

CORE SUBJECTS

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Regardless of your chosen pathway you will all study:

English	leading to two GCSEs; one in Language and one in Literature
Mathematics	leading to one GCSE
Science	leading to two or three GCSEs
Core RS	
Core ICT	
Core PE	
PSHCE/Citizenship (PDL)	



ENGLISH

All students will study English Language and English Literature at GCSE throughout both Year 10 and Year 11. All external assessment will be in the form of examinations taken in the summer of Year 11.

English Language at GCSE

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

A real focus of these new GCSE specifications is that students will read fluently and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.

The format of assessments will be:

Paper 1: 1hr 45 min – Explorations in Creative reading and writing 50% of GCSE

Paper 2: 1hr 45 min – Writers' viewpoints and perspectives 50% of GCSE



English Literature at GCSE

Throughout our teaching of English Literature in KS3, students have already been exposed to a wide range of challenging and varied English Literature texts from across centuries and authorial perspectives in order to prepare them for the modes of study at GCSE.

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

Our specific course will encourage students to: read a wide range of classic literature fluently and with good understanding, and make connections across their reading, read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas and appreciate the depth and power of the English literary heritage.

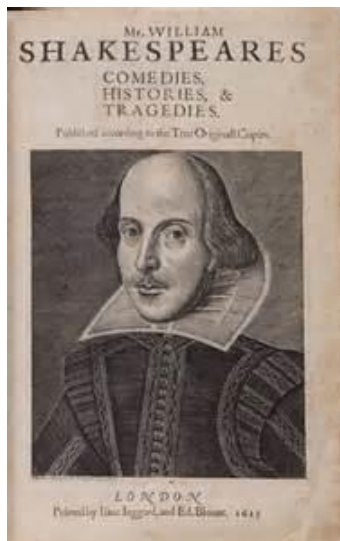
The format of assessments will be:

Paper 1: 1hr 45 min – Shakespeare and the 19th Century Novel, 40% of total GCSE

Paper 2: 1hr 45 min – Modern texts and Poetry, 60% of total GCSE

We will offer a wide range of texts to be studied across the course and these are likely to include: *A Christmas Carol*, *An Inspector Calls*, *Blood Brothers* and *Macbeth*.

If students have any questions regarding either of the two subjects, they can discuss it with their English teacher or ask Miss Jennings, Head of English.

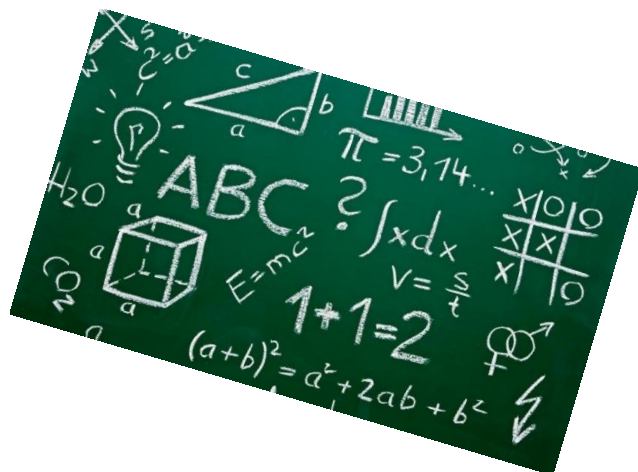
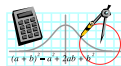


MATHEMATICS

Mathematics is a compulsory subject for all pupils to the age of 16. The courses followed at Key Stage 4 reflect the National Curriculum and are a continuation of the topics pupils will have studied in Key Stage 3, with new topics also being introduced.

The work is based around six areas of study:

1. *Number*
2. *Algebra*
3. *Ratio & proportion and rates of change*
4. *Geometry & Measures*
5. *Probability*
6. *Statistics*



Mathematics is taught in two tiers and in year 11, we make a decision on the best tier of entry, based on their performance in assessments, targets and mock examinations to ensure they achieve the best grade possible. The tiers are:

Higher Tier - Grades 9 to 4
Foundation Tier - Grades 5 to 1.

The GCSE Course structure

Pupils follow the OCR GCSE course which builds upon the mathematical knowledge students have studied in years 7 to 9 and covers the full range of topics from the six key areas of study. All pupils are set according to their ability and target grades; to ensure they have the best opportunity to achieve their full potential. In the summer of year 11 they sit 3 exam papers, each 1½ hours long, with 1 being a non-calculator paper and the other 2 being calculator papers. Their marks for these 3 papers are summed together to produce their final GCSE grade.

Internal Assessment

- During Years 10 and 11, pupils are regularly assessed on each unit of work through homework tasks, mini-tests and activities.
- Pupils also complete more significant summative assessments at key points during the year to assess their progress on the topics they have covered between each assessment.
- The assessments are thoroughly analysed and the results are discussed with individual pupils. Time is then allocated in lessons to re-visit the common topics that pupils may have struggled with.

CONTACT Miss Thorley or your Mathematics Teacher

SCIENCE

All students will study Science at GCSE. There are two pathways available for students and the Science department will suggest which course is suitable for each student on an individual basis.

Students will begin to cover the GCSE sciences towards the end of Year 9 and all will study the same material. If you want to take the route of gaining 3 GCSE's – one in each Science you will need to use one of your option choices for separate science. If you have any questions regarding the courses, and how they apply to you, please contact Miss Jones.

GCSE Combined Science (Trilogy) 2 GCSE's

Exam board: AQA

Students complete a mixture of Biology, Chemistry and Physics topics to gain 2 GCSE's by the end of Year 11. The Science covered in the GCSE course is very relevant to everyday life – we cover topics as diverse as cloning, mobile phones and climate change, all of which you will have seen mentioned in the news.

GCSE Separate Science is an ideal route to follow if you are likely to choose A Level Sciences in College or 6th Form.

Course content – bold content indicates an extra topic for separate science

Biology	Chemistry	Physics
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Forces Energy Waves Electricity Magnetism and electromagnetism Particle model of matter Atomic structure Space physics

Examinations for GCSE science trilogy (2 GCSE'S)

- **Six papers:** two Biology, two Chemistry and two Physics. Each will assess different topics.
- **Duration:** all the papers are 1 hour 15 minutes.
- **Tiers:** Foundation and Higher.
- **Weighting:** the papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.
- **Question types:** multiple choice, structured, closed, short answer and open response.

Examinations for GCSE separate science (3 GCSE's)

- **Six papers:** two Biology, two Chemistry and two Physics. Each will assess different topics.
- **Duration:** all the papers are 1 hour 45 minutes.
- **Tiers:** Foundation and Higher.

- **Weighting:** the papers are equally weighted. Each is worth 50% of the grade and has 100 marks.
- **Question types:** multiple choice, structured, closed, short answer and open response.

For further information please contact Miss H Jones

CORE ICT

Core ICT is vitally important in allowing students the opportunity to broaden their use of ICT to help with their curricular studies, and to set the technological foundation for life beyond school too. Much of the technology used as part of the course is based on web services, affording learners the freedom to exercise their imagination in developing many solutions to relevant real-life problems.

Students will take on the Director role in an events company, and will create, organise and publicise a new UK-based festival. As Director, learners will have to carry out various research and planning activities relating to finance, graphics, and promotion, then showcase the results of their data in a commercial standard website that they create themselves.

Core ICT comprises of 15 lessons in total, in Year 11 only. For more in-depth study across Year 11 and Year 10, students can choose the ICT based qualification, GCSE iMedia, or a more programmatic course, GCSE Computer Science.

CONTACT Mr Wolff

PHYSICAL EDUCATION

Physical Education aims to promote a healthy lifestyle through active participation in lessons. Fitness, co-ordination and physical competence will be developed through selected activities taken from major team games and individual sporting activities.

The development of self-confidence, co-operation, tolerance and the appreciation of one's own and others strengths and weaknesses is considered to be an important part of the learning process. Pupils will be expected to plan, perform and evaluate actions, ideas and performances in individual, group and team activities.

At Key Stage 4 pupils will refine techniques in their chosen activities to achieve more consistent and effective performances. Through this process pupils will discover their aptitudes, abilities and preferences, being able to make a choice about how to get involved in lifelong physical activity.

Physical Education provides opportunities to be creative, competitive and to face up to different challenges in participating either as a performer, coach or official.



CONTACT Physical Education Teacher

Religious Studies



GCSE Short Course (Fast Track)

Why study RS?

As RS is compulsory in KS4, we teach you the GCSE short course to enable all students to gain an official qualification for their hard work.

A GCSE in Religious Studies can be useful in many ways.

- Whether you go on to study at university or college, or out into the world of work, you will meet people from all walks of life with different religious and moral opinions. **GCSE RS** will help you to understand and appreciate them.
- Employers may feel that RS shows you have sensitivity in dealing with personnel.
- Being able to evaluate differing opinions will help you to develop similar skills in your other subjects.
- Studying the ultimate questions of life may give you a good foundation for dealing with religious and moral issues when you become an adult.

What will I study? Beliefs, teachings and Ethical Studies

Examination Board: AQA

Section A: The study of religions: beliefs and teachings of two religions from the following:

- Islam
- Judaism.

Section B: Thematic studies: religious, philosophical and ethical studies:

- Theme A: Relationships and families.
- Theme B: Religion, peace and conflict.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar and specialist terminology)
- 100% of GCSE Short course

Questions

Section A:

- Students answer questions on two religions
- The questions within each religion have a common structure made up of five-part questions of 1, 2, 4, 5 and 12 marks.

Section B:

- Students answer questions on both themes
- The questions within each theme have a common structure made up of five-part questions of 1, 2, 4, 5 and 12 marks.

All questions are marked out of 24.

This is a core subject and does not take up one of your option columns. If you are interested in Religious Studies then you should consider Ethics, Philosophy and Religion as an option – it looks at many important current issues from both a philosophical and a religious viewpoint.

CONTACT **Your RS Teacher**

Personal Development Learning (PSHE) at KS4

In Malbank's Personal Development Learning (PSHE and RSHE) department we will develop healthy, independent, and successful members of the community giving students opportunities to develop their understanding and skills in personal safety, healthy relationships, personal health, and sex education. Students will also have the opportunity to develop wider personal development skills so that they can play a positive role in society and be fully prepared for modern Britain.

At Malbank School we believe that everyone has the right to enjoy school life in a safe and friendly environment. We encourage respect for others and their property and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, gender, sexual orientation, disability or social status.

The Key Stage 4 PDL programme develops the issues explored during Key Stage 3 but also introduces new topic areas. We draw regularly upon the expertise of Form Tutors, the School Nurse, our colleagues from Cheshire East and invite other specialist speakers in to support us whenever it is appropriate. Students have a book of work in which they are challenged to reflect and respond to the issues explored.

Please see below an exam of our KS4 programme covering PSHE, Relationship and Sex Education, and Health Education.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Health and Wellbeing		Relationships		Living in the wider world	
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Exploring influence The influence and impact of drugs, gangs, role models and the media	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Addressing extremism and radicalisation Communities, belonging and challenging extremism	First Aid/Finance First Aid, fraud, online risk	Online identity and risk Online identity, preparing myself for employment, cybercrime
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Independence Responsible health choices, and safety in independent contexts	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	LORIC/Next steps Application processes, and skills for further education, employment and career progression	



Scan the QR code for more information.

CONTACT

Mr A Reed - PDL Curriculum Leader (PSHE)