

## Year 9 Subject Descriptors

Subject	Report Descriptor (Year 9)
Art Craft & Design	<p>Art, Craft and Design promotes learning across a variety of experiences and through various processes, tools, materials and resources. The emphasis is on increased breadth of study. Pupils must explore and create work associated with areas of study from at least 2 areas of study (Fine Art, Graphic Communication, Textile Design, 3D Design and Photography)</p> <p>The course consists of 2 components. They are both marked out of 96</p> <ul style="list-style-type: none"> <li>● Component 1 60% - Must show evidence of working in areas from at least 2 areas of study</li> <li>● Component 2 40% - externally set assignment - Must show evidence of working in areas from 1 or more areas of study.</li> </ul> <p>Assessment objectives: Each objective is marked out of 24. Total mark =96.</p> <ul style="list-style-type: none"> <li>● AO1 – Develop ideas - informed by artists</li> <li>● AO2 – Refine their ideas - experiment and explore media/work should go through a process of change and development</li> <li>● AO3 – Record ideas - relevant to intentions.</li> <li>● AO4 – Present a personal and meaningful response- making connections with others</li> </ul> <p>The /96 mark scheme allows for further marks to be awarded for drawing and annotations.</p> <p>ANNOTATIONS should add value to the visual evidence and provide insights to the purpose and meaning of the work.</p>
Art Textiles	<p>Art Textiles promotes learning across a variety of experiences and through various processes, tools, materials and resources. The emphasis is on increased breadth of study. Pupils must explore and create work associated with areas of study from at least 2 areas of study (Fine Art, Graphic Communication, Textile Design, 3D Design and Photography)</p> <p>The course consists of 2 components. They are both marked out of 96</p> <ul style="list-style-type: none"> <li>● Component 1 60% - Must show evidence of working in areas from at least 2 areas of study</li> <li>● Component 2 40% - externally set assignment - Must show evidence of working in areas from 1 or more areas of study.</li> </ul> <p>Assessment objectives: Each objective is marked out of 24. Total mark =96.</p> <ul style="list-style-type: none"> <li>● AO1 – Develop ideas - informed by artists</li> <li>● AO2 – Refine their ideas - experiment and explore media/work should go through a process of change and development</li> <li>● AO3 – Record ideas - relevant to intentions.</li> <li>● AO4 – Present a personal and meaningful response- making connections with others</li> </ul> <p>The /96 mark scheme allows for further marks to be awarded for drawing and annotations.</p>

	<p>ANNOTATIONS should add value to the visual evidence and provide insights to the purpose and meaning of the work.</p>
Biology	<p>Students follow the AQA GCSE biology specification which covers topics such as cells, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology, with the principles of 'How Science Works' integrated throughout the course in the form of required practical work. There are two components:</p> <ol style="list-style-type: none"> <li>1. <b>A 1 hour 45 minute external examination</b> worth 50% covering cell biology; organisation; infection and response; and bioenergetics.</li> <li>2. <b>A second 1 hour 45 minute external examination</b> worth a further 50% covering homeostasis and response; Inheritance; variation and evolution; and ecology.</li> </ol> <p>Both examination papers have a mixture of multiple choice questions, structured, closed short answer and open response questions, with the key elements of 'How Science works' being tested throughout both papers. Students sit the GCSE Biology papers at the end of Year 11.</p>
Business	<p>Students follow the AQA GCSE Business course. Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will sit 2 exam papers in Year 11.</p> <p>Paper 1: Influences of operations and HRM on business activity (Written exam: 1 hour 45 minutes, 90 Marks, 50% of GCSE)</p> <ul style="list-style-type: none"> <li>● Business in the real world</li> <li>● Influences on business</li> <li>● Business operations</li> <li>● Human resources</li> </ul> <p>Paper 2: Influences of marketing and finance on business activity (Written exam: 1 hour 45 minutes, 90 Marks, 50% of GCSE)</p> <ul style="list-style-type: none"> <li>● Business in the real world</li> <li>● Influences on business</li> <li>● Marketing</li> <li>● Finance</li> </ul> <p>Students in year 9 will begin to develop the theory skills and exam technique required to be successful within GCSE Business.</p>
Chemistry	<p>Students follow the AQA GCSE chemistry specification which covers topics such as atomic structure and the periodic table, bonding and the properties of matter, quantitative chemistry, chemical and energy changes, organic chemistry and the chemistry of the atmosphere with the principles of 'How Science Works' integrated throughout the course in the form of required practical work. There are two components:</p> <ol style="list-style-type: none"> <li>1. <b>A 1 hour 45 minute external examination</b> worth 50% covering Atomic structure and the periodic table; Bonding; structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.</li> <li>2. <b>A second 1 hour 45 minute external examination</b> worth a further 50% covering the rate and extent of Chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and using resources.</li> </ol>

	Both examination papers have a mixture of multiple choice questions, structured, closed short answer and open response questions, with the key elements of 'How Science works' being tested throughout both papers. Students sit the GCSE Chemistry papers at the end of Year 11.
Citizenship	<p>In year 9, students follow the GCSE (9-1) OCR Citizenship course: There are three components:</p> <ul style="list-style-type: none"> <li>· <b>An external examination</b> on 'Citizenship in perspective' – multiple choice questions on themes 1-3 (worth 25%)</li> <li>· <b>An external examination</b> on 'Citizenship in Action' – questions on themes and project that students complete in year 10 (worth 50%)</li> <li>· <b>An external examination</b> on 'Our rights, our society and our world' – questions on themes 1 and 3 (worth 25%)</li> </ul> <p>There is no coursework element to this course, however students must complete a project in year 10 which will enable them to access the second external examination. Evidence of this project must be provided.</p> <p>This year we are studying rights and responsibilities; the law and legal system. We are also studying citizenship within the context of the UK by looking at democracy (elections and voting); National, local, regional and devolved government and the British Constitution.</p>
Combined Science	<p>Students in Year 9 are following a Combined Science GCSE course. Students sit the Combined Science GCSE course at the end of Year 11. For Combined Science GCSE we follow the AQA Synergy course, which has four components:</p> <ol style="list-style-type: none"> <li>1. <b>Two 1 hour and 45 minute external examinations</b> each worth 25% of the GCSE, based on life and environmental sciences content of the course.</li> <li>2. <b>Two 1 hour and 45 minute external examinations</b> each worth 25% of the GCSE based on the physical sciences content of the course.</li> </ol> <p>The principles of 'How Science Works' are integrated throughout the course in the form of required practical work and questions throughout all papers test these scientific skills. All papers have a mixture of multiple choice questions, structured, closed short answer and open response questions.</p>
Computer Science	<p>Students follow the AQA GCSE Computer Science course. This course is assessed through 80% exam and 20% controlled assessment (all of which occur in year 11). Students have currently been working on the fundamentals of computer science in order to build a foundation of both practical skills and theoretical knowledge. They have focused upon the following key topics:</p> <ol style="list-style-type: none"> <li>1. Algorithmic thinking</li> <li>2. Practical programming using Python</li> <li>3. Fundamentals of data representation</li> <li>4. Computer systems</li> <li>5. Fundamentals of computer networks</li> </ol>
Drama	<p>Year 10 students follow the Eduqas GCSE Drama course which has three components:</p> <ol style="list-style-type: none"> <li>1. <b>An internally assessed devised performance</b> (40%)</li> <li>2. <b>An externally assessed scripted performance</b> (20%)</li> <li>3. <b>An externally assessed written examination</b> (40%)</li> </ol> <p>Within Drama students have been developing a range of theatrical skills and applying them to create a range of devised performances. They have been exploring a wide range of dramatic genres and key practitioners, whilst learning how to respond to a range of stimuli.</p>
English Language and English Literature	<p>Students at Key Stage 4 are following a dual AQA English Language and English Literature programme of study. At the end of the course, they will receive two grades.</p> <p>For <b>English Language</b>, there are two examinations:</p>

	Paper 1		Paper 2	
	Section A: Reading	Section B: Writing	Section A: Reading	Section B: Writing
	One literary fiction text  4 questions	Descriptive or narrative writing  1 question	One non-fiction and one literary non-fiction text  4 questions	Writing to present a viewpoint  1 question
	1 hour / 25%	45 mins / 25%	1 hour / 25%	45 mins / 25%
	For <b>English Literature</b> , there are two examinations:			
Paper 1		Paper 2		
Section A:  Shakespeare	Section B:  19 <sup>th</sup> C Novel	Section A:  Modern Texts	Section B:  Poetry	Section C:  Unseen Poetry
1 question – extract + whole text	1 question – extract + whole text	1 question – extract + whole text	Anthology (love or conflict) – 1 comparative question	2 questions
1 hour / 20%	45 mins / 20%	45 mins / 20%	45 mins / 20%	45 mins / 20%
<b>Food</b>	<p>Students following the AQA GCSE Food Preparation and Nutrition course will complete two components in year 11 as part of the specification:</p> <p><b>1. Component 1 – Principles of food preparation and nutrition.</b> This is assessed in one written exam of 1 hour 45 minutes, externally set and marked and worth 50% of the qualification.</p> <p><b>2. Component 2 – Food preparation and nutrition in action.</b> This is a non examination assessment which will consist of two tasks, involving practical work, externally set, but internally marked and also worth 50% of the qualification.</p>			

	<p>The Year 9 Food course is a foundation year to prepare students for the new GCSE Food Preparation and Nutrition specification. It is intended to be a practical and creative course which focuses on providing students with the necessary practical skills and nutritional knowledge they will need before commencing GCSE study in years 10 and 11.</p>
French	<p>Students follow the AQA GCSE French course. This has 4 components, each worth 25%:</p> <ol style="list-style-type: none"> <li><b>1. Listening</b></li> <li><b>2. Speaking</b></li> <li><b>3. Reading</b></li> <li><b>4. Writing</b></li> </ol> <p>Students will be entered for either foundation or higher tier exams in all components in year 11. Students study all of the following themes on which the assessments are based; Identity and culture, Local, national, international and global areas of interest and Current and future study and employment. In year 9, students learn to understand and express ideas about the topics of Holidays, Family relationships, My studies and Free Time.</p>
Geography	<p>Students follow the Edexcel GCSE Geography B Course. There are 3 components:</p> <ol style="list-style-type: none"> <li>1. <b>An external examination</b> on Global Geographical Issues worth 37.5% of final grade. Students study: Development Dynamics and will also study Hazardous Earth and Challenges of an Urbanising World.</li> <li>2. <b>An external examination</b> on UK Geographical Issues worth 37.5% of final grade. Students will study the UK's Evolving Physical and Human landscapes, with a day of fieldwork and skills relating to each. Students will complete human fieldwork investigating Quality of Life in contrasting areas of Newcastle upon Tyne and will carry out an investigation on a local river which will both take place in Year 10.</li> <li>3. <b>An external examination</b> on People and Environment Issues worth 25% of final grade. This will be a decision-making paper based on the following topics of study: People and the biosphere, Forests under threat and Consuming energy resources.</li> </ol> <p>End of topic tests are completed throughout the programme of study and a course of revision will be undertaken in Year 11 which will be tailored to the students' needs.</p>
German	<p>Students follow the AQA GCSE French course. This has 4 components, each worth 25%:</p> <ol style="list-style-type: none"> <li><b>1. Listening</b></li> <li><b>2. Speaking</b></li> <li><b>3. Reading</b></li> <li><b>4. Writing</b></li> </ol> <p>Students will be entered for either foundation or higher tier exams in all components in year 11. Students study all of the following themes on which the assessments are based; Identity and culture, Local, national, international and global areas of interest and Current and future study and employment. In year 9, students learn to understand and express ideas about the topics of Holidays, Family relationships, My studies and Free Time</p>
History	<p>Students in Year 9 follow the Edexcel History 9-1 GCSE Course. There are 3 components, all of which are examined at the end of Year 11:</p> <ol style="list-style-type: none"> <li>1. <b>Paper 1 – British Thematic Study with a Historic Environment.</b> Our chosen topic is Crime and Punishment in Britain, c1000 to present. This is a source paper and is worth 30% of students' total GCSE. The exam lasts 1 hour and 15 minutes and has a total of 6 questions on the paper which amount to 52 marks overall.</li> <li>2. <b>Paper 2 – Period study with a British Depth Study.</b> Our chosen period study for Section A of this paper is the American West, c 1835 – c1895. Our chosen depth study for Section B of this paper is Henry VIII and his ministers, 1509 – 40. This paper assesses students'</li> </ol>

	<p>ability to describe, to explain and to evaluate a statement and is worth 40% of students' total GCSE. The exam lasts 1 hour and 45 minutes and has a total of 6 questions on the paper which amount to 64 marks overall.</p> <p>3. <b>Paper 3 – Modern Depth Study.</b> Our chosen depth study is the USA, 1954 – 75: conflict at home and aboard. This paper assesses all of the skills that we will have covered in paper 1 and 2 and combines source questions with regular questions that focus on description, explanation and evaluation. There is a new focus on interpretation skills in this paper. This paper is worth 30% of students' total GCSE and the paper lasts 1 hour and 20 minutes. There are 6 questions on this paper which amount to 52 marks in total.</p> <p>At the end of each mini topic within each paper an assessment will be sat. On completion of the whole exam paper a full mock examination will be sat.</p>
IT - Core	<p>Students are completing set tasks which will help to develop their cross curricular application of IT, and also better prepare them for employment. Each set task is explored through the stages of the systems development life cycle, requiring students to plan, design and then review their own IT solution for the given scenario.</p>
Maths	<p>Students in Year 9 follow the KS4 Programme of Study for Mathematics through studying the AQA GCSE Mathematics course. There are three components which are all tested by external examination of 90 minutes in duration:</p> <ol style="list-style-type: none"> <li>1. <b>A non-calculator paper</b> worth 33⅓%</li> <li>2. <b>A calculator paper</b> worth 33⅓%</li> <li>3. <b>A calculator paper</b> worth 33⅓%</li> </ol> <p>The maths content has been split into 6 key areas; 1) Number, 2) Algebra, 3) Ratio, proportion and rates of change, 4) Geometry and measures, 5) Probability and 6) Statistics and content from any part of the specification may be assessed on all of the papers. In addition to mastering the skills required, students will be expected to solve problems using maths skills. As such many of the lessons included elements of problem solving and logical thinking to help students hone these vital skills. Throughout the course the students build on each of these skills and are monitored through internal exams using the practise papers.</p>
Media Studies	<p>Pupils follow the WJEC GCSE Media Studies course, which has three components:</p> <p><b>Component 1 (40%): Exploring the Media - Written examination: 1 hour 30</b> <b>Section A: Exploring Media Language and Representation.</b>  This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section: one question assessing media language in relation to one set product; one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.  Section B: Exploring Media Industries and Audiences This section assesses two of the following media forms: film, newspapers, radio, video games. It includes: one stepped question on media industries, one stepped question on audiences.</p> <p><b>Component 2 (30%): Understanding Media Forms and Products - Written examination: 1 hour 30</b>  This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.  Section A: Television - one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the exam; one question on media industries, audiences or media contexts.  Section B: Music (music videos and online media) - one question on either media language or representation; one question on media industries, audiences or media contexts.</p> <p><b>Component 3 (30%): Creating Media Products Non-exam assessment</b></p>

	An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.
PE – Core	Core Physical Education at Whickham School offers students the chance to take part in regular physical activity with a real focus on engagement, developing skills and maximising participation. Although students do not receive a recognised qualification in this course, they will develop skills and progress their performance in a number of sports and activities over the course of Years 9 to 11.
PE – GCSE	<p>Students follow the AQA GCSE PE course which has two components:</p> <ol style="list-style-type: none"> <li>1. A non-exam assessment worth 40%, where students are assessed in three sports in competitive situations. Students can choose from an approved list of sports from the specification and will be assessed in skills, analysis and evaluation of their performance.</li> <li>2. Two external examinations, each worth 30% of their overall grade, where students study: <ol style="list-style-type: none"> <li>a) The human body and movement in physical activity and sport</li> <li>b) Socio-cultural influences and well-being in physical activity and sport</li> </ol> </li> </ol> <p>Students have fortnightly lessons and homework for this component.</p>
Physics	<p>Students follow the AQA GCSE physics specification which covers topics such as forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure and space physics, with the principles of 'How Science Works' integrated throughout the course in the form of required practical work. There are two components:</p> <ol style="list-style-type: none"> <li>1. <b>A 1 hour 45 minute external examination</b> worth 50% covering Energy; Electricity; Particle model of matter; and Atomic Structure.</li> <li>2. <b>A second 1 hour and 45 minute external examination</b> worth a further 50% covering Forces; Waves; Magnetism and Electromagnetism; and Space physics.</li> </ol> <p>Both examination papers have a mixture of multiple choice questions, structured, closed short answer and open response questions, with the key elements of 'How Science works' being tested throughout both papers. Students sit the GCSE Physics papers at the end of Year 11.</p>
Product Design	<p>Students in Year 9 follow AQA GCSE Product Design course which is made up of two units:</p> <ol style="list-style-type: none"> <li>1. <b>A two hour external written examination</b> making up 50% of the overall grade.</li> <li>2. <b>A controlled assessment</b> task which makes up 50% of the overall grade.</li> </ol> <p>Students have been completing a diagnostic assessment of their research skills, and will continue to build upon their existing knowledge in a unit of technical skills development. During Year 9 students will respond to a range of design briefs, each underpinned by a different theory topic. These will include sustainable design, ethical design, packaging, and ergonomics and anthropometrics. Skills learned in Year 9 will include research skills, design communication and prototyping.</p>
RE – Core	This year in religious studies we have been looking at religion and moral issues including attitudes to drug abuse, crime and punishment and matters of death. This includes looking at contentious issues including the legalisation of cannabis, capital punishment and euthanasia. These topics explore the logic and rationale behind opposing beliefs, encouraging students to explore their own beliefs and gain an understanding of how different beliefs are developed and justified in the modern world. Although this is an unexamined subject, it develops skills in reasoning, analysis and critical evaluation.
RE – GCSE	<p>Students in year 9 follow the AQA GCSE Religious Studies course. There are 2 components:</p> <ol style="list-style-type: none"> <li>1. <b>An external examination</b> on religious beliefs and practices worth 50% (Christianity and Buddhism).</li> </ol>

	<p>2. <b>A second external examination</b> on philosophy and ethical themes worth 50%. (Religion and life, crime and punishment, peace and conflict, God and revelation). There is no coursework element to this course.</p> <p>This year in religious studies, we have been looking at Christian beliefs and practices and religious attitudes to crime and punishment. This includes beliefs about the nature of God, the roles of the Trinity and salvation, how Christians act upon their beliefs and view moral issues such as punishment. The year 9 exam included questions covering all aspects of their learning this year.</p>
BTEC Art & Design	<p>Students in year 9 follow the Edexcel Btec level 1/2 First Award in Art and Design. Students must complete 3 Internally set and assessed units of work and one unit which is set by eExcel and completed as a controlled assessment. Year 9 students are currently working on Unit 1 - Introduction to Specialist pathways in Art. This will be followed by Unit 3- Communicating Ideas in 2D. Unit 3 and Unit 4 -Communicating Ideas in 3D will be completed in years 10 and 11 prior to the Controlled Assessment task in the summer of y11 Each unit requires students to complete a series of tasks linked to a client brief, they are expected to investigate the work of other artists, explore a range of materials, techniques and processes and to present this work coherently in sketchbooks. This culminates in the creation of fully resolved final outcomes which meet the brief. The ability to manage this work and meet deadlines is an essential aspect of the course</p>
BTEC Business	<p>Students follow the Edexcel BTEC Enterprise course. Students will complete three components as part of the course structure:</p> <p>Component 1: Exploring Enterprises Component 2: Planning for and Running an Enterprise Component 3: Promotion and Finance for Enterprise</p> <p>In year 9 students have been focusing upon Component 1: Exploring Enterprises . Students will cover all 3 components ready for the final assignment briefs in year 10 and 11.</p>
BTEC Dance	<p>Students are studying for the BTEC Tech Level 2 Award in Performing Arts (Dance) which consists of three components:</p> <ol style="list-style-type: none"> <li>1. Exploring the Performing Arts</li> <li>2. Developing Skills and Techniques in the Performing Arts</li> <li>3. Performing to a Brief</li> </ol> <p>Each of these units assesses the pupils dance ability, dance skills, choreography skills, creativity and dance knowledge. Although this course is predominantly practical, pupils are assessed on both practical and written skills. Pupils study one external unit as part of this course (Performing to a Brief), in which an external moderator will grade their work and their performance.</p>
BTEC Engineering	<p>Students follow the Edexcel BTEC Engineering course. Students will complete three components as part of the course structure:</p> <ol style="list-style-type: none"> <li>1. <b>Component 1: Exploring Engineering Sectors and Design Applications</b></li> <li>2. <b>Component 2: Investigating an Engineering Project</b></li> <li>3. <b>Component 3: Responding to an Engineering Brief</b></li> </ol> <p>In year 9 students have been focusing upon Component 2: Investigating and engineering project. Students will cover all 3 components ready for the final assignment briefs in year 10 and 11.</p>
BTEC Health and Social Care	<p>Students are studying for the BTEC Tech Award in Health and Social Care which provides students with an insight into emerging trends and developments in the health and social care environment through the completion of three units:</p> <ul style="list-style-type: none"> <li>● Component 1: Human Lifespan Development (Worth 30%)</li> </ul>

	<ul style="list-style-type: none"> <li>● Component 2: Health and Social Care Services and Values Worth 30%)</li> <li>● Component 3: Health and wellbeing (40%) This is externally assessed during Year 11</li> </ul>
BTEC Music	<p>Students in Year 9 are studying for the BTEC Tech Award in Music, which provides students with an insight into emerging trends and developments in music through the completion of three key components.</p> <ul style="list-style-type: none"> <li>- <b>Component 1:</b> Exploring the music industry - explore musical styles and techniques, and gain an understanding or roles in the industry.</li> <li>- <b>Component 2:</b> Developing music skills - develop music knowledge, skills and techniques and apply them to a music product.</li> <li>- <b>Component 3:</b> Put skills into practise by responding to a brief as a composer, performer or producer.</li> </ul>
BTEC Sport	<p>Students in Year 9 are studying for the BTEC Tech Award in Sport which provides students with an insight into emerging trends and developments in Sport through the completion of 3 key components.</p> <p>Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.</p> <p>Component 3 which is an externally assessed unit builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life sports leadership situation.</p>
Sports Leaders	<p>The Young Leaders course is designed to develop students' skills, knowledge and understanding of leadership and to give them confidence when leading peers or younger children. All students who pass this course will progress onto the Level 1 Award in Sports Leadership during Year 10. Here students plan and deliver sport sessions and activities and evaluated their lessons in order to progress further as a leader.</p>