a learning community. Communication is central to these relationships, which is why my colleagues and I will always be available to discuss the education and personal development of your child. As part of this commitment I will personally make it a priority to send a an update to parents every week—this can be found on our new website; and our school Twitter feed and website can also help keep you up-to-date with all the latest news from the school.

As the new Headteacher of BRS in this pack I have also enclosed a copy of our Strategic plan for your information.

**Mission statement** – To inspire and support all students to achieve exceptional success - academic excellence, spiritual development and social awareness through Christ.

**Vision** – An Excellent Education for all – so that that each student '**should have life and live it to the full.**'

**Values** Our Catholic Values, which permeate all areas of the school community, are central to all we do. They underpin a highly ambitious vision towards an excellent education for all.

We want everyone to thrive in our caring community: the Sutton way (our moral code) encourages all children to fulfil their aspirations, making full use of the talents bestowed upon them. Central to The Sutton Way are the values of Love, Respect, Hope, Kindness and Resilience.

It is a privilege to lead this wonderful community and I welcome you to come and visit our school for a BRS in Action tour.

So far on the return to school as a school leadership team we could not have hoped for a better response from students who have settled back quickly into life at BRS, behaving extremely well and demonstrating the school values in their interactions with others. Please encourage your children to take advantage of the extracurricular enrichment opportunities available to them as part of their Sutton Experience. Whilst the academic outcomes our young people achieve at the end of Year 11 are vitally important, so is the wider personal development that comes from an excellent all round education. I would also take this opportunity to encourage parents/carers to get in touch with school immediately should there be anything that you think we could do to further support your children to be successful. In the first instance this should be via the Year Leader or the 'BRS Feedback Tab' on the website.

I look forward to working with you in the months and years ahead.

With kindest wishes,

Laura O'Leary

[loleary@brs.srscmat.co.uk](mailto:loleary@brs.srscmat.co.uk)



## KEY STAGE 4—CURRICULUM OFFER, 2021-22

At Blessed Robert Sutton, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. As a result, students are timetabled across a wide range of subjects in 55 minute periods as per the timetable below:

Subject	Number of Periods
English	9
Maths	8
RE	5
Options subjects	5
Character	1
PE	3
Science	9

### The Sutton Experience

Students also have timetabled: a fortnightly Character lesson; and a daily 20 minute Tutor Time Reading Session with their tutor followed by an afternoon session focussed on the theme of the day. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our new library and wellbeing hub is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment, there is a prep breakfast club for all students before school from 8.00am; after school there are homework clubs and enrichment clubs running daily.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage. As a result of this rich curriculum offer, we expect our students to become lovers of learning and be fully equipped to embark on the next stage of their curriculum journey.



## Key contacts

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

<b>Year 10</b>	
<b>Year Leader:</b> Miss J Scott <b>jscott@brs.srscmat.co.uk</b>	
<b>Pastoral Support:</b> Mrs Tarry, Mrs Smith and Mrs Rowe	
<b>Form Tutor</b>	<b>Email Address</b>
<b>10.1</b> Mr A Buck	abuck@brs.srscmat.co.uk
<b>10.2</b> Mrs J Cawson	jcawson@brs.srscmat.co.uk
<b>10.3</b> Mrs N Langridge	nlangridge@brs.srscmat.co.uk
<b>10.4</b> Miss F Toms	ftoms@brs.srscmat.co.uk

<b>Year 11</b>	
<b>Year Leader:</b> Miss K Meredith <b>kmeredith@brs.srscmat.co.uk</b>	
<b>Pastoral Support:</b> Mrs Tarry, Mrs Smith and Mrs Rowe	
<b>Form Tutor</b>	<b>Email Address</b>
<b>11.1</b> Mr E Davies-Tagg	edaviestagg@brs.srscmat.co.uk
<b>11.2</b> Mr D Turner	dturmer@brs.srscmat.co.uk
<b>11.3</b> Miss H James	hjames@brs.srscmat.co.uk
<b>11.4</b> Mrs A Coons / Mrs L Taberner	acoons@brs.srscmat.co.uk / ltaberner@brs.srscmat.co.uk



# THE SUTTON EXPERIENCE

## SUTTON EXPERIENCE EXTRA-CURRICULAR OFFER, 2021 - 22

There are a wide range of extra-curricular activities for students to engage with whilst at Robert Sutton, these will run before school, after school and during lunchtimes.

### Monday

**Lunchtime**

- Gym
- Sportshall
- Wellbeing Hub
- A105

**Afterschool**

- Astro

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St Ralph Sherwin

### Tuesday

**Lunchtime**

- A107
- A205
- Wellbeing Hub
- Careers Hub
- Gym
- A105

**Afterschool**

- Main Hall
- B205
- Astro
- B207
- A204

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### Wednesday

**Lunchtime**

- B109
- B102
- Wellbeing Hub
- Wellbeing Hub
- A103
- Library
- Sportshall
- A105

**Afterschool**

- Wk 1 B202
- Gym
- Sportshall
- A106

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### Thursday

**Lunchtime**

- A114
- Sherwin Behaviour & Support Hub
- Sportshall
- A105

**Afterschool**

- A112
- B103

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### Friday

**Lunchtime**

- Wellbeing Hub
- Sportshall
- A105
- A104

**Afterschool**

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## KEY STAGE 4 CURRICULUM OFFER, 2021-22

### ART

SUBJECT	Art and Textiles
Curriculum Leader	Miss H Crowther hcrowther@brs.srscmat.co.uk

#### KS4 Art GCSE

'The Eduqas GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. A rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.'

This specification encourages students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

#### Assessment

Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the 4 GCSE assessment objectives.

#### Component 1: Portfolio

**60% of qualification: 120 marks**



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## KEY STAGE 4 CURRICULUM OFFER, 2021-22

### ART

#### **Component 2: Externally Set Assignment 40% of qualification: 80 marks**

##### ***Part 1: Preparatory study period***

Externally Set Assignment materials by the exam board. **One** of the assignments is to be selected by the student and are developed during the preparatory study period which inform the resolution of the student's ideas in the 10 hour exam.

##### ***Part 2: 10 hour period of sustained focus work***

The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work under supervised conditions.

#### **Our key stage 4 Art curriculum aims to ensure the following skills and knowledge are developed for them to achieve a GCSE in Art**

This specification encourages students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

Possible areas of study include:

Drawing

Lens and light-based media

Mixed media



## KEY STAGE 4 CURRICULUM OFFER, 2021-22



### FOOD AND NUTRITION

SUBJECT	DESIGN TECHNOLOGY
Curriculum Leader	Mrs J Langston jlangston@brs.srscmat.co.uk

### KS4 Food Preparation and Nutrition

**Our key stage 4 FOOD curriculum aims to ensure the following skills and knowledge are developed for them to achieve a GCSE in Food Preparation and Nutrition**

Food and Nutrition in our school will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Through food and nutrition, students will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.

Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.

Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

Develop and understanding of the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices

Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

Understand and explore a range of ingredients and processes from different culinary traditions





## KEY STAGE 4 CURRICULUM OFFER, 2021-22

### DESIGN TECHNOLOGY

SUBJECT	DESIGN TECHNOLOGY
Curriculum Leader	Mrs J Langston <a href="mailto:jlangston@brs.srscmat.co.uk">jlangston@brs.srscmat.co.uk</a>

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences

on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth..'

This specification encourages students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

#### Assessment

Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the GCSE assessment objectives.

**Exam: 50% of qualification: 100 marks**

#### **Section A – Core technical principles (20 marks)**

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

#### **Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.



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## KEY STAGE 4 CURRICULUM OFFER, 2021-22

### ART TEXTILES

SUBJECT	Art Textiles
Curriculum Leader	Miss H Crowther hcrowther@brs.srscmat.co.uk

#### KS4 Art Textiles GCSE

'The AQA GCSE Art Textiles is a vibrant and dynamic, course that gives students the freedom to explore the subject in ways that inspire and bring out the best in all students, whilst equipping them with the skills to continue the subject with confidence at AS, A-level and beyond. There is a full range of options open to students, which allow for the study of Art Textiles in both breadth and depth. Portfolio projects, assignments or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that students use to reflect and evidence their submissions.'

This specification encourages students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

#### Assessment

Students will be assessed through a personal learning checklist for each unit of work, grading their progress based on a RAG rating and a teacher digital tracker. A formal assessment of each unit will take place using the 4 GCSE assessment objectives.

#### **Component 1: Portfolio—60% of qualification: 96 marks**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### **Component 2: Externally set unit—40% of qualification: 96 marks**

Externally set exam paper where students select one theme, create a sketchbook of work and a final outcome produced in a 10 hour exam



## KEY STAGE 4 CURRICULUM OFFER, 2021-22



### ENGLISH

SUBJECT	ENGLISH
Curriculum Leader	Miss B Robinson brobinson@brs.srscmat.co.uk

At Blessed Robert Sutton, we deliver the AQA GCSE English Literature and AQA English Language course. The two GCSE are taught discretely, with dedicated books and lessons for Literature, and separate books and designated lessons each week focusing on Language.

### Course description

<u>Literature</u>		<u>Language</u>	
<u>Paper 1</u>	<u>Paper 2</u>	<u>Paper 1</u>	<u>Paper 2</u>
Shakespeare	Modern Text	Fiction extract	Comparison of 2 non-fiction extracts
19 <sup>th</sup> century text 'Jekyll and Hyde'	Power and Conflict Poetry Anthology	Creative writing	Persuasive writing

In Year 10 study, students begin by studying a Modern Text (Literature Paper 2 Section A) ('Blood Brothers' or 'Animal Farm'). The teacher, using knowledge of the class' ability and interest, decides on the text chosen for each group. This way we can ensure that students are studying texts that are accessible to them, and offer them opportunities to engage fully with the text.

We start GCSE study with this element of the Literature exam to help students settle into the new curriculum, as they have previously studied modern texts at KS3. The demands of the exam for this text are challenging – this is the only literature question whereby students do not have a copy of the text, therefore, starting the two year course with this allows students maximum op-



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After the Modern Text, students will move onto the Shakespeare element of the Literature course (Literature Paper 1 Section A). Classes either study 'Macbeth' or 'Romeo and Juliet', depending on their ability. Using two terms of the school year allows for teaching to be thorough and learning to be effectively secured, helping students to grasp the plot and key ideas. Students often find this aspect of the curriculum difficult, and therefore much time is dedicated to ensuring a strong grasp on the text is established

For the Language curriculum, lessons in Year 10 focus on the first paper, which is fiction comprehension and creative writing.

Year 11 begins with the study of the 19<sup>th</sup> century text 'Jekyll and Hyde' (Literature Paper 1 Section B). By this stage in their academic career, students should be increasingly confident and proficient at reading texts, and their understanding of Victorian society is well honed from KS3 study

Finally students study the 15 poems in the 'Power and Conflict' anthology (Literature Paper 2 Section B), while developing skills for Unseen Poetry (Literature Paper 2 Section C). The poems are taught in a sequence that allows links to be drawn between each, and therefore allow students to develop their skills of comparison through the journey of learning. The teaching of comparison in Literature marries well at this point with the comparison skills established through the study of Language Paper 2, which is an exam based on comparing two sources.

For the Language curriculum, lessons in Year 11 focus on the Language Paper 2, which is comparison non-fiction comprehension and persuasive writing.

### **Exam board**

AQA

### **Past papers**

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

### **Assessments**





## KEY STAGE 4 CURRICULUM OFFER, 2021-22

### GEOGRAPHY

SUBJECT	GEOGRAPHY
Curriculum Leader	Mr Davies-Tagg edaviestagg@brs.srscmat.co.uk

Geography at Key Stage 4 is based on a balanced framework of physical and human geography, allowing students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

#### Course description

In Year 10 and 11 pupils will continue to develop their geographical knowledge and skills by studying three key areas:

#### Living with the Physical Environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

#### Challenges in the Human Environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments

#### Geographical Applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students





## KEY STAGE 4 CURRICULUM OFFER, 2021-22

### HISTORY

SUBJECT	HISTORY
Curriculum Leader	Mr Davies-Tagg edaviestagg@brs.srscmat.co.uk

The Key Stage 4 Curriculum enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

### Course description

Paper	Topic	Description
Paper 1: Understanding the Modern World (50% of GCSE, 2 hours, 84 marks)	Period Study – America, 1840-1895: Expansion and consolidation.	This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.
	Wider World Depth Study– Conflict and Tension, 1894-1918.	This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.
Paper 2: Shaping the Nation (50% of GCSE, 2 hours, 84 marks)	Thematic Study – Britain, Health and the People c.1000	This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods
	British Depth Study: Norman England, c.1066-c.1100	This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

### Exam board

AQA GCSE History (8145)

### Past papers



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## KEY STAGE 4

### MATHS

SUBJECT	MATHS
Curriculum Leader	Mrs R Schofield rschofield@brs.srscmat.co.uk

At Blessed Robert Sutton, we deliver the OCR 9-1 Mathematics GCSE. There are two tiers of entry and all examinations take place at the end of year 11.

NC Subject Content Area	Strands
Number	<ul style="list-style-type: none"> <li>Number: Understand and represent number</li> <li>Number: Calculations</li> <li>Number: Understand fractions and decimals</li> <li>Number: Percentages</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>Algebra: Understand Notation and Substitute</li> <li>Algebra: Equivalence and Proof</li> <li>Algebra: Solve Equations and Inequalities</li> <li>Algebra: Linear Graphs</li> <li>Algebra: Non-linear Graphs</li> <li>Algebra: Sequences</li> </ul>
Ratio, proportion and rates of change	<ul style="list-style-type: none"> <li>Ratio, Proportion, Rates of Change: Multiplicative Relationships</li> <li>Ratio, Proportion, Rates of Change: Ratio &amp; Rates</li> </ul>
Geometry and measures	<ul style="list-style-type: none"> <li>Geometry and Measures: Perimeter, Area and Volume</li> <li>Geometry and Measures: Construct and Transform Geometric Figures</li> <li>Geometry and Measures: Shape properties</li> <li>Geometry and Measures: Angles</li> <li>Geometry and Measures: Pythagoras and Trigonometry</li> <li>Geometry : Geometrical Proof</li> </ul>
Probability	<ul style="list-style-type: none"> <li>Probability</li> </ul>
Statistics	<ul style="list-style-type: none"> <li>Statistics: Represent and Interpret Data</li> <li>Statistics: Statistical Measures</li> <li>Statistics: Bivariate Data</li> </ul>

### Past papers and revision materials

<https://corbettmaths.com/2019/04/01/gcse-practice-papers/>

<https://corbettmaths.com/2017/09/14/legacy-gcse-a-g-practice-papers/>

<https://keshgcsemaths.wordpress.com/foundation-papers-1-2/>

<https://keshgcsemaths.wordpress.com/higher-papers-1-2/>

### Assessments

A small assessment will take place after each unit of work. Formal summative assessments will take place termly in line with the whole school assessment policy. The final exam consists of three papers, each being 1 hour 30 minutes.



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## KEY STAGE 4—CURRICULUM OFFER, 2021-22



### MFL

SUBJECT	MFL
Curriculum Leader	Mrs J Whiteford jwhiteford@brs.srscmat.co.uk

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where MFL is spoken.

Theme 1: Identity and culture	<p>1: Me, my family and friends</p> <p>Relationships with family and friends, Marriage/partnership</p> <p>Topic 2: Technology in everyday life</p> <p>Social media, Mobile technology</p> <p>3: Free-time activities</p> <p>Music, Cinema and TV, Food and eating out, Sport.</p> <p>4: Customs and festivals in French-speaking countries/communities</p>
Theme 2: Local, national, international and global areas of interest	<p>1: Home, town, neighbourhood and region</p> <p>2: Social issues</p> <p>Charity/voluntary work, Healthy/unhealthy living</p> <p>3: <b>Global issues</b> The environment, Poverty/homelessness</p>
Theme 3: Current and future study and employment	<p>1: My studies</p> <p>2: Life at school/college</p> <p>3: Education post 16</p> <p>4: Jobs, career choices and ambitions</p>

### How you can help your child

Be positive about language learning.

Remind them that it is easier to learn French than a lot of people think, because many words are closely related to English

Avoid statements like "languages are hard" or "everyone speaks English"

Help your child learn their vocabulary

Encourage them to find out about countries where French is spoken on the Internet

Support your child in completing homework tasks



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## KEY STAGE 4 CURRICULUM OFFER, 2021-22

### PE

SUBJECT	PE
Curriculum Leader	Mrs E Goddard egoddard@brs.srscmat.co.uk

#### Year 10

Students can develop more advanced skills in isolation and under competitive pressure in authentic scenarios.

#### Year 11

Students can develop more advanced skills with more consistency, accuracy, control and frequency in competitive scenarios.

#### Core PE Assessment

Students are assessed at the end of each using descriptors of levels for each sport. Students are taught the basic skills in each sport in Year 7, in Year 8 and 9 these skill are built upon through a progressively more challenging schemes of work where they are taught more tactic and then advanced skills. Student's highest individual, team and then the next best score (individual or game) contribute to their final grade.

At KS4 students are challenged by being taught tactical awareness and development through more advanced skills. They may also be taught through a sport education model as students become more proficient and the students take on more of lead of the lesson while the teacher becomes the facilitator. In KS4 Core, students are scored on their Attitude learning in order to foster positive attitudes and encourage their lifelong participation in PE & sport.

#### Ways to help my child succeed

Students should be encouraged to take part regularly in sport and exercise outside of school.

#### Useful websites

<https://sportacrossstaffordshire.co.uk/>

<http://www.eaststaffsbc.gov.uk/sports-development/sports-clubs>

#### GCSE Physical Education

A GCSE in Physical Education equips pupils with the knowledge, understanding, skills and values they





## Theory Exam 2:

Health and Fitness

Psychology of Sport

Socio-cultural issues in Sport and Fitness

The practical element is worth 40% and comprises of practical activities and coursework. Pupils will be assessed in three approved practical activities (sports.) Pupils can be assessed in activities inside and outside of school. Pupils must be willing participants in order to succeed in this element of the course (with attendance at extra-curricular clubs highly recommended). This element is referred to as the NEA (Non Examined Assessment).

## Exam board

Edexcel GCSE Physical Education

## Past papers

<https://robertsutton.fireflycloud.net/physical-education/ks4/gcse/practice-exam-papers>

## Assessments

In GCSE PE students are tested after each unit, known as knowledge curriculum tests. These assessments will test all of the knowledge and skills that the students have developed up to that point. Each assessment aims to cover questions from a range of difficulties, ensuring that students at different attainment levels can be distinguished between.

These assessments are colour coded.

Red – Historic weaknesses

Amber - Last topic

Green – Current topic

In the current situation the homework and marking policy is as follows

Light touch marking in class books followed by whole class feedback sheets

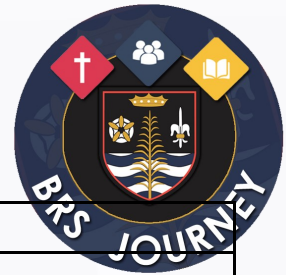
Homework is given once a week on firefly and individual feedback given

Three summative assessments per year. These are as well as the end of unit tests.



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## KEY STAGE 4 - CURRICULUM OFFER, 2021-22



RE

SUBJECT	RE
Curriculum Leader	Mrs L Taberner ltaberner@brs.srscmat.co.uk

At KS4, our students build on their prior learning, while developing sophisticated analytical and evaluative skills. This enables students to be more questioning in their study of the impact of religious and non-religious belief on the lives of people in the modern world. Students follow Eduqas Religious Studies: Route B

### **Eduqas GCSE Religious Studies: Route B**

**In Year 10 students will study Judaism and Foundational Catholic Theology**

#### **Paper 3: Judaism (25%)**

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

#### **Paper 1: Foundational Catholic Theology (37.5%)**

**Origins and Meaning:** This theme requires students to consider religious and non-religious beliefs about the origins and value of the universe and human life. Students are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or non-religious world-views such as those held by Atheists and Humanists.

**Good and Evil:** This theme requires students to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Students are expected to make relevant references to scripture and other sources of authority.

**In Year 11 students will study Applied Catholic Theology.**

#### **Paper 2: Applied Catholic Theology (37.5%)**

**Life After Death:** This theme requires students to consider religious beliefs about the nature of life and death.

Students are expected to make relevant references to scripture and other sources of authority.

**Sin and Forgiveness:** This theme requires students to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Students are expected to make relevant references to scripture and other sources of authority.

### **Exam board**

Eduqas Religious Studies: Route B

### **Past papers**

<https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=ReligiousStudies&level=GCSE&pastpaper=true>



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## KEY STAGE 4 - CURRICULUM OFFER, 2021-22



### SCIENCE

SUBJECT	SCIENCE
Curriculum Leader	Miss H James hjames@brs.srscmat.co.uk

Pupils will follow the Key Stage 3 National Curriculum through the AQA KS3 syllabus and KS4 they will move to study AQA Trilogy GCSE Combined Science or choose to study AQA Trilogy GCSE Separate Science. As a result, the Science Curriculum aims to enable pupils to:

- Develop a range of practical skills which will allow pupils to apply observe scientific theories
- collect, analyse and communicate with a range of data gathered through practical work that deepen their understanding of scientific processes
- communicate scientific information in a variety of ways, including through graphs, tables, diagrams and through extended pieces of writing
- develop scientific knowledge that questions the world we live in
- develop knowledge of the how the human body functions including mechanisms for breathing, digestion and reproduction; how chemicals react and bond together; how forces interact; develop an understand of the structure of our planet and how we impact it; understanding our energy usage;
- prepare our pupils for life in an increasingly scientific and technological world today and in the future

encouraging open-mindedness, self-assessment, perseverance and developing the key scientific skills of hypothesising, observing, interpreting, explaining, analysing and evaluating





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