

## KEY STAGE 4 CORE CURRICULUM

At Maiden Erlegh School, all students at Key Stage 4 will study the following courses to examination level at GCSE:

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies
- A humanity (Geography or History)

In addition, they will have lessons in

- Physical Education
- Personal Social & Health Education, which will include health education and work related learning which will be delivered through the pastoral programme and some other subjects.

## OPTIONAL CURRICULUM

The remainder of the curriculum is chosen by the students and is accessed through one of **three curriculum pathways**, green, blue and yellow.

It is important for students to consider the courses most suitable for them, taking into account their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about courses at the **Year 8 Options Evening on Thursday 23 February**.

We believe that the curriculum pathway recommended for your child will offer the best route to success at KS4. Students should find that within the recommended pathway they will be able to choose the subjects that they believe are appropriate for them. Further guidance and advice are available from Mrs Bendall, Head of Year 8, and Mr. Thomas, Assistant Headteacher, throughout the options process. Both will be available at the parents' meetings for consultation over this process.

## KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

### Green Pathway

Students on the green pathway will be advised to follow one of two routes:

#### Route One

Students will choose from the following:

- A modern foreign language, either French, German or Spanish
- Either History or Geography
- Any other two.
- Plus reserve choices (please also indicate a reserve language).

*(NB students who choose e.g. one language may also select another and students who choose e.g. History may also choose Geography as an option.)*

#### Route Two

Students will choose the following:

- Either History or Geography
- Any other three courses (GCSE or technical)

*All students must indicate two courses as reserve choices.*

*(NB students who choose History may also choose Geography as an Option and vice versa.)*

	SUBJECTS
<b>GREEN PATHWAY OPTIONS</b>	<p>ART                      ART TEXTILES                      3D ART                      BUSINESS STUDIES                      DANCE                      DESIGN AND TECHNOLOGY                      DRAMA                      FOOD, PREPARATION AND NUTRITION                      FRENCH                      GEOGRAPHY                      GERMAN                      HEALTH &amp; SOCIAL CARE                      HISTORY                      ICT                      MUSIC                      PE                      SPANISH</p>

## KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

### Blue Pathway

Students on the blue pathway will make the following choices:

- A modern foreign language, either French, German or Spanish.
- Either History or Geography.
- Any other two GCSEs.
- Plus two reserve GCSE choices

All students must indicate two reserve choices.

(NB students who choose one language may also select another and students who choose e.g. History may also choose Geography as an Option.)

	SUBJECTS
BLUE PATHWAY OPTIONS	ART
	ART TEXTILES
	3D ART
	BUSINESS STUDIES
	COMPUTER SCIENCE
	DANCE
	DESIGN AND TECHNOLOGY
	DRAMA
	ECONOMICS
	FOOD, PREPARATION AND NUTRITION
	FRENCH
	GEOGRAPHY
	GERMAN
	HISTORY
	ICT
	MUSIC
	PE
SPANISH	

## KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

### Yellow Pathway

Students on the yellow pathway will be advised to make the following choices:

- Geography – All students on this pathway will study a GCSE in Geography.
- Any other three courses.
- All students must indicate two reserve.

	SUBJECTS
YELLOW PATHWAY OPTIONS	ART ART TEXTILES 3D ART BUSINESS STUDIES DANCE DESIGN AND TECHNOLOGY DRAMA FOOD, PREPARATION AND NUTRITION HEALTH & SOCIAL CARE ICT PE

## **SUBJECT COMBINATIONS AND ENTRY CRITERIA**

***The following combinations are not permitted:***

Economics **and** Business Studies

Physical Education **and** Dance

ICT **and** Computer Science

Art **and** Art Textiles

Art **and** 3D Art

3D Art **and** Art Textiles

### **ENTRY CRITERIA**

*In order to study GCSE Economics students must have achieved at least grade 3M in English and Mathematics by the time of the Year 8 report in February.*

*In order to study GCSE German students must have been studying German in Year 8.*

*In order to study GCSE Computer Science students must have achieved at least grade 3M in English and Mathematics by the time of the Year 8 report in February.*

## NON-EXAMINATION SUBJECTS

### PHYSICAL EDUCATION

#### BOYS CURRICULUM

Students in **Year 9** will continue with some programmes of study from the foundation stage. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.

Years 9 Boys Curriculum
Rugby
Football
Hockey
Athletics
Tennis
HRE
Badminton
Trampolining
Cricket

Students in **Year 10 and 11** will be follow an optional pathway. They will chose from one of the options below and will remain on this pathway for the year. The activity will change every six week, except JSLA.

Year 10 and 11 Boys Curriculum
Junior Sports Leaders Award (JSLA)
Traditional games
Alternative games
Dance /Fitness

#### GIRLS CURRICULUM

Students in **Year 9** will continue with some programmes of study from the foundation stage. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.

Years 9 Girls Curriculum
Netball
Hockey
Football
Rugby
Basketball
HRE
Gymnastics
Dance
Athletics
Tennis
Rounders

Students in **Year 10 and 11** will be follow an optional pathway. They will chose from one of the options below and will remain on this pathway for the year. The activity will change every six week, except JSLA.

<b>Year 10 and 11 Girls Curriculum</b>
Junior Sports Leaders Award (JSLA)
Traditional games
Alternative games
Dance /Fitness

## ENGLISH – Year 9

Students will continue to consolidate and develop their skills in Reading, Writing and Speaking and Listening, with the aim of ensuring that they are well-equipped for the GCSE courses which start in Year 10.

The curriculum will focus on improving language skills, reading novels, short stories, plays, poetry and a range of non-fiction. The literature will include 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century texts, as well as Shakespeare play.

### Year 10 and Year 11 ENGLISH LANGUAGE GCSE (Board: EDEXCEL)



#### Assessment Objectives

##### *Reading*

##### **A01**

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

##### **A02**

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

##### **A03**

Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.

##### **A04**

Evaluate texts critically and support this with appropriate textual references.

##### *Writing*

##### **A05**

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.



**A06**

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

*Spoken Language***A07**

Demonstrate presentation skills in a formal setting.

**A08**

Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

**A09**

Use spoken Standard English effectively in speeches and presentations.

**COURSE CONTENT****Component 1: Fiction and Imaginative Writing (40% of the total GCSE)**

For Section A, students will study a range of fiction and develop the skills to analyse and evaluate 19<sup>th</sup>-century prose extracts.

For Section B, students will develop imaginative writing skills and learn to use spelling, punctuation and grammar accurately.

**Component 2: Non-fiction and Transactional Writing (60% of the total GCSE)**

For Section A, students will study a range of 20<sup>th</sup> and 21<sup>st</sup>-century non-fiction texts (including literary non-fiction) and will develop the skills to analyse, evaluate and compare non-fiction extracts.

For Section B, students will develop transactional writing skills for a variety of forms, purposes and audiences. They will learn to use spelling, punctuation and grammar accurately.

**Spoken Language:** students will develop presentational skills for a talk to an audience on a topic of their choice.

**Assessment Structure**

Both of the above components will be examined in Year 11 (May/June 2019). There will be two examinations for which there will only be one tier of entry. Spoken language marks will be reported as a separate grade (pass, merit or distinction) on the GCSE certificate.

**Year 10 and Year 11  
ENGLISH LITERATURE GCSE  
(Board: EDEXCEL)**



**ASSESSMENT OBJECTIVES**

**A01**

Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

**A02**

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**A03**

Show understanding of the relationships between texts and the contexts in which they were written.

**A04**

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**Course Content**

During the two-year course, students will develop the skills to analyse how language, form, structure and context of texts can create meanings and effects. The studied texts will include:

- a Shakespeare play
- a post-1914 British play or novel
- a 19<sup>th</sup> century novel
- a poetry collection.

**Assessment Structure**

All the above texts will be examined in Year 11 (May/June 2019).

There will be two examinations, both of which will be 'closed book': texts are not allowed in the examination.

# MATHEMATICS GCSE

(Board: EDEXCEL)



## WHY STUDY MATHEMATICS?

Mathematics is very important as more and more subjects come to depend upon mathematical tools. There is a national shortage of people with mathematical skills and this subject will equip you with the necessary skills to cope with numerous jobs and higher education courses that use it. This is particularly true with scientific, technical or management careers. Mathematics is an important subject in the study of Engineering, Computing and Physics it could unlock your prospects for a future in varied careers such as medicine, ecology or cryptology!

## COURSE CONTENT

Students in Year 9 will complete our GCSE Baseline course to extend their knowledge and ability to apply theory and skills through each of the six mathematical strands:

- Number
- Geometry and Measure
- Statistics
- Algebra
- Ratio and Proportion
- Probability

Students will also continue to integrate Functional Skills into their learning. This will help develop important problem solving skills and develop links to other curriculum areas. They are key to succeeding after leaving school as they encourage students to become independent learners.

Functional Skills require learners to use mathematics in ways that make them effective and involved as citizens, to operate confidently in life, to work in a wide range of contexts and to apply and transfer skills in ways that are appropriate to their situation. The new curriculum will give students the capacity to identify and understand the role that mathematics plays in the world today.

All strands will be given an equal priority within the course. Applications of mathematics will be tested across all topic areas and will make up 25%-30% of the exam paper questions.

## **ASSESSMENT**

The GCSE course allows there to be two tiers of entry: Higher (targeting grades 9 to 4) and Foundation (targeting grades 5 to 1). Three papers will be sat on separate dates.

Paper 1 (Non-calculator): 1 hour 30 minutes

Paper 2 \*(Calculator): 1 hour 30 minutes

Paper 3 \*(Calculator): 1 hour 30 minutes

All unit examinations will take place in the Summer Term of Year 11. Resitting examinations will be possible in the November of Year 12.

## **CONTROLLED ASSIGNMENT**

Mathematics is 100% examination based.

## **ENRICHMENT OPPORTUNITIES**

There will be opportunities for students to be able use their mathematical knowledge and skills through extended activities and “Rich Tasks” that will help them to develop their functional skills. We feel that it is important that every student knows how to apply the skills gained in lessons to be able to solve real life problems. The new GCSE specifications will also incorporate this into its syllabus as a matter of course.

Additionally, more able mathematicians will be able to take advantage of further opportunities. Mathematics master classes and residential courses will allow students to work with other able mathematicians throughout the area. The UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able mathematicians.

## SCIENCE AT KEY STAGE 4 (Board: AQA)



### SCIENCE at GCSE

The Year 9 course next year will give pupils an opportunity to consolidate their Foundation Stage learning and there is a focus on further developing their skills for the GCSE courses. All students will start GCSE courses' content in science in the September of Year 9.

All the science GCSE courses aim to encourage students: to develop a critical approach to scientific evidence, to explore the implications of science for society, and to develop scientific literacy needed by every citizen. As the students progress into Years 10 and 11 the courses will encourage them to explore: explaining, theorising and modelling in science and also encourage students to develop a critical approach to scientific evidence.

### THE COURSES

All students will be studying a GCSE science course which leads to at least two GCSEs in science. Those students who work at a high enough standard in year 9 will be able to progress to Triple Science in Year 10.

In Year 9 we start the AQA GCSE Combined Science Trilogy (8464) course. In Year 10 some students move onto the AQA GCSE Biology (8461), Chemistry (8462) and Physics (8463) courses.

### ASSESSMENT

All GCSEs in Science are assessed by examinations. In addition there are required practicals that are done as a part of the normal teaching lessons.

The Combined Science Trilogy course has 6 examinations, each 1 hour and 15 minutes long. Two of the papers are for each subject, Biology, Chemistry, and Physics.

The separate Science GCSEs each have two 1 hour 45 minute examinations.

## RELIGIOUS STUDIES GCSE (Board: EDEXCEL - 1RB0: Unit B)



Religious Studies is at the core of Humanities in the KS4 Curriculum and will result in a full GCSE qualification. It will be studied in year 9, 10 and 11 by the majority of students. The course considers ethical questions affecting individuals and society, as well as critically engaging with religious responses to the issues raised. Christian and Muslim perspectives on a variety of issues are included, as well as an in depth exploration of their faith and beliefs.

### Year 9 units of work:

- Believing in God from a Christian perspective
- Believing in Allah from a Muslim perspective
- Marriage and the Family in Islam
- Living the Religious Life from a Christian perspective

### Year 10 units of work:

- Living the Religious Life from a Muslim perspective
- Peace and Conflict in Christianity
- Matters of Life and Death from a Muslim perspective



### Year 11 units of work:

- Crime and Punishment from a Christian perspective
- Revision

### Important skills are developed over the course including:

- Presenting ideas through extended writing in a clear and coherent way
- Forming justified and supported personal opinions
- Expressing personal insight and suggesting questions raised by the material covered
- Suggesting reasons for differing opinions on the same topic
- Identifying links and common approaches between the units
- Evaluating arguments

### Religious Studies will help students to:

- Explore the significance and impact of different beliefs, teachings and practices.
- Express their personal responses and informed insights on questions of identity, meaning, values and commitments.
- Adopt an enquiring, critical and reflective approach to the study of religion and relate it to the wider world.
- Enhance their personal, social and cultural development.
- Reflect on and develop their values, opinions and attitudes.

There is no coursework. In Year 11 students complete two examination papers of one hour and forty five minutes duration, answering multiple part questions per paper, covering all units of study.

# DESIGN AND TECHNOLOGY

(Board: AQA – 8552)



**GCSE COURSE IN 2017.** The first cohort started this course in 2015-16 for first examination in the summer of 2019. The new text book was published in February and we are looking forward to seeing the first copy. Examples of the examination paper and the questions have helped us determine the depth and range of the subject knowledge that we teach. To date, the feedback from the Year 9 groups has been encouraging and they enjoy the breadth and freedom of the new syllabus and schemes of work we have in place to support their learning.

## WHY STUDY DESIGN AND TECHNOLOGY?

Design and technology allows girls and boys to focus on high quality communication techniques and gain an appreciation of product design for real life situations. Students will learn about a wide range of materials, manufacturing processes, techniques and technologies and be able to use them appropriately to design and make a range of products and prototypes.

The skills that you will learn in GCSE Design and Technology are linked to a variety of careers. This qualification will give you a sound foundation for further study at A level. It also offers the opportunity to gain real life experience of managing long term projects, developing strong visual communication skills and confidence with practical tasks, including dexterity with a wide range of tools and machinery. A wide range of degree level courses value these skills as they make you a more rounded and versatile individual.

The course aim is to encourage students to:

- Learn knowledge across a wide range of design and technology disciplines.
- Understand and apply the design process to manage project work.
- Explore create and evaluate a range of outcomes in many different materials.
- Develop a range of models and prototypes to prove concept and function to solve a wide range of real life problems.
- Consider their own and other's needs, wants and values.
- Integrate knowledge from other subjects including mathematics, science, art, computing, and the humanities.
- Build knowledge of materials, manufacturing processes to design and build with confidence.
- Complete tasks which challenge and encourage resourcefulness, innovation and enterprise.
- Have an awareness of current and historical design and its impact on daily life.
- An appreciation that design and technology is important for creativity, sustainability, wealth and well-being of the nation and the global community.

The course allows students to continue developing the skills they have experienced in their formative years of Year 7 and Year 8. The students will benefit from more contact time and quickly develop a deeper knowledge and understanding of the subject. A broad syllabus allows great variety and breadth of experience, many lessons offer practical problem solving which is

rewarding and enjoyable, experimentation offers academic risk which helps to nurture independent learning and self-motivation. Students will have the opportunity to explore and develop transferable communication skills, over time they will master the traditional graphic skills which allow them to explore and solve problems on paper and use this experience to develop their expertise in a wide range of computer aided design packages. This naturally leads to manufacturing and prototyping of models and final outcomes in a very wide range of materials. In doing so students encounter a diverse number of tools, processes, machinery and have access to computer aided manufacturing systems.

We trust students will embrace the ethos of the Design and Technology Department at Maiden Erlegh School and use the opportunity to regularly attend open workshop sessions after school to develop and practice their skills which will help them engage and excel in this subject area.

The subject has a design and make activity with a final project coursework element making up 50% of the final examination mark. A range of design contexts guide this element of the course.

## **COURSE CONTENT**

- Year 9**
- Term 1 Introduction to the Design Process Students complete mini projects that encourage them to learn a wide range of basic skills and essential subject theory. They developing their sketching techniques, use hand and power tools and work with a wide range of compliant materials. Designing and manufacturing items in engineering plastics timber and metal. For many it is the first opportunity to use computer aided design systems and computer aided manufacture.
- Term 2 Introduction to formal drawing systems that will include orthographic, isometric, oblique drawings, developments and nets for modelling. Developing their knowledge of materials and processes, particularly timber and polymers.
- Term 3 Introduction to more complex processes using hand and power tools when working with metals, there are learning opportunities for metal turning, milling, screw thread cutting, electrostatic powder coating, dip coating and pewter casting.
- Year 10**
- Term 1 Product analysis – looking at existing products and how they have been designed to meet a commercial need. Learning how to recognise design opportunities that could be develop into commercial products. Advanced freehand sketching in three dimensions and will include perspective drawings, rendering and enhancement techniques.
- Term 2 Advanced formal drawing techniques that will include auxiliary, assembly and sectional drawing. Geometric construction techniques will also be covered in this term, an extended topic with some preparation for the GCSE controlled assessment. Advanced computer aided design and computer aided manufacturing techniques using programs such as ProDesktop. Students will also have first-hand knowledge of CNC routing machine and rapid deposition modelling on the 3D printer.
- Term 3 Preparation for Controlled assessment set by AQA examination board – This term is used for students to prepare for their final design folio. This design folio is set within the context set by the examining board. It is anticipated that at this stage students can lean towards a graphics project or an engineering resistant materials option.



<b>Year 11</b>	Term 1	Controlled assessment set by AQA examination board – This term is used for students to manufacture a prototype product that has been designed by them. This and the supporting A3 folio is worth 50% of the GCSE.
	Term 2	PPE examinations and further revision theory work. Finishing the project build of a shop quality product and extensive testing and modifications.
	Term 3	Preparation for the synoptic examination paper 1 that will form part of the final examination worth 50% of the GCSE.

## **ASSESSMENT**

The new Design & Technology course provides students with a broader curriculum to reflect a wide range of design disciplines. It encourages the use embedded intelligence, smart materials, textiles, basic electronics and systems and control. The aim is to provide the students with a more rounded understanding of the commercial world.

The new specification will have an end examination and the importance of this has increased as the written examination paper will be worth 50% of the total marks for the course.

The assessed design and manufacturing component is internally assessed and externally moderated single design-and-make activity selected from a range of tasks set by the examining board. It will consist of a 3-dimensional prototype and a concise design folder and/or appropriate ICT evidence.

The design folder will have a similar format to the current specification which is approximately 20 pages of A3 paper and take about 35 hours to complete.

As part of the evidence submitted, students will be expected to include photographs of the finished prototypes as well as photographs at various stages of the process, the mark scheme is normally very rigorous and pupils must work closely to our guidelines to maximise their marks

# FOOD, PREPARATION AND NUTRITION GCSE

(Board: AQA)



## WHY STUDY GCSE FOOD, PREPARATION AND NUTRITION

This new and exciting course aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating to what they have made.

It offers valuable preparation for those wishing to progress to further or higher education, leading to careers in teaching, food science, dietetics, manufacturing or a role within the hospitality industry.

It also develops vital life skills which will enable students to feed themselves and others affordably and nutritiously, both now and later in life.

## COURSE CONTENT

### A. Nutrition

- How peoples' nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs.
- How to maintain a healthy body weight throughout life and avoid diet related diseases e.g. diabetes, coronary heart disease.
- Nutrient functions and main sources and the importance and function of water in the diet.
- Recipe and meal planning.
- A study of the major food groups including cereals and cereal products, fruit and vegetables, dairy foods, meat and meat alternatives, fats and sugars.

### B. Food

#### *Food provenance*

- Where and how foods are grown, reared, or caught, then processed or produced.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets and communities.
- Technological developments that claim to support better health and food production.
- A study of culinary traditions in Britain and two international cuisines.

### *Food choice*

- How sensory perception guides the choices that people make
- The sensory qualities of a range of foods and combinations
- The range of factors that influence food choices,
- The choices that people make about certain foods according to religion, culture, ethical belief or medical reason
- How to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs
- The influence of food labelling and marketing on food choice

### **C. Cooking and food preparation**

- Why food is cooked?
- Food safety principles when buying, storing, preparing and cooking food
- How heat is transferred to food through conduction, convection and radiation
- Appropriate cooking methods to conserve or modify nutritive value or improve palatability
- Understanding of the working characteristics, functional and chemical properties of **a wide range of ingredients** to achieve a particular result
- The effect of preparation and cooking on the sensory and nutritional quality of dishes

### **ASSESSMENT**

**All assessments which count towards the final GCSE grade take place in Year 11.**

#### **NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%)**

Students will be expected to show their understanding of the *working characteristics, functional and chemical properties of ingredients*. They will submit a written report (1,500–2,000 words) including photographic evidence of the practical work carried out.

#### **NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%)**

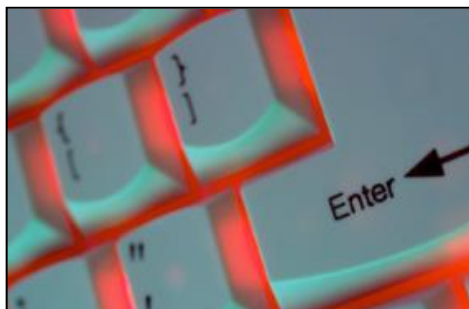
Students will be expected to show their knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to a chosen task set by the Examination Board. *Students will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours. Students will submit a written portfolio (15 A4 pages) including photographic evidence.

#### **EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes**

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks

# COMPUTER SCIENCE GCSE

(Board: AQA - Syllabus 8520)



## WHY STUDY GCSE COMPUTER SCIENCE?

This course will suit students wishing to pursue a career in software or games development. Students must be highly logical and have an analytical approach to problem solving. They must overall be patient and never give up on trying to solve problems. The programming language that is taught is Python 3.

## COURSE CONTENT

Fundamentals of algorithms; Programming; Fundamentals of data representation; Computer systems; Fundamentals of computer networks; Fundamentals of cyber security; Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy; Aspects of software development; Non-exam assessment.

## Assessment

*Paper 1: Computational thinking and problem solving*

Written exam set in practically based scenarios: 1 hour 30 minutes

- 80 marks
- 40% of GCSE

*Paper 2: Written assessment*

Written exam: 1 hour 30 minutes

- 80 marks
- 40% of GCSE

## Non-exam assessment

The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem.

Report: detailing 20 hours of NEA work

- 80 marks
- 20% of GCSE

The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

## PREREQUISITES

Students will only be considered if they have achieved a level 3M in both Maths and English in the February reporting cycle.

## HEALTH AND SOCIAL CARE



### WHY STUDY THIS COURSE?

Technical qualifications in health and social care provide a broad, solid foundation for progression to Level 3 and employment in the health and social care sector. This new suite of qualifications will offer learners:

- Core Units – ‘Human lifespan development’ and ‘Health and social care values’.
- A wide range of optional specialist units from ‘Effective communication in health and social care settings’, ‘Promoting health and wellbeing’.

### KEY FEATURES OF THIS QUALIFICATION

This qualification:

- Is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*, Level 1 and Unclassified.
- Is a 120 guided-learning hour qualification (equivalent in teaching time to one GCSE)
- Has core units and optional units.
- Has external assessments for up to 25% of the qualification. Edexcel sets and marks these assessments.
- Presents knowledge in a work-related context.
- Gives learners the opportunity to develop and apply skills in English and Mathematics in naturally occurring, work-related contexts.

# ICT

## Information and Communications Technology

(Board: OCR - Cambridge National Certificate J810)



**DFE performance tables for 2020 have not yet been finalised and the specifications for ICT are subject to change.**

Everybody uses ICT devices for work and leisure. It is especially important to acquire a broad skill-set in a variety of applications software for any career path. This course enables you to develop your skills alongside investigating the use and impact of ICT in the work in which we live. You will learn to become an independent user of ICT, and understand the implications of its use, such as legal, social, safe and economic concerns. You will develop your analytical and problem solving skills, being able to manipulate data and information so that it is fit for purpose and be able to communicate the results effectively to others. The course will give you a solid foundation in all facets of the creative use of ICT. Students can select to study ICT further at A Level and pursue specialist routes such as with Business Studies and Computer Science at University.

### **COURSE CONTENT**

Year 9	Understanding computer concepts and skill building.
Year 10	First assessment project – solving problems for a business context. Second assessment project – multimedia.
Year 11	Third assessment project – sound and vision. Examination preparation.

### **ASSESSMENT**

1 written examination of 1 hour duration. (25%)  
3 assessment projects. (25% each)

### **PREREQUISITES**

An aptitude for using computers creatively and a keen interest in all things ICT.

## FRENCH GCSE (Board: AQA)



### WHY STUDY FRENCH?

Having a French GCSE will enable you to stand out from the crowd. The study of a language is considered by employers as a rigorous pursuit and they are impressed by candidates who have such a qualification. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

The new GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

We will teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

### THEMES AND TOPICS

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In our scheme of work the themes and the topics within them will straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics. This approach will promote effective learning. Students will be better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

### DIFFERENTIATION

The grammar progression above might be over-demanding for some students. For each language point and grammar area, we will decide the appropriate scope for each group of students if the full conjugation proves too demanding. Similarly, very able students will be stretched and challenged.



# GERMAN GCSE

(Board: AQA - Specification: 8668)



## WHY STUDY GERMAN?

Being able to converse and understand a foreign language is an extremely useful life-skill and opens up many exciting opportunities. Whether you are using German on holiday in the Alps or in a high-powered job, speaking a foreign language fluently is rewarding, enjoyable and impressive. A significant body of the world's great science and literature has been written in German, and knowledge of the language will greatly enhance your appreciation of German culture in general. It is also worth bearing in mind that top universities hold linguists in great esteem.

Role plays, songs and a diverse range of listening, reading, writing and speaking activities contribute to the varied nature of lessons.

## COURSE CONTENT

The course builds on and develops skills acquired at Key Stage 3, focusing on listening, speaking, reading and writing with an emphasis on culture, translation and typical dialogues one might have in the foreign language. Students encounter many different aspects of German customs throughout the three year course.

Students are expected to understand and provide information and opinions about the following themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

### ***Identity and culture:***

Topic 1: Me, my family and friends (relationships, marriage/partnership)

Topic 2: Technology in everyday life (social media, mobile technology)

Topic 3: Free-time activities (music, cinema, TV, food and eating out, sport)

Topic 4: Customs and festivals in German-speaking countries/communities

### ***Local, national, international and global areas of interest***

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues (charity/voluntary work, healthy/unhealthy living)

Topic 3: Global issues (the environment, poverty/homelessness)

Topic 4: Travel and tourism

### ***Current and future study and employment***

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

## ***Assessment***

GCSE German has 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.



### **Listening: What is assessed?**

Understanding and responding to different types of spoken language - 25% of GCSE

*Questions: Foundation Tier and Higher Tier*

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in German, to be answered in German or non-verbally

### **Speaking: What is assessed?**

Communicating and interacting effectively in speech for a variety of purposes - 25% of GCSE

*Questions: Foundation Tier and Higher Tier*

- Role-play
- Photo card
- General conversation

### **Reading: What is assessed?**

Understanding and responding to different types of written language - 25% of GCSE

*Questions: Foundation Tier and Higher Tier*

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in German, to be answered in German or non-verbally
- Section C – translation from German into English

### **Writing: What is assessed?**

Communicating effectively in writing for a variety of purposes – 25% of GCSE

*Questions: Foundation Tier*

Question 1 – message (student produces four sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

Question 3 – translation from English into German (minimum 35 words) – 10 marks

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

*Questions: Higher Tier*

Question 1 – structured writing task (student responds to four compulsory detailed 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 two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

Question 3 – translation from English into German (minimum 50 words) – 12 marks

### **ENRICHMENT OPPORTUNITIES**

There is an opportunity for all GCSE German students (in year 9 and 10) to take part in an exchange to Lippstadt which runs every other year. Students' language skills come into their own as they practise German outside the classroom and gain valuable cultural experience with the host families.



# SPANISH GCSE

(Board: AQA)



The new GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. Students will build from being beginners to GCSE standard over three years. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

We will teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

## THEMES AND TOPICS

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In our scheme of work the themes and the topics within them will straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics. This approach will promote effective learning. Students will be better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

## DIFFERENTIATION

The grammar progression above might be over-demanding for some students. For each language point and grammar area, we will decide the appropriate scope for each group of students if the full conjugation proves too demanding. Similarly, very able students will be stretched and challenged.

## ENRICHMENT OPPORTUNITIES

Over the three years of learning Spanish, the MFL Department will run an overseas trip to offer the opportunity to practise language skills, especially the communicative skills of understanding and speaking Spanish in real life.

# GEOGRAPHY GCSE

(Board: AQA)



## WHY STUDY GEOGRAPHY?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers

## COURSE CONTENT

The examination board is AQA and the qualification is linear so all students will sit the three papers at the end of the course.

- Yr9 Map skills.
- Yr9 Development in Ghana.
- Yr9 Sustainable tourism and an issue evaluation.
- Yr9 Physical landscapes in the UK, Coasts section.
- Yr9 The Living world, Ecosystems and Tropical rainforests section.
- Yr9 Fieldwork to Juniper Hall to study river characteristics on the River Tillingbourne.
- Yr10 Urban issues and challenges (urban growth and sustainable living in a city)
- Yr10 Physical landscapes in the UK, Rivers section.
- Yr10 Challenge of natural hazards (earthquakes and volcanoes).
- Yr10 The Living world, cold environment section.
- Yr10 Human geography fieldtrip.
- Yr11 The changing economic world (development and economic activity).
- Yr11 The challenge of resource management (food, water and energy management).
- Yr11 Geographical skills (cartographic, graphical, numerical, statistical skills)

## **ASSESSMENT**

There are three main parts to the GCSE assessment structure:

### **Paper 1: Living with the physical environment (35%)**

This is a 1 hour 30 minute written examination that assesses all the physical modules of the course. It is in 3 sections, section A is worth 33 marks, section B is worth 30 marks and section c is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

### **Paper 2: Challenges in the human environment (35%)**

This is a 1 hour 30 minute written examination that assesses all the human modules of the course. It is in 3 sections, section A is worth 33 marks, section B is worth 30 marks and section c is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

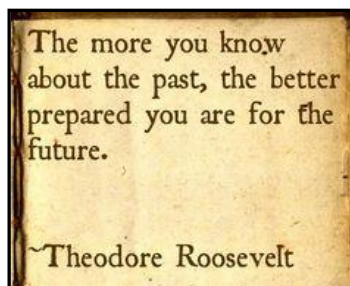
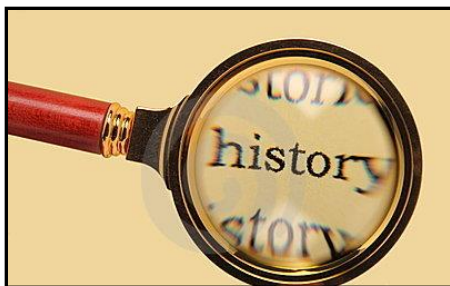
### **Paper 3: Geographical Applications (30%)**

Question 1 is worth 37 marks and is an Issue evaluation. The students will be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.

# HISTORY GCSE

(Board: AQA)



## WHY STUDY HISTORY?

The new history GCSE supports students in learning more about the history of Britain and that of the wider world. It will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens

The discipline of history and a knowledge and understanding of the past will also help students to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study both at A Level and university. The skills learnt in GCSE History are linked to a variety of careers from Law and the Police Force by supporting an argument and reaching judgements with evidence, to media, public relations and sales through learning how to argue your ideas verbally.

History is enjoyable and teaching is based on a number of different learning styles, including: independent work; collaborative work; debates; note taking; discussion work and others. The list is endless

## CONTENT AND ASSESSMENT

This qualification is linear so students will sit their written exams at the end of the course in Year 11. There are 2 Papers that students sit: 50% of the GCSE for each; 84 marks each (including 4 marks for spelling, punctuation and grammar); 1 hour 45 minutes each.

### *Paper 1: Understanding the modern world*

Section A: Period studies - 1C Russia, 1894–1945: Tsardom and communism.

Section B: Wider world depth studies - Conflict and tension, 1918–1939.

### *Paper 2: Shaping the nation*

Section A: Thematic studies - 2A Britain: Health and the people: c1000 to the present day

Section B: British depth studies including the historic environment - One of the following options:

- Norman England, c1066–c1100
- Medieval England: the reign of Edward I, 1272–1307
- Elizabethan England, c1568–1603
- Restoration England, 1660–1685

## Skills

At GCSE Students will:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been given historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## Elements

The GCSE History content comprises the following elements:

- A period study: it will focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.
- A thematic study: it will require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages. They will understand wider changes in aspects of society over the centuries and make comparisons between different periods of history. These aspects will include (but are not restricted to) some or all of the following: culture, economics, politics, religion, science, technology and war.
- A wider world depth study: it will focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the particular society or historical situation selected for study, these aspects may include (but are not restricted to) social, economic, political, religious, technological and military factors. For European or wider world depth studies the complexity may stem from the number and diverse interests of the different nation states involved. Students will have to study at least one British depth study and at least one European or wider world depth study chosen from the historical eras defined above.
- A British depth study including the historic environment: it will focus on one particular site in its historical context. The study will examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. There is no requirement that students visit the site. This study may be linked to another part of the course or may stand alone.



# BUSINESS STUDIES GCSE

(Board: OCR - J204)



## WHY STUDY BUSINESS STUDIES?

Business Studies provides students with an excellent understanding of global enterprise, from the theory of how to be an entrepreneur and begin your own business to managing an international corporation. The foundation of Business Studies is embedded within four main functional areas; finance, marketing, operations management and human resources. These areas have a huge impact on the career paths that students choose to follow, for even if you do not work directly for one of these departments within a company, any organisation will rely heavily on these components working cohesively.

A large proportion of students who study GCSE Business Studies continue to do so at A-Level, and even at University. The skills you will learn in the GCSE Business Studies course are easily transferable to a number of different careers paths such as sales, public relations, innovation of products, finance and accountancy and management.

Business Studies is widely accessible to students and adheres to all learning styles, using interview scenarios, role play, debates, interactive activities, note taking, group work and independent learning.

### Business Paper 1

This component introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business

### Business Paper 2

This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them.

## COURSE CONTENT

<b>Year 9</b>	Term 1	The role of business enterprise and entrepreneurship Business planning Business ownership Business aims and objectives Class projects and examination practice
	Term 2	Stakeholders in business Business growth The role of marketing Market research Class projects and examination practice
	Term 3	Market segmentation The marketing mix The role of human resources Organisational structures and different ways of working Class projects and examination practice

<b>Year 10</b>	Term 1	Communication in business Recruitment and selection Motivation and retention Training and development Class projects and examination practice
	Term 2	Employment law Production processes Quality of goods and services The sales process and customer service Class projects and examination practice
	Term 3	Consumer law Business location Working with suppliers The role of the finance function Class projects and examination practice
<b>Year 11</b>	Term 1	Source of finance Revenue, costs, profits and lose Break-even Cash and cash flow Class projects and examination practice
	Term 2	Ethical and environmental considerations The economic climate Globalisation The independent nature of business Revision

### **ASSESSMENT**

Business 1; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 3 units of study. These include Business Activity, Marketing and People.

This examination is worth 80 marks, split into two sections and assesses content from the 3 units mentioned above. Section A contains multiple choice questions worth 15 marks. Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section is worth 65 marks.

Business 2; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 4 units of study. These include Operations, Finance, Influences on Business and The Independent nature of Business. This examination is also worth 80 marks and split into two sections, assuming knowledge of the 4 units mentioned above. Section A and Section B are the same structure as the Business 1 paper.

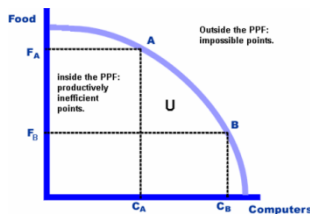
### **ENRICHMENT OPPORTUNITIES**

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 9, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany.



# ECONOMICS GCSE

## (Board: OCR - J205)



### WHY STUDY ECONOMICS?

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. The course will equip learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, politics, retail, public sector, accountancy and management.

To study GCSE Economics you must have already achieved a level 3M in English and Mathematics by the time the Year 8 Reports are published in February.

### Economics Paper 1: Introduction to Economics

This component introduces learners to the fundamental economic terms and concepts. Learners will apply these to investigate and explain how markets work in contemporary and historical economic contexts. They will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy.

### Economics Paper 2: National and International Economics

This component Provides learners with an understanding of the man economic objectives and role of the government in achieving them. Learners will investigate the effects of economic policies on markets. They will use and interpret quantitative evidence, such as unemployment figures, in contemporary and historical contexts.

### COURSE CONTENT – DURING THE COURSE YOU WILL BE ABLE TO ANSWER THE FOLLOWING QUESTIONS IN EACH UNIT.

<b>Year 9</b>	Term 1	Main economic groups and factors of production The basic economic problem The role of markets Class projects and examination practice
	Term 2	Demand Supply Price Class projects and examination practice
	Term 3	Competition Production The labour market Class projects and examination practice

<b>Year 10</b>	Term 1	The role of money and financial markets Economic growth Low unemployment Class projects and examination practice
	Term 2	Fair distribution of income Price stability Fiscal policy Class projects and examination practice
	Term 3	Monetary policy Supply side policies Limitations of markets Class projects and examination practice
<b>Year 11</b>	Term 1	Importance of international trade Balance of payments Exchange rates Class projects and examination practice
	Term 2	Globalisation Revision

#### **ASSESSMENT**

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.

#### **ENRICHMENT OPPORTUNITIES**

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 9, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany. Additionally Year 9 Economics students are offered the opportunity to visit The Bank of England in London in order to enhance students' understanding of Economics and its impact on day-to-day life.



# DRAMA GCSE

(Board: AQA - Syllabus code: 8261)



All GCSE Drama courses are changing and there is a shift in emphasis in ALL the new specifications, towards a greater degree of written work. Students will be examined through written and practical work.

## COURSE CONTENT

This qualification is linear, meaning that students undertake their assessments in the certification year, and sit the written exam at the end of the course.

The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice

## The GCSE Drama Curriculum in Year 9

The schemes of work in Year 9 are planned to allow for a smooth transition from Foundation to KS4. Students gradually build up the skills and confidence that will enable them to engage in Assessed Coursework as they move from exploratory work, through to a mock assessment, and finally to their first formal assessment experience. Their work will be logged using a journal or portfolio format in order to record the development of their performance pieces.

### Term 1

Building excellent group dynamics.  
Undertaking a baseline 'Duologue' Assessment.  
Revising knowledge, skills and strategies.  
Learning about theatre terminology and roles in the theatre.  
Introduction to the demands of GCSE Devising and Script work.

### Term 2

First 'mock' assessment of Devised work – rehearsal period begins.  
Compilation of a 'working notebook' or portfolio.  
Performance of Mock Devised work to the peer group with assessment, according to the exam criteria.

### Term 3

Study of a script, from a performance perspective.  
Performance of a script to the peer group with assessment, according to the exam criteria.  
Writing about a play script to begin to prepare for the written examination.

The GCSE Drama curriculum in Years 10 and 11 will then enable students to build on the excellent ground work prepared in Year 9.

## ASSESSMENT

All new drama specifications are currently awaiting accreditation; consequently, the precise details regarding assessment are not known. However, there is likely to be a written examination worth 40% of the final mark, and other written coursework elements which will be worth 30%, leaving a final 30% from practical work.

It is a requirement that all practical work is filmed and held by the centre. .

Theatre visits outside school hours will be arranged, and it is hoped that all students will be able to take advantage of such opportunities organised for their benefit. The written examination includes questions on productions seen. Some expense will obviously be incurred.

Drama is a social activity and students need to accept their individual responsibility within a group. Enthusiasm and a willingness to contribute to group activity are very important as assessment presentations will involve work beyond school hours.

Many of the skills acquired during this course will be of value in a wide variety of situations in later life.

## ENRICHMENT

A key feature of this course is the opportunity for students to see live theatre and trips to local venues or, to London, will be arranged. Students who wish to pursue a career in acting, or who are simply keen to expand their experience, can get involved in extra-curricular activities ranging from the main school production to workshops which will prepare them for auditions.



# ART AND DESIGN GCSE

(Board: AQA - Syllabus Code: 4201, 4205)



## WHY STUDY VISUAL ARTS?

Following courses in the Visual Arts can lead to a wide range of careers. At GCSE Art and Design covers: drawing and painting; print; photography; textiles; fashion; jewellery; graphic design; sculpture; ceramics and mixed media. If you choose to specialise in 3D Design then you will focus on sculpture and ceramics. The study of other artists and cultures forms an important part of the course and underpins your work.

Many of our students have gone on to have careers in the following areas; architecture; interior design; product design; theatre and set design; make up for television and film; film cameraman; film editors; special effects for film and television; animation; fashion design; fashion journalism; art historians; gallery directors; art directors in advertising; graphic designers; florists; store visualisation and merchandising; jewellers; community artists; art teachers; stained glass designers and many more exciting careers.

Following a visual arts course encourages you to have personal ideas and to be creative, often thinking outside the box. You will learn many new practical skills and how to present a good portfolio which can be used in interviews for college or employment. Presentations to your peers throughout the course develop your communication skills and working and learning from artists showing in The Peacock Gallery introduces you to the world of work.

## COURSE CONTENT

### Year 9

- |        |   |
|--------|---|
| Term 1 | Skills workshops, enabling students to: take better photographs, print in many colours, model and construct in clay, use recycled materials in innovative and creative ways, draw and paint in arrange of styles, use Photoshop for manipulating images and creating new ones. Learning what makes a good sketchbook. |
| Term 2 | Trip to a gallery or museum to inspire students to create more independent and confident responses within coursework portfolio by; experiencing artwork and art environments first hand. This is an ideal opportunity to resource, gather and inspire students to develop their portfolios.                           |
| Term 3 | Critical studies which involve the investigation of artists, cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art.   |

## Year 10

- Term 1 Students will attend a workshop with local artists creating profiles on the artists, learning new techniques and methods of working in a variety of media or will have to visit a museum or gallery.
- Term 2 Personal Extended Project which is planned, developed and executed according to the individuals' strengths and interests. The project will be developed from suggested themes where students will select a topic area to investigate in a personal way. e.g. Here and Now, Identity, Nature.
- Term 3 Personal Extended Project continued.

## Year 11

- Term 4 Personal Extended Project completed.
- Term 5 Unit 2 AQA exam paper issued January 1<sup>st</sup>. The externally set assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10 hour final exam usually taken at the end of March.
- Term 6 Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

## ASSESSMENT

AQA Unit 1	96 marks	60% of total GCSE mark The Portfolio (including more than one project)
A01	24 marks	Developing ideas through research and critical studies
A02	24 marks	Refine ideas by experimenting with materials and processes
A03	24 marks	Record their ideas and observations relevant to their intentions
A04	24 marks	Present a personal response making connections between all the assessment criteria
AQA Unit 2	96 marks	The externally set assignment - 40% of final mark

**Help and useful information** [www.aqa.org.uk](http://www.aqa.org.uk)

**AQA GCSE Art and Design Student Handbook, published by Nelson Thorne and available from most good booksellers.**

## ENRICHMENT OPPORTUNITIES

These occur with students exhibiting their own work in The Peacock Gallery and gaining understanding of the role of the artist. Visits, talks and workshops with artists will happen regularly. Visits to museums and galleries might be made independently on individual advice or as a group to a major gallery. Talented and gifted students will be given further enrichment opportunities.

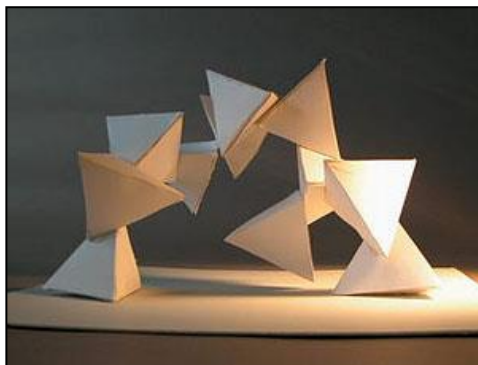
## EXPENSES

All students at KS4 will need a variety of sketchbooks throughout the course as well as an A1 portfolio in which to store their work. These can be purchased from the department.



## 3D THREE DIMENSIONAL DESIGN

(Board Name: AQA SYLLABUS CODE: 8205)



### WHY STUDY THREE DIMENSION DESIGN?

Three Dimensional Design is a visual arts course and can lead to a wide range of careers. It can be a perfect start to a career as an architect, set designer or engage practically with engineering. GCSE Three Dimensional Design will introduce students to a variety of experiences exploring a range of sculpting techniques and processes which take account of both traditional and new technologies including: ceramics, plaster carving, wire and cardboard construction, assemblage, sculpting with recycled materials, constructed textiles and mixed media work. The study of other artists, cultures, work in sculpture parks and traditional sculpture forms an important part of the course and underpins your work.

A 3D sculpture course encourages you to have personal ideas and to be creative, often thinking outside of the box. If you prefer to make with your hands and sculpt with form and shape, this is the ideal “hands on” art course for you. You will learn many new practical skills and how to present a good portfolio which can be used in interviews for college or employment. Presentations to your peers throughout the course develop your communication skills and working and learning from artists showing in The Peacock Gallery introduces you to the world of work.

### COURSE CONTENT

#### Year 9

- |        |   |
|--------|---|
| Term 1 | Skills workshops, enabling students to understand shape, form, structure, balance and weight. Work with a variety of sculpting techniques and materials, model and construct in clay, use recycled materials in innovative and creative ways, draw in a sculptural manner, use Photoshop for manipulating images and creating new ones. Learning what makes a good supporting unit of work. |
| Term 2 | Trip to a gallery or museum to inspire students to create more independent and confident responses within coursework portfolio by experiencing artwork and an art environment first hand. This is an ideal opportunity to resource, gather and inspire students to develop their portfolios.  |
| Term 3 | Critical studies which involve the investigation of sculptors, artists, cultures and art movements which have helped to shape contemporary practice through the theme of ‘Art from Art’.  |

## Year 10

- Term 1 Students will attend a workshop with local artists creating profiles on the artists, learning new techniques and methods of working in a variety of media or will have to visit a museum or gallery.
- Term 2 Personal extended project which is planned, developed and executed according to the individuals' strengths and interests. The project will be developed from suggested themes where each student will select a topic area to investigate in a personal way, e.g. positive and negative space, everyday objects, architecture and structure.
- Term 3 Personal extended project continued.

## Year 11

- Term 4 Personal extended project completed.
- Term 5 Unit 2 AQA exam paper issued January 1st. The externally set assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10 hour final exam usually taken at the end of March.
- Term 6 Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

### ASSESSMENT

AQA Unit 1	96 marks	60% of total GCSE mark the portfolio (including more than one project)
A01	24 marks	Developing ideas through research and critical studies
A02	24 marks	Refine ideas by experimenting with materials and processes
A03	24 marks	Record their ideas and observations relevant to their intentions
A04	24 marks	Present a personal response making connections between all the assessment criteria
AQA Unit 2	96 marks	The externally set assignment - 40% of final mark

Help and useful information [www.aqa.org.uk](http://www.aqa.org.uk)

**AQA GCSE Art and Design Student Handbook, published by Nelson Thorne and available from most good booksellers.**

### ENRICHMENT OPPORTUNITIES

These occur with students exhibiting their own work in The Peacock Gallery and gaining understanding of the role of the artist. Visits, talks and workshops with artists will happen regularly. Visits to museums and galleries might be made independently on individual advice or as a group to a major gallery. Talented and gifted students will be given further enrichment opportunities.

### EXPENSES

All students at KS4 will need a variety of sketchbooks throughout the course as well as an A1 portfolio in which to store their work. These can be purchased from the department.



# ART TEXTILES GCSE

(Board: AQA – Syllabus Code: 4204)



## WHY STUDY ART TEXTILES?

Art Textiles is a Visual Arts course and can lead to a wide range of careers. GCSE Art Textiles will introduce students to a variety of experiences exploring a range of textile media, techniques and processes, which take account of both traditional and new technologies including: constructed, stitched, and embellished textiles; applied textiles; printed and dyed materials and fashion or costume. The study of other artists, cultures, styles and traditions forms an important part of the course and underpins your work.

Following an art textiles course encourages you to have personal ideas and to be creative, often thinking outside of the box. You will learn many new practical skills and how to present a good portfolio which can be used in interviews for college or employment. Presentations to your peers throughout the course develop your communication skills and working and learning from artists showing in The Peacock Gallery introduces you to the world of work.

## COURSE CONTENT

### Year 9

- |        |   |
|--------|---|
| Term 1 | Skills workshops, enabling students to: take better photographs, print in many colours, model and construct in clay, use recycled materials in innovative and creative ways, draw and paint in arrange of styles, use Photoshop for manipulating images and creating new ones. Learning what makes a good sketchbook. |
| Term 2 | Trip to a gallery or museum to inspire students to create more independent and confident responses within coursework portfolio by experiencing artwork and an art environment first hand. This is an ideal opportunity to resource, gather and inspire students to develop their portfolios.                          |
| Term 3 | Critical studies which involve the investigation of textile artists, cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art.   |

## Year 10

- Term 1 Students will attend a workshop with local artists creating profiles on the artists, learning new techniques and methods of working in a variety of media or will have to visit a museum or gallery.
- Term 2 Personal extended project which is planned, developed and executed according to the individuals' strengths and interests. The project will be developed from suggested themes where students will select a topic area to investigate in a personal way. e.g. Archive, The Elements, Colour and Pattern.
- Term 3 Personal extended project continued.

## Year 11

- Term 4 Personal extended project completed.
- Term 5 Unit 2 AQA exam paper issued January 1st. The externally set assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10 hour final exam usually taken at the end of March.
- Term 6 Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

### ASSESSMENT

AQA Unit 1	96 marks	60% of total GCSE mark the portfolio (including more than one project)
A01	24 marks	Developing ideas through research and critical studies
A02	24 marks	Refine ideas by experimenting with materials and processes
A03	24 marks	Record their ideas and observations relevant to their intentions
A04	24 marks	Present a personal response making connections between all the assessment criteria
AQA Unit 2	96 marks	The externally set assignment - 40% of final mark

**Help and useful information** [www.aqa.org.uk](http://www.aqa.org.uk)

**AQA GCSE Art and Design Student Handbook, published by Nelson Thorne and available from most good booksellers.**

### ENRICHMENT OPPORTUNITIES

These occur with students exhibiting their own work in The Peacock Gallery and gaining understanding of the role of the artist. Visits, talks and workshops with artists will happen regularly. Visits to museums and galleries might be made independently on individual advice or as a group to a major gallery. Talented and gifted students will be given further enrichment opportunities.

### EXPENSES

All students at KS4 will need a variety of sketchbooks throughout the course as well as an A1 portfolio in which to store their work. These can be purchased from the department.

## MUSIC GCSE (Board: EDEXCEL)



The course is made up of three components:

- Performing (30%)
- Composing (30%)
- Appraising (40%)

### Performing

You will have to submit two performances- one solo and one ensemble piece. Each performance must be a minimum of one minute and together they must be a minimum of four minutes. Each piece is marked out of 30. Credit is given for pieces that are of a standard and more difficult level.

You will be marked on technique; expression and interpretation; and accuracy and fluency. You must submit music with your performance so that the accuracy can be assessed.

### Composing

You will have to submit two compositions - one to a set brief and one free composition. Each composition must be a minimum of one minute and a minimum of three minutes combined. The briefs will relate to each of the areas of study. They will be published in the September before you sit your GCSE's.

You will be marked on developing musical ideas; demonstrating technical control; composing with musical coherence. Each composition is marked out of 30.

You must submit a score and a recording of your work.

### Appraising

This consists of an exam which lasts 1 hour and 45 minutes. 80 marks are available. There are four Areas of Study with two set works each.

Area of Study	Set Works
Instrumental Music 1700-1820	J.S. Bach: 3 <sup>rd</sup> Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1 <sup>st</sup> Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	H. Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

The exam is divided into two sections.

**Section A** will assess your ability to identify the key musical features in some of the set works. You should understand the context within which the set works were composed and their place within the Area of Study.

You will also be expected to express and justify opinions on the extracts and complete short musical dictation questions.

This section consists of eight questions. You will be required to respond to extracts of music. One of these pieces will be unfamiliar but it will be related to a set work.

This section is worth 68 marks.

**Section B** will assess your ability to compare pieces of music. You will be asked to compare one of the set works with an unfamiliar listening piece. This section is worth 12 marks.

## DANCE GCSE (Board: AQA)



### IS THIS THE RIGHT SUBJECT FOR ME?

Choose this course if you:

- have a passion for dance
- appreciate different dance works and choreographers
- have a foundation of physical and technical skills to develop
- have knowledge, skills and understanding of performance, choreography
- have an appreciation of dance to levels appropriate for the award of GCSE

This specification focuses on the aesthetic and artistic qualities of dance and the use of dance movement as a medium of expression and communication in the performance, creation and appreciation of dance. You will study a variety of professional dance works that you will help to develop your appreciation of dance.

The content has been chosen for the way in which it enables candidates to develop knowledge, skills and understanding of creating and interpreting images/ideas/concepts embodied in dance development. The study of dance works, including those of the professional repertoire, within artistic and social contexts, is an essential component in the development of this understanding

### COURSE CONTENT

The course is split into 3 categories: performance, choreography and appreciation.

#### Performance (30%)

Set phrase are taught and must be performed as a solo performance.

Candidates are required to perform in one duo/group dance choreographed by the teacher.

#### Choreography - 30% of the total marks

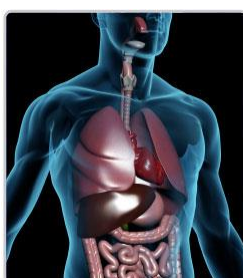
Candidates must choreograph one dance. This may be a solo lasting 1½-2 minutes or a group dance of between 2½-3 minutes.

#### Appreciation 40% of the total marks

Students will need to complete a written paper for this section. It will require students to demonstrate knowledge and understanding of choreographic processes and performing skills, show critical appreciation of their own work and show critical appreciation of professional works.

# PHYSICAL EDUCATION GCSE

(Board: EDEXCEL)



## WHY STUDY GCSE PHYSICAL EDUCATION?

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding other subjects, such as science.

The practical components of the course ensure that even the most energetic and talented students are constantly challenged. The dedicated PE staff will support the development of students into all round sports performers and ensure good fitness habits are instilled.

Both elements of this course are taught by an extremely enthusiastic team of teachers, who endeavour to bring lessons to life and enjoy excellent relationships with all students.

## COURSE CONTENT

### Theoretical Component: (60%)

The course requires a theoretical and practical understanding of the following areas: muscular system, cardiovascular system, skeletal system, respiratory system, health-related fitness and safety aspects of sport.

Each of these topics also have a numeracy link as student will be required to analyse data and graphs to evaluate performance.

### Practical Component:

Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, trampolining, athletics and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school.

Regardless of their eventual assessment portfolio students will be assessed in combination of:

- skills in isolation
- performance of skills in the game situation
- providing feedback
- observation and analysis
- rules and regulations

Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in personal fitness. In addition, it would be an advantage if students were actively involved in sports outside of school.

### **ASSESSMENT**

The course has been designed to enable all students of varying ability to perform to their highest possible level. With this in mind, 40% of the course is based on the assessment of the 3 practical options. Please note that 60% of the assessment is by written examination based on the theoretical concepts mentioned above. This examination takes place at the end of Year 11.

Notes

