



MAIDEN ERLEGH  
TRUST



MAIDEN ERLEGH  
SCHOOL

HIST

Maiden Erlegh School  
**CURRICULUM BOOKLET**  
**KS4**

**Academic Year 2018-2019**

S. Elliss –DHT: Curriculum

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SCHOOL

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## Curriculum Intent



At Maiden Erlegh School in Reading we aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

### Key Principles

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students: post 16 and post 18

### Key Stage Four (Years 9, 10 and 11)

The curriculum after Year 8 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. In Year 9 students will develop the necessary skills and techniques required for success in the examination courses, as well as pursuing studies in depth. It is the policy of the school to prepare and enter all students for a full range of examinations.

We anticipate all students from Year 9 take a core of compulsory examination subjects:

- English Language (2 hours a week)
- English Literature (2 hours a week)
- Maths (3 hours a week in Year 9 and 4 hours a week in Years 10 *and* 11)
- Combined Science or Single Sciences (4 hours a week in Year 9 and 5 or 6 hours a week in Years 10 *and* 11)

Other compulsory subjects are Physical Education and Personal, Social & Health Education which is incorporated into the tutor programme and core RE.

In addition students will take up to 4 option subjects each with 2 hours a week. About 75% of students will make option choices that enable them to matriculate for EBACC. We offer a pathway system where students are allocated a pathway based upon the following:

- Students prior attainment in KS2
- Students current attainment in different subjects
- Specific skills (e.g. in languages)
- Interests and ambitions of the child
- Literacy and numeracy levels
- Staff professional knowledge and understanding

The pathways are not streams – classes will contain a mix of students on different pathways through KS4.

Within the YELLOW pathway, students focus on achieving technical qualifications along with a range of academic subjects. Within the GREEN pathway, all students are recommended to take the EBACC with additional academic and technical choices. Within the BLUE pathway, all students are expected to take the EBACC with additional academic choices.



BLUE PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography	French	Art and Design (3D, Textiles)	Drama	Creative iMedia
History	Spanish	Business Studies	Economics	
	German	Computer Science	Food & Nutrition	
		Design & Technology: Product Design	Music	
			PE	
GREEN PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography	French	Art and Design (3D, Textiles)	Drama	Creative iMedia
History	Spanish	Business Studies	Food & Nutrition	Health & Social Care
	German	Design & Technology: Product Design	Music	
			PE	
YELLOW PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography		Art and Design (3D, Textiles)	Drama	Creative iMedia
History		Business Studies	Food & Nutrition	Health & Social Care
		Design & Technology: Product Design	Music	
			PE	



Subject	Hours per week		
	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	3	4	4
Combined Science		4.5	5
OR	4		
Single Sciences	-	6	5
RS	3	1	1
PE	2	1	1
Option A	2	2	2
Option B	2	2	2
Option C	2	2	2
Option D	2	2	2
Option E	-	1.5	1
<b>TOTAL</b>	<b>24</b>	<b>24</b>	<b>24</b>

### Supporting literacy and numeracy across the curriculum

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

Other strategies for literacy recovery are:

- Peer tuition
- On-line courses
- Small group work (usually with specialist HLTAs)
- Literacy/Numeracy breakfasts which also involve parents.
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up.

As they move into KS4, there is support in the form of small group work and individual support in terms of preparing for examinations.

We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

### Supporting Personal, Social, Moral, Spiritual and Cultural (PSMSC) education

Running through all of our curriculum, including the pastoral curriculum, are strands of Personal, Social, Moral, Spiritual and Cultural education (PSMSC) which cover themes such as:

- Making and maintaining positive relationships
- Staying safe and healthy (including Sex and Relationships Education and e-safety)
- Respect of self and others
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs

- British values e.g.: rights and responsibilities, democracy and the rule of law



More details about our provision for PSMSC can be found in **Provision for personal social, moral, spiritual and cultural education.**

## **Enrichment curriculum**

Maiden Erlegh School a full extra curricula and educational visits programme.

All teachers contracted to work at Maiden Erlegh School will be encouraged to offer one after school/extra curricula activity. Students will be consulted by school leaders and clubs, societies and teams will be arranged.

All trips/visits have clear learning aims and, generally, are linked to two or more curriculum areas. This means that students “make connections” through the trip e.g.: a Geography/Languages trip or a Science/Art visit.

There will be a follow-up activity for all students who take part in trips/visits.

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:

- Gold Programme events for the exceptionally able.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Disabled sports events.
- Subject-specific trips/events.
- Year-group specific trips/events.

Activity Leaders monitor participation to ensure all students and groups of students are participating but also that the “offer” is engaging and fit for purpose.

## **ICT to support learning**

The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary -access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary -curriculum areas are provided with trolleys of minibooks or other devices which can be used by students in lessons or in supervised after school sessions.
- Students understand how to use IT in their learning effectively -this will be part of ICT lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the entitlement curriculum.
- Students’ safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely -we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

## **SEND provision**

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.



**Purple Pathway\***: a bespoke pathway for a small number of students entering Year 9 who have been on the Foundation Purple Pathway and need to continue with literacy and numeracy support. Students following this pathway will complete the ASDAN CoPE qualifications and in additional qualifications in English, Maths and ICT at the appropriate level ranging from Entry Level to Level 3. Work experience and preparing for working life is a key part of this curriculum

## **More and Exceptionally Able provision**

### Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally or More able based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for Exceptionally or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally or More Able and Gifted students will help to raise standards for all.

Our policy and provision for More and Exceptionally Able students are found in **Policy for More and Exceptionally able students.**

## **EAL provision**

Many of our strategies to support basic literacy support EAL students. In addition we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability
- They sit next to students with a strong command of language
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work
- They are encouraged to research concepts in the target language if that helps while they are building up their language
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one –one language acquisition interventions using TEFL trained member of staff
- We teach academic literacy for the most able and EAL students
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

## **How can parents support their child?**

General revision and study help:

- <http://revisionworld.com/a2-levellevelrevision/exam-tips-and-advice>
- [http://www.brainboxx.co.uk/a3\\_aspects/pages/revision.htm](http://www.brainboxx.co.uk/a3_aspects/pages/revision.htm)
- <http://www.educationscotland.gov.uk/studyskills>
- <http://www.howtostudy.org>
- [http://www.bbc.co.uk/schools/parents/helping\\_with\\_exams](http://www.bbc.co.uk/schools/parents/helping_with_exams)



## OVERVIEW

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 a range 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 individual's 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 1 | Personal extended project completed.  |
| Term 2 | Unit 2 AQA exam paper issued 1 January. 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 3 Careful presentation of preparatory studies for assessment and exhibition.  
The GCSE exhibition is held in June every year.

### **ASSESSMENT OBJECTIVES**

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **ASSESSMENT STRUCTURE**

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

### **GROUPINGS**

Mixed ability classes

### **HOMEWORK INFORMATION**

Analysing the work of an artist using the Content, Form, Process and Mood model 2. Creating observational drawings in tone and colour 3. Using a range of media and materials to develop personal ideas 4. Planning, drawing or designing 3 or 4 different outcomes showing connections with artists work 5. Taking photographs to support your observation studies. Homework will be set on a weekly basis and should take at least one hour each week. Tasks may vary depending on which assessment criteria the class are currently working on. Homework can be completed each week in a GCSE support club after school for an hour in the Art department. This club can be attended from Tuesday to Friday each week.

### **EXTENDED STUDY INFORMATION**

Using web-sites to conduct further research on artists to support ideas: [www.tate.org.uk](http://www.tate.org.uk)  
[www.vam.ac.uk](http://www.vam.ac.uk) [www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk) [www.britishmuseum.org.uk](http://www.britishmuseum.org.uk) [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk) • Visit a gallery or museum with friends • Work outside sometimes, possibly in the garden to create bigger work which you can photograph • Go out and about with a camera and sketchbook to record things first hand • Try working with film, using the movie button on the camera • Create animations, download free software to experiment

### **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

### **EQUIPMENT NEEDED**

variety of sketchbooks

A1 portfolio

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**



Take them to a gallery or museum, locally or in London, or if away on holiday • Check the newspapers and the web to see what is on and if it might be appropriate to enrich their learning, • Encourage them to watch Art reviews and documentaries on TV, The Culture Show for example • Discuss ideas and help them to analyse their own work Make sure that they have equipment to work with at home, pencils, rubbers, colour pencils, paint, glue etc

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[Tate.org.uk](http://Tate.org.uk)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk), [www.npg.org.uk](http://www.npg.org.uk)

[www.vam.ac.uk](http://www.vam.ac.uk)

[www.saatchigallery.com](http://www.saatchigallery.com),

[www.royalacademy.org.uk](http://www.royalacademy.org.uk),

[sculpture.uk.com](http://sculpture.uk.com)

[www.sculpture.org.uk](http://www.sculpture.org.uk),

[thephotographersgallery.org.uk](http://thephotographersgallery.org.uk)

Google classroom codes might be set up by each class teacher whilst students are studying the course.

### **TEXTBOOKS OR REVISION GUIDES**

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

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Miss K Wragg



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Introduction to GCSE Assessment criteria Drawing skills, painting skills, Lino Printmaking and different printmaking techniques.</p>	<p>Artists workshops A GCSE project stimulated by the artist's workshops</p>	<p>Completion of the Course work ; UNIT 1 Portfolio. 60% of the overall exam grade</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>A series of workshops that re-introduce new skills in drawing, painting and printmaking and re-cap on old techniques learnt in the previous years. <b>Milestones connected to techniques homework Milestones and homework's form assessment</b></p> <p>Clay thumb pots, coil pots, slab pots. Wire and continuous line drawings Plaster casting and carving Card and paper construction</p> <p>How to write about artists work How to write about sculptures. Responding to artwork first hand.</p> <p>Practice in working on a small project independently, and ensuring that you use all of the GCSE assessment criteria.</p>	<p>Natural forms and mechanical objects An exploration of the topic addressing the 4 GCSE assessment criteria. <b>Milestones connected to each assessment criteria</b></p> <p>Topics might include; Texture, portraits, landscapes, still life, image and text, architecture, structures or other titles from past papers. <b>Milestones connected to each assessment criteria</b></p> <p>Drawing, observation and recording using different materials and techniques connected to the individual's topic.</p>	<p>Individual work in response to the student's chosen topic. <b>Milestones connected to each assessment criteria</b></p> <p>The students choose one of 7 questions and respond individually to all of the assessment criteria. <b>A two day 10 hour examination in March.</b></p> <p>Portfolio marking and moderation.</p>



	Practice in assessing standards of work required at GCSE.		
<b>2</b>	<p>Exploring and experimenting with 3D materials. Looking at sculptors, their drawings Their techniques</p> <p>Responding to museum/Art gallery trip Pitt Rivers /Kew Gardens</p>	<p>A completion of supporting GCSE portfolio project up until Feb half term. (workshops)</p> <p>An introduction to A new GCSE project Individually driven</p>	Controlled test. An exam question paper given out at the beginning of January
<b>ASSESSMENT OPPORTUNITIES</b>			
<b>3</b>	<p>An independent project based on the trip or visit using all of the 4 assessment criteria.</p> <p>GCSE and A level exhibitions, used to discuss marking and grade descriptors for the GCSE assessment criteria</p>	An exploration of artists connected to student's 2 <sup>nd</sup> and full portfolio project.	Complete and present portfolio for marking.
<b>ASSESSMENT OPPORTUNITIES</b>			<b>FINAL EXAMINATION</b>



## **OVERVIEW**

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.

## **COURSE CONTENT**

### **Year 9**

Term 1 and 2

#### **Subject content**

The Subject Content is divided into nine main compulsory sections:

Personal Awareness, Healthy Lifestyles for work-life balance, Relationships and the Differences Between People, The Changing World of Work, Applying for Jobs and Courses, Economic and Financial Aspects of Life, Employment Opportunities, Enterprise Activities, Hazard Identification at Home, on the Roads and at Work.

### **Year 10**

#### **1. Business activity**

In this section, learners explore how and why businesses start and grow.

#### **2. Marketing**

In this section, learners explore the purpose and role of marketing within business and how it influences business activity and the decisions businesses take.

#### **3. People**

In this section, learners explore the purpose and role of human resources within business and how it influences business activity and the decisions businesses take.

### **Year 11**

#### **4. Operations**

In this section, learners explore what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

#### **5. Finance**

In this section, learners explore the purpose of the finance function, its role in business and how it influences business activity.

#### **6. Influences on business**

In this section, learners explore the importance of external influences on business and how businesses change in response to these influences.

#### **7. The interdependent nature of business**

In this section, learners will need to use content from both component 01 and component 02 to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the GCSE (9–1) course and apply their knowledge to business decisionmaking within a business context.



## **ASSESSMENT OBJECTIVES**

**AO1** Demonstrate knowledge and understanding of business concepts and issues. Using command words; Identify, State, Explain

**AO2** Apply knowledge and understanding of business concepts and issues to a variety of contexts. Using command words; Calculate, Complete, Explain

**AO3** Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions. Using command words Analyse, Discuss, Evaluate, Recommend

## **ASSESSMENT STRUCTURE**

Certificate in preparation for working life paper is 80% of the qualification and is 1 hour and 30 minutes. It will be a mixture of multiple choice and extended responses.

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.

## **GROUPINGS**

Mixed ability students between 25-30 students with 4 classes per year group

## **HOMEWORK INFORMATION**

Complete Unit 1 and Unit 3 past examination papers • Business Studies online specific tasks • Research examples to put concepts into context • Encouragement of reading around the subject • Taking an interest in current affairs e.g. watching BBC news. • Complete different exercises using the following websites: [www.examzone.co.uk](http://www.examzone.co.uk), [www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk), [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize), [www.bized.co.uk](http://www.bized.co.uk), [www.tutor2u.net/revision\\_notes\\_gcse](http://www.tutor2u.net/revision_notes_gcse) \* Explore the Bank of England website. Homework can take anything from 15 mins to 30 minutes

## **EXTENDED STUDY INFORMATION**

Fill in glossaries for key terminology • Business Studies online specific tasks • Extensive case study exercises from the core textbook • Watching Dragon's Den, Apprentice, Mary Portas and related spin off shows • Familiarising with particular current affairs • <http://www.bbc.co.uk/education/subjects/zpsvr82> • <http://revisionworld.com/gcse-revision/business-studies>

## **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.

## **EQUIPMENT NEEDED**

Black and Green pen

Calculator

Ruler

Pencil



Ruber

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Test students on subject vocabulary
- Provide newspaper cuttings / links to news websites of relevant articles Help them to research
- Watch Dragon's Den etc with the child and discuss the outcome with them – perhaps pausing before the decision is made (using sky+/btVision if available)
- Buy a revision guide that is tailored to the Edexcel syllabus. Students can work through the questions and complete summaries of the material covered.
- Buy a workbook and some sample examinations that are tailored to the OCR syllabus.
- Encourage active revision (doing exercises and answering exam questions) is better than passive revision (reading a revision guide).
- Go through the glossary of terms section on google classroom.
- Download past examination papers. All resources for the GCSE course can be accessed via the google classroom.
- Read the examiners reports and mark schemes with your child.
- Talk to your child about what they are learning.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Google classroom code:**

**Yr 9 g1bakb8**

**Yr 10 92dps33**

**Yr 11 ng7nq1v**

### **TEXTBOOKS OR REVISION GUIDES**

OCR GCSE (9-1) Business, Third Edition

Alan Williams, Mike Schofield

ISBN: 9781471899362

Published: 30/06/2017

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader: Mr D Jones**



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Unit 4: The changing world of work</p> <p>Unit 6: Economic and financial aspects of life</p> <p>Unit 7: Employment opportunities</p> <p>Unit 8: Enterprise activities</p>	<p>GCSE Business Studies course unit 1 Business Activity:</p> <p>1.4 Business aims and objectives</p> <p>1.5 Stakeholders in business</p> <p>1.6 Business growth</p> <p>GCSE Business Studies course unit 2 Marketing:</p> <p>Topics covered:</p> <p>2.1 The role of marketing</p> <p>2.2 Market research</p> <p>2.3 Market segmentation</p>	<p>GCSE Business Studies course unit 3.3: Effective Financial Management.</p> <p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. How to improve cash flow</li> <li>2. How to improve profit</li> <li>3. Break-even charts and break-even analysis</li> <li>4. Financing growth</li> </ol> <p>GCSE Business Studies course unit 3.4: Effective People Management. Topics covered:</p> <ol style="list-style-type: none"> <li>1. Organisational structure</li> <li>2. Motivation theory</li> <li>3. Communication</li> <li>4. Remuneration</li> </ol> <p>GCSE Business Studies course unit 3.5: The Wider World Affecting Business.</p> <p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. Ethics in business</li> <li>2. Environmental issues</li> </ol>
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone	End of unit milestone
2	<p>Unit 9: Hazard identification at home, on the roads and at work</p> <p>Unit 5: Applying for jobs and course</p> <p>Unit 1: Personal awareness</p> <p>Unit 2: Healthy lifestyles for work-life balance</p>	<p>GCSE Business Studies course unit 2 Marketing:</p> <p>Topics covered:</p> <p>2.4 The marketing mix</p> <p>GCSE Business Studies course unit 3 People:</p> <p>3.1 The role of human resources</p> <p>3.2 Organisational structures and different ways of working</p> <p>3.3 Communication in business</p>	<p>GCSE Business Studies course unit 3.5: The Wider World Affecting Business.</p> <p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. Economics issues affecting international trade</li> <li>2. The impact of government and the EU</li> </ol> <p>Controlled Assessment mock exam</p> <p>Controlled Assessment exam</p>





<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>End of unit milestone Coursework unit. 20 marks available</p>	<p>End of unit milestone</p>	<p>End of unit milestone</p>
<p><b>3</b></p>	<p>Unit 3: Relationships and the differences between people</p> <p>Enterprise competition</p> <p>GCSE Business Studies course unit 1: 1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 5.3 Revenue, costs, profit and loss 1.3 Business ownership</p>	<p>GCSE Business Studies course unit 3: People</p> <p>Topics covered: 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law</p>	<p>Revision</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>End of unit milestone <b>Formal Public examination, 1 hour 30 minutes: May 2018</b></p>	<p>End of unit milestone</p>	<p>Written controlled assessment in controlled conditions. This unit is worth 25% of the overall GCSE qualification. <b>FINAL EXAMINATION</b></p>



## OVERVIEW

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.

Computer Science allows for students to gain problem solving skills, appropriate across all forms of careers. Students typically go on to study the subject at A Level/Degree level and go into the many different fields of Computer Science including Software Engineering, Games development and Animation.

## 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 OBJECTIVES

AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.

AO2: Apply knowledge and understanding of key concepts and principles of computer science.

AO3: Analyse problems in computational terms:

- to make reasoned judgements; and
- to design, program, evaluate and refine solutions.

## ASSESSMENT STRUCTURE

*Paper 1: Computational thinking and problem solving*

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

- 80 marks
- 50% of GCSE

*Paper 2: Written assessment*

Written exam: 1 hour 30 minutes

- 80 marks
- 50% of GCSE

## Programming Project

The Programming Project 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 project work

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.

## GROUPINGS

Students will only be considered if they have achieved a level 3M in Maths in the February reporting cycle. Students will be in mixed ability classes.

## HOMEWORK INFORMATION

Homework is set weekly and changes from theory and practical. Students should practise their programming skills weekly/daily, if possible. Homework typically lasts 30 minutes to an hour.

## EXTENDED STUDY INFORMATION

For extended reading, see our department website for reading around the subject.

## ENRICHMENT OPPORTUNITIES



<b>EQUIPMENT NEEDED</b>
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Installation of software: Python 3 and an appropriate IDE
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<b>HOW CAN PARENTS SUPPORT THEIR CHILDREN?</b>
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<b>USEFUL ONLINE INFORMATION/ONLINE RESOURCES</b>
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<a href="http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520">http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520</a>
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<a href="https://www.codecademy.com/learn/learn-python">https://www.codecademy.com/learn/learn-python</a>
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<a href="https://www.python.org/downloads/">https://www.python.org/downloads/</a>
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<b>TEXTBOOKS OR REVISION GUIDES</b>
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AQA GCSE (9-1) Computer Science 8520 (Textbook)
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S Robson and PM Heathcote ISBN:978-1-910523-09-4
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<b>CONTACTS / ANY FURTHER INFORMATION</b>
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Curriculum Leader: Miss F Brooke
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TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Programming Skills Algorithms Data Representation	Programming Skills Computer Systems Networking	Preparing for NEA NEA
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Unit Assessment	Topic tests Unit Assessment	Assessed Project Internally and externally assessed by AQA
2	Programming Skills Data Representation	Programming Skills Cyber Security	Consolidating theory
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Unit Assessment	Unit Assessment Assessed Project	Topic tests and past papers
3	Programming Skills Computer Systems	Programming Skills Ethics Preparing for NEA	Revision for Exams
<b>ASSESSMENT OPPORTUNITIES</b>	Topic tests Unit Assessment	Assessed Project	FINAL EXAMINATION



## OVERVIEW

Design and Technology is important in all areas of the modern world, from railway stations to space stations, adverts to inventions and yogurt pots to yachts. Without Design and Technology, human beings would find every task a great deal more difficult. The first computers required the art of invention and designers strive to create the next new and exciting thing. Design and Technology combines skill, talent and creativity and allows pupils to work in a practical way to problem solve, innovate and change the way we live.

## COURSE CONTENT

Design and Technology is an excellent pathway to many careers. These range from direct pathways such as design, fashion, manufacturing and production to other areas such as retail, education, training, sales and marketing. There are in excess of 100 different career options that directly relate to Design and Technology, and the subject has a high employability rating.

## ASSESSMENT OBJECTIVES

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others
- wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles

## ASSESSMENT STRUCTURE

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	100	x1	100
NEA	100	x1	100
Total scaled mark:			200

The Non-exam assessment will contribute towards 50% of the students overall mark. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

The assessment criteria for the NEA are split into six sections as follows.

	Section	Criteria	Maximum marks
AO1 Identify, investigate & outline design possibilities	A	Identifying & investigating design possibilities	10
	B	Producing a design brief & specification	10
AO2 Design & make prototypes that are fit for purpose	C	Generating design ideas	20
	D	Developing design ideas	20
	E	Realising design ideas	20
AO3 Analyse & evaluate	F	Analysing & evaluating	20
Total			100

## GROUPINGS

Mixed ability classes below 20.

## HOMEWORK INFORMATION



Homework is related to lessons and consists of a combination of 'flipped learning' where pupils learn the content ahead of lessons and extension tasks relating to lesson content. All homework forms part of the preparation for NEA and the exam. Homework last between 30 minutes and 1 hour per lesson. In the NEA, set between June of year 10 and April of year 11, pupils are expected to prepare research and design work ahead of NEA lessons.

### **EXTENDED STUDY INFORMATION**

It is recommended that pupils read about prominent designers, such as Ettore Sottsass, Vivienne Westwood, Harry Beck and Charles Rennie Mackintosh (amongst others).

#### **Further reading includes:**

Alessi: Art and Poetry. (Cutting Edge)

ISBN

13: 9780823011452

Childata: The Handbook of Child Measurements and Capabilities : Data for Design

Safety

ISBN

0952257114 or

9780952257110

Design modelling: visualising ideas in 2D and 3D

ISBN

13: 9780340663394

Designing the 21st century

ISBN

13: 9783822848029

Icons of design: the 20th Century

ISBN

13: 9783791331737

Memphis

ISBN

13: 9780500019009

### **ENRICHMENT OPPORTUNITIES**

There will be opportunities for DT clubs, trips and visits within D&T.

### **EQUIPMENT NEEDED**

Drawing equipment such as: set square, templates\*, marker pens\*, coloured pencils, steel rule, flexicurve\*

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Free CAD software is available online. See Mr J Nash for further information.

Visits to design museums, galleries and exhibitions help with the course content. Access to YouTube videos on production processes often help with knowledge. Any use of tools, equipment and workshops are helpful but not essential.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.Technologystudent.com](http://www.Technologystudent.com)

[www.Mr\\_dt.com](http://www.Mr_dt.com)

[www.Core77.com](http://www.Core77.com)



**Google Classroom = Year 9** - qydmr4  
**Google Classroom = Year 10** - y6mcnxo  
**Google Classroom = Year 11** - dj8z68

**TEXTBOOKS OR REVISION GUIDES**

AQA Design and Technology (9-1)  
Author  
[M. J. Ross](#)  
ISBN-139781910523100

AQA Design and Technology: All Material Categories and Systems  
Imprint: [Hodder Education](#)  
ISBN: 9781510402102

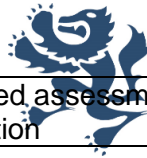
**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr J Nash



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Timbers mini project MP3 box	CAD/CAM USB drive (3D printed)	Controlled assessment (NEA)
<b>ASSESSMENT OPPORTUNITIES</b>	Focus on: Softwoods Joints (lap or finger) Manufactured board insert Beading Finishes, varnish or stain / oil SECTION 5B (timber based materials) SECTION 3 (materials and their working properties).	Focus on: 3D printing module, Google SketchUp, rapid prototyping SECTION 7 (making principles). SECTION 5 (Polymers)	Research, brief, specification, designs, development
2	Timbers (cont.) Clock box Wooden Puzzle	CAD/CAM Mood lighting (CNC layering)	Controlled assessment (NEA)
<b>ASSESSMENT OPPORTUNITIES</b>	Focus on: Hardwoods Mortice machine Chisle (wastage) Finishes, varnish and wax SECTION 5B (timber based materials) SECTION 3 (materials and their working properties)	Focus on: 2D design, STL, layering of plywood parts to create housing for battery light fitting SECTION 7 (making principles). SECTION 5 (Polymers)	Development, modelling, CAD, research into industrial practice
3	Graphics Packagaing	New and emerging technologies	Controlled assessment (NEA)
<b>ASSESSMENT OPPORTUNITIES</b>	Focus on: Drawing techniques, isometric, sketching, orthographic and presentation etc.. SECTION 5A (Papers & boards) SECTION 3 (materials and their working properties)	Developing the product range project Focus on: Design industry, occupations, sustainability reports, case study, people, culture, production techniques SECTION 1 (new and emerging technologies)	Final ideas Model making Manufacture
4	Product Design & Evolution (Modelling project)	Energy, materials, systems and devices Research project	Controlled assessment (NEA)
<b>ASSESSMENT OPPORTUNITIES</b>	Focus on: Product design, design evolution, push, pull etc.. designers, design movements SECTION 4 (Common specialist technical principles) SECTION 3 (materials and their working properties)	Focus on: Case study research and revision exercises. Presentation skills / report writing SECTION 2 (Energy, materials, systems and devices). SECTION 6 (Designing principles)	Manufacture Final research Testing and evaluate





5	Plastics Desktop storage	Controlled assessment preparation	Revision topics
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Focus on: Thermoplastics, thermosets, vacuum forming, injection moulding, press forming, CAD/CAM SECTION 5 (Polymers) SECTION 3 (materials and their working properties)</p>	<p>Focus on: A3 layout, presentation, graphs, cropping images, product analysis skills, disassembly, research planning, idea creation, development techniques SECTION 6 (Designing principles)</p>	<p>Exam based lessons Plastics Metals Alloys Composites Fibres Surface finishes Casting and forming Exam based lessons Plastics moulding and forming Designers Electronics</p>
6	Metals Phone stand	Controlled assessment (NEA):	
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Focus on: Ferrous, non-ferrous, metals, casting, bending, lathe, spot welding, pop-rivet, brazing and milling machine SECTION 5 (Polymers) SECTION 3 (materials and their working properties)</p>	<p>Focus on: Brief Research Specification Ideas</p>	<p>FINAL EXAMINATION</p>



## OVERVIEW

AQA GCSE in Drama encourages students to:

- Develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities
- Reflect and evaluate their own and the work of others
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible study of drama
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

## ASSESSMENT OBJECTIVES

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

## ASSESSMENT STRUCTURE

### Component 1: Understanding drama – Written Exam (80 marks - 40% of total GCSE)

Written exam 1 hour and 45 minutes

- Section A: multiple choice (4 marks)
  - Section B: 4 questions on extract from chosen set play (44 marks)
  - Section C: 1 question on a live theatre production seen (32 marks)
- ▶ AO3: “Demonstrate knowledge and understanding of how drama and theatre is developed and performed.”
- ▶ AO4: “Analyse and evaluate their own work and the work of others.”

### Component 2: Devising drama (40% of total GCSE)

Internally assessed and externally moderated by AQA

- Devised Performance: (20 Marks - 10% of total GCSE)
    - ✓ Student groups work from a stimulus to create a piece of theatre
    - ✓ They must contribute as either a **performer or designer**
    - ✓ Students will write a **STATEMENT OF DRAMATIC INTENTION** stating: what style they are working in, what the aims of the piece are and personal aims
    - ✓ The performance will be internally assessed and externally moderated
    - ✓ Students will be expected to book in for after school rehearsals
  - Devising Log: (60 Marks - 30% of total GCSE)
 

The Devising Log must comprise of three sections, each marked out of 20 marks:

    - ✓ Section 1: Response to a stimulus
    - ✓ Section 2: Development and collaboration
    - ✓ Section 3: Analysis and evaluation
- ▶ AO1: “Create and develop ideas to communicate meaning for theatrical performance.”
- ▶ AO2: “Apply theatrical skills to realise artistic intentions in live performance.”
- ▶ AO4: “Analyse and evaluate their own work and the work of others.”

### Component 3: Texts in practice (20% of total GCSE)

Examined by a visiting AQA examiner

Performance of TWO extracts: (20%)

- You will perform two extracts from the same play
- You will produce a STATEMENT OF DRAMATIC INTENTION
- Students will be expected to book in for after school rehearsals



▶ AO2: "Apply theatrical skills to realise artistic intentions in live performance"

## GROUPINGS

Mixed ability

## HOMEWORK INFORMATION

Homework will be set according to the unit being taught. This will **average around 1hr per week** for most pupils.

Homework may involve:

- ✓ Researching
- ✓ Presentations
- ✓ Documenting their practical work via images
- ✓ Annotating work
- ✓ Answering exam style questions
- ✓ Re-drafting exam question responses
- ✓ Learning lines

Critically analysing and evaluating another groups work or a production seen

## EXTENDED STUDY INFORMATION

**Private reading** – students should try to read plays in order to develop their understanding of Drama and Theatre in a wider context. This will help to inform AO1, AO3 and their own ideas.

**Rehearsal** – students will be required to rehearse after school in order to master their skills for performance. This is extra to their homework for the course.

**Study sessions** – extra study sessions will be available after school to support students' literacy for the exam paper. For students considering being examined on the technical design aspects of theatre they will be expected to attend extra sessions after school in order to learn the appropriate content for the exam.

## ENRICHMENT OPPORTUNITIES

- Visits to the theatre to watch performances
- Backstage Theatre Tours
- Visits from performers to work with the students
- School productions
- Showcasing of class work

As a department, we organise at least two theatre trips every year for students. However, we advise you to see as many performances as you can outside of school and make the most of the varied venues within close travelling distance of Reading. These performances will complement the work covered in lessons and improve your knowledge of current theatrical trends.

- ✓ The Hexagon, Reading
- ✓ South Street Theatre, Reading
- ✓ Progress Theatre, Reading
- ✓ The Mill at Sonning
- ✓ South Hill Park, Bracknell
- ✓ The Corn Exchange, Newbury
- ✓ Oxford Playhouse, Oxford
- ✓ Oxford New Theatre, Oxford
- ✓ Wycombe Swan, High Wycombe
- ✓ Yvonne Arnaud Theatre, Guildford

## EQUIPMENT NEEDED

Drama socks\* (Slipper socks or socks with grips on the bottom)

Plain black t-shirt

Plain black jogging bottoms or trousers

Black or Blue Pen

Green Pen

Highlighters

Set Text - Noughts and Crosses (Royal Shakespeare Company) by Malorie Blackman, adapted by Dominic Cooke.

Nick Hern Books. ISBN: 9781854599391

## HOW CAN PARENTS SUPPORT THEIR CHILDREN?



- Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**AQA GCSE Drama** – information about the course, specimen papers and mark schemes:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

**National Theatre YouTube Channels** – great videos about productions, acting techniques and styles. Technical theatre and tutorials

<https://www.youtube.com/user/NationalTheatre>

<https://www.youtube.com/user/ntdiscovertheatre>

### **TEXTBOOKS OR REVISION GUIDES**

Noughts and Crosses (Royal Shakespeare Company) by Malorie Blackman, adapted by Dominic Cooke. Nick Hern Books. ISBN: 9781854599391

AQA GCSE Drama by Annie Fox. Illuminate Publishing (2017). ISBN: 1911208217

New Grade 9-1 GCSE Drama Revision Guide. CGP Publishing (2018). ISBN: 1782949623

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Ms I Pravda



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<ul style="list-style-type: none"> <li>• Introduction &amp; expectations</li> <li>• Baseline</li> <li>• Component 1 Section A: Backstage Tour</li> <li>Component 1 Section C: Live Theatre Trip and Live theatre writing skills</li> </ul>	Component 1 Section B: Noughts & Crosses	<ul style="list-style-type: none"> <li>• Component 1 Section A</li> <li>Component 1 Section C</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>			
2	<ul style="list-style-type: none"> <li>• Component 1 Section B: Set Text</li> </ul>	<ul style="list-style-type: none"> <li>• Component 1 Section B: Noughts &amp; Crosses</li> </ul> Component 1 Section C: Live Theatre Trip and writing skills	Component 3 Text in Practice
<b>ASSESSMENT OPPORTUNITIES</b>			
3	Component 1 Section A Mini Project	Component 2: Devising Drama skills	Component 3 Text in Practice Performance Exam
<b>ASSESSMENT OPPORTUNITIES</b>			
4	<ul style="list-style-type: none"> <li>• Practitioner exploration:               <ul style="list-style-type: none"> <li>✓ Stanislavski</li> <li>✓ Brecht</li> <li>✓ Boal</li> </ul> </li> </ul> Artaud	Component 2: Devised performance & Devising Log	<ul style="list-style-type: none"> <li>• <b>Revision</b> for Component 1               <ul style="list-style-type: none"> <li>✓ Section A</li> <li>✓ Section B</li> </ul> </li> <li>Section C</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>			
5	<ul style="list-style-type: none"> <li>• Practitioner exploration               <ul style="list-style-type: none"> <li>✓ Berkoff</li> <li>✓ Frantic Assembly</li> </ul> </li> </ul> Component 2: Introduction to devising and the devising log	Component 2: Devised performance exam & Devising Log completion	<ul style="list-style-type: none"> <li>• Revision for Component 1 exam</li> </ul> Component 1: Understanding Drama <b>exam</b>
<b>ASSESSMENT OPPORTUNITIES</b>			
6	Component 2: Devised performance and the devising log mock	Component 3 Text in Practice: Mock extracts	
<b>ASSESSMENT OPPORTUNITIES</b>			FINAL EXAMINATION

**OVERVIEW**

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.

**COURSE CONTENT**

Economics encourages learners to think as economists and develop the appropriate range of analytical, critical and reasoning skills to achieve this objective.

This qualification will teach learners to explain, analyse and evaluate the role of markets and the government within a market economy. They will learn about the basic market models and are encouraged to deepen their understanding of the economic concepts studied by applying these to relevant current and historical economic issues. This should include reading articles with economic data, graphical representations or discussions of economic problems.

Learners will be encouraged to make reasoned and informed judgements using both qualitative and quantitative evidence. They will learn how to select and interpret data as well as understand its possible limitations.

Economics provides an engaging and comprehensive introduction to Economics drawing on local, national and global contexts.

Component 01 introduces learners to the main economic agents, the basic economic problem and the role of markets, including the labour market and the importance of the financial sector.

Component 02 focusses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.

**ASSESSMENT OBJECTIVES**

- AO1 Demonstrate knowledge and understanding of economic concepts and issues.
- AO2 Apply knowledge and understanding of economic concepts and issues to a variety of contexts.
- AO3 Analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.

**ASSESSMENT STRUCTURE**

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.

## **GROUPINGS**

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. We have 2 classes of 25-30 students.

## **HOMEWORK INFORMATION**

- Complete Unit 1, Unit 2 and Unit 3 past examination papers
- Economics online specific tasks
- Research examples to put concepts into context
- Encouragement of reading around the subject
- Taking an interest in current affairs e.g. watching BBC news, Channel 4 News and the Guardian.
- Explore the Bank of England website
- Complete different exercises using the following websites:
- [www.timesonline.co.uk](http://www.timesonline.co.uk)
- <http://www.hm-treasury.gov.uk>
- <http://www.ft.com>
- <http://www.euroemu.co.uk>
- <http://www.bankofengland.co.uk>
- <http://www.ifs.org.uk/>.

Homework should be set every week and consist of exam questions; research to support further learning. It should take between 15 minutes and 30 minutes.

## **EXTENDED STUDY INFORMATION**

- Read/subscribe to Economics Today, The Economics Review or The Economist
- Reading or researching the broadsheet papers (The Independent, The Times, The Guardian, The Daily Telegraph, The Financial Times). You will need to get in the habit of scanning through newspapers and identifying relevant articles
- Follow the economics blog on [www.tutor2u.net](http://www.tutor2u.net) or sign up to follow Geoff Riley on twitter
- Set [www.bbc.co.uk/news](http://www.bbc.co.uk/news) as your homepage, looking especially at the economics news

## **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.

## **EQUIPMENT NEEDED**

Black and green Pens  
Pencil  
Ruler (very important)  
Rubber  
Sharpener

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Test students on subject vocabulary  
Provide newspaper cuttings / links to news websites of relevant articles



Help them to research

Work through the Unit 1 and Unit 2 revision guides. Students can work through the questions and complete summaries of the material covered.

Encourage active revision (doing exercises and answering exam questions) is better than passive revision (reading a revision guide).

Read the examiners reports and mark schemes with your child. Talk to your child about what they are learning.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Google classroom code:**

Yr 9 6k4h62o

Yr 10 530hn2

Yr 11 1yan730

### **TEXTBOOKS OR REVISION GUIDES**

OCR GCSE (9-1) Economics

Clive Riches, Christopher Bancroft, Jan Miles-Kingston

ISBN: 9781471888342

Published: 28/04/2017

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr D Jones





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>GCSE Economics course unit 1: What is the Economic Problem?</p> <p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. Defining the economic problem</li> <li>2. Scarcity, choice and opportunity cost</li> <li>3. Approaches to the economic problem</li> <li>4. What is specialisation?</li> </ol>	<p>GCSE Economics course unit 4: What are the Economic Objectives of the Government? Topics covered:</p> <ol style="list-style-type: none"> <li>1. Objectives of government policy</li> <li>2. Economic growth</li> <li>3. Costs and benefits of economic growth</li> <li>4. Employment and unemployment</li> <li>5. Inflation</li> <li>6. Consequences of inflation</li> </ol>	<p>GCSE Economics course unit 8: Why is the UK in the European Union?</p> <p>Topic covered:</p> <ol style="list-style-type: none"> <li>1. European Union</li> </ol> <p>GCSE Economics course unit 9: How is the UK's International Trade Recorded? Topics covered:</p> <ol style="list-style-type: none"> <li>1. Balance of payments</li> <li>2. Balance of payments deficit</li> </ol> <p>GCSE Economics course unit 10: What is the Economic Problem?</p> <p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. Exchange rates</li> <li>2. Exchange rates, the rate of interest and trade</li> </ol>
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone	Past examination questions
2	<p>GCSE Economics course unit 2: What are Competitive Markets?</p> <p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. Markets</li> <li>2. Monopoly and monopoly power</li> <li>3. Demand</li> <li>4. The demand curve – rise or fall?</li> <li>5. Price elasticity of demand</li> <li>6. Supply</li> <li>7. Price elasticity of supply</li> </ol>	<p>GCSE Economics course unit 5: How does the UK Government Raise and Spend Money? Topics covered:</p> <ol style="list-style-type: none"> <li>1. Government income and expenditure</li> <li>2. Distribution and redistribution of incomes</li> <li>3. Taxes and redistribution in income</li> <li>4. Correcting market failure</li> </ol>	<p>GCSE Economics course unit 11: How does a Country Become More Competitive? Topics covered:</p> <ol style="list-style-type: none"> <li>1. Factors influencing competitiveness</li> <li>2. Government policy and international competitiveness</li> <li>3. The UK and globalisation</li> </ol>



	<p>8. Determination of price in competitive markets (1)</p> <p>9. Determination of price in competitive markets (2)</p>	<p>GCSE Economics course unit 6: Which Policies can the UK Government Use?</p> <p>Topics covered:</p> <ol style="list-style-type: none"> <li>1. Fiscal policy</li> <li>2. Money and interest rates</li> <li>3. Monetary and interest rate policy</li> <li>4. Supply-side policies</li> <li>5. Government policies and conflicts</li> </ol>	<p>GCSE Economics course unit 12: Why do Some Less Developed Countries Struggle to Achieve Growth and Benefit from International Trade? Topics covered:</p> <ol style="list-style-type: none"> <li>1. Poverty</li> <li>2. Limits to benefiting from globalisation</li> </ol> <p>GCSE Economics course unit 13: What Measures may be used to Support Growth in Less Developed Countries? Topic covered:</p> <ol style="list-style-type: none"> <li>1. Ways of supporting growth</li> </ol>
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone	Past examination questions
<b>3</b>	<p>GCSE Economics course unit 3: How do Firms Operate in Competitive Markets? Topics covered:</p> <ol style="list-style-type: none"> <li>1. Costs, revenues and profit</li> <li>2. Productivity</li> <li>3. Growth of firms</li> <li>4. Economies and diseconomies of scale</li> <li>5. Rewards for labour</li> <li>6. Differences in wage rates</li> </ol>	<p>GCSE Economics course unit 7: The UK Economy and Globalisation. Topics covered:</p> <ol style="list-style-type: none"> <li>1. Globalisation</li> <li>2. Multinationals</li> <li>3. International specialisation and trade</li> <li>4. The World Trade Organization</li> <li>5. Patterns of trade</li> <li>6. Protectionism</li> <li>7. China and India</li> </ol>	<p>Pre-release theme mock exam</p> <p>Pre-release exam preparation</p> <p>Revision</p>
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone	Past examination questions <b>FINAL EXAMINATION</b>



## OVERVIEW

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 a Shakespeare play. Students who study English often go on to study it at University or pursue careers in Journalism, tv and advertising and acting.

## 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 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.

## **ASSESSMENT STRUCTURE**

### **Paper 1 : Fiction and Imaginative Writing**

- Section A – Reading: questions on an unseen 19th-century fiction extract.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.
- The total number of marks available is 64.
- Assessment duration 1 hour and 45 minutes.

### **Paper 2 : Non Fiction and Transactional Writing**

- Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.
- The total number of marks available is 96.
- Assessment duration: 2 hours 5 mins.

## **GROUPINGS**

Students are organised into Band 1, 2 and 3. These bands are fairly broad and allow for students to access 9-1 regardless of the Band they are in.

## **HOMEWORK INFORMATION**

1. Punctuation/ grammar exercises
2. Learning key terms for analysis of poetry, prose and media texts
3. Reading non-fiction and media texts
4. Essays (or parts of essays) for coursework or for examination practice
5. Preparation for speaking and listening assessments.

Homework should take a minimum of 40 minutes per week.

## **EXTENDED STUDY INFORMATION**

- Guide them towards extra punctuation and grammar practice on [www.bbc.co.uk/skillswise/words/grammar](http://www.bbc.co.uk/skillswise/words/grammar)
- Encourage them to use revision websites for poetry/prose texts
- [www.universalteacher.org.uk](http://www.universalteacher.org.uk)
- <http://www.bbc.co.uk/education/subjects/zr9d7ty> (English Language)
- [http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature](http://www.bbc.co.uk/schools/gcsebitesize/english_literature) (English Literature)
- <http://www.englishbiz.co.uk> (general English revision)
- Encourage them to read widely – suggest that they read different genres, different authors.

## **ENRICHMENT OPPORTUNITIES**



Young Shakespeare visit in Year 10. Possible evening theatre performances. Creative Writing Club runs weekly.

### **EQUIPMENT NEEDED**

Lever Arch Folder, dividers, plastic walets, highlighters and set texts (to be advised by class teachers and a letter home)

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

#### **Google classroom code**

Year 11: js965fl

Year 10: 4obh2s

Year 9: 2kkwqb

### **TEXTBOOKS OR REVISION GUIDES**

REVISE Edexcel GCSE (9-1) English Language Revision Guide (REVISE Edexcel GCSE English 2015)

- **ISBN-10:** 1447988086
- **ISBN-13:** 978-1447988083

REVISE Edexcel GCSE English Language Revision Workbook: For the 9-1 Exams (REVISE Edexcel GCSE English 2015)

- **ISBN-10:** 1447987896
- **ISBN-13:** 978-1447987895

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss A Davies

## **ENGLISH LITERATURE: EDEXCEL**

### **OVERVIEW**

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 a Shakespeare play. Students who study English often go on to study it at University or pursue careers in Journalism, tv and advertising and acting.

### **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.

### ASSESSMENT STRUCTURE

#### Paper 1 : Shakespeare and Post-1914 Literature

- Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
  - Section B – Post-1914 British play or novel: ONE essay question.
  - The total number of marks available is 80.
  - Assessment duration: 1 hour and 45 minutes.
- Closed book (texts are not allowed in the examination).

#### Paper 2 : 19th-century Novel and Poetry since 1789

- Section A – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- Section B – Part 1: ONE question comparing a named poem from the *Pearson Poetry Anthology* collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.
- The total number of marks available is 80.
- Assessment duration: 2 hours and 15 minutes.
- Closed book (texts are not allowed in the examination).

### Alternative Pathway (starting in Year 9-11)

AQA – Step up to English

Depending on suitability, a few of our students will begin working towards either a silver or gold award in English to supplement their work towards GCSE English Literature and/or English Language qualifications. Decisions about suitability are made based on data and teacher recommendation.

### HOMEWORK

40 minutes per week. Homework can be in the form of research, learning quotations or essay writing skills.

### EXTENDED STUDY INFORMATION

Please see the reading list on the school website for further information.

### ENRICHMENT OPPORTUNITIES

The Young Shakespeare Company in Year 10 to enrich our study of Shakespeare.

### EQUIPMENT NEEDED

Lever Arch Folder, dividers, plastic walets, highlighters and set texts (to be advised by class teachers and a letter home)

### HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Test them on key terminology – spelling and understanding.

For longer pieces of writing such as examination essays, ask them to talk the plan through with you.

Remind them that 5-10 minutes spent planning can result in a higher grade.

Encourage them to proof-read their work.

Listen to their individual talks and ask them questions that require them to develop their ideas further.

Ask them to show you in their essays where they have met the requirements of the mark scheme in order to get their target grade.



## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

### **Google classroom codes**

Year 11: js965fl

Year 10: 4obh2s

Year 9: 2kkwqb

## **TEXTBOOKS OR REVISION GUIDES**

### **Post 1914 Drama**

Check with your son or daughter to find out which text they have studied.

An Inspector Calls: York Notes for GCSE (9-1)

- **ISBN-10:** 1447982169
- **ISBN-13:** 978-1447982166

An Inspector Calls: York Notes for GCSE Workbook: Grades 9-1

- **ISBN-10:** 1292100796
- **ISBN-13:** 978-1292100791

Journey's End: York Notes for GCSE

- **ISBN-10:** 1405835621
- **ISBN-13:** 978-1405835626

### **19<sup>th</sup> Century Novel**

Check with your son or daughter to find out which text they have studied.

**Great Expectations by Charles Dickens (Wordsworth Classics)** ISBN-10: 1853260045

**Dr Jekyll and Mr Hyde by Robert Louis Stevenson (Wordsworth Classics)** ISBN-10: 1853260614

**A Christmas Carol by Charles Dickens** ISBN: 9780007350865

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss A Davies



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>Autumn 1</b>	<b>Non-Fiction and an introduction to 19<sup>th</sup> Century Fiction</b> A selection of extracts from nineteenth century texts will be explored.	<b>English Literature Paper 1 (Post 1914 drama):</b> Journey's End or An Inspector Calls	<b>English Literature (Paper 2)</b> 19 <sup>th</sup> Century Novel
<b>ASSESSMENT OPPORTUNITIES</b>	<b>English Language Paper 1 style assessment</b> Sp & List: group debate	Exam-style assessment (Edexcel)	PPE Exam-style assessment (Edexcel)
<b>Autumn 2-Spring 1</b>	<b>Class reader</b> Of Mice and Men	<b>English Literature Paper 1:</b> Shakespeare - Macbeth	<b>English Language:</b> Paper 2 Non-Fiction and Transactional Writing
<b>ASSESSMENT OPPORTUNITIES</b>	<b>Class Reader</b> Reading: analysis of extract from the novel Writing: writing a description inspired by an image Sp & List: a presentation on context	Exam-style assessment (Edexcel)	PPE Exam-style assessment (Edexcel)
<b>Spring 1- Spring 2</b>	<b>Shakespeare</b> Romeo and Juliet	<b>English Language:</b> Paper 1 19 <sup>th</sup> century fiction and imaginative writing	<b>Revision of Language and Literature</b>
<b>ASSESSMENT OPPORTUNITIES</b>	<b>Shakespeare</b> Reading: Analysis of an extract followed by analysis of the play as whole linked to a key theme. Writing: Transactional Writing	PPE Exam-style assessment (Edexcel)	PPE Exam-style assessment (Edexcel)
<b>Summer Term</b>	<b>Gothic Literature</b> Gothic texts from 19 <sup>th</sup> -21 <sup>st</sup> century.	Relationships poetry cluster/Unseen Poetry  Spoken Language endorsement	<b>Revision of Language and Literature</b>

**N.B. ASSESSMENT OPPORTUNITIES = Formative and Summative activities**





## FOOD, PREPARATION AND NUTRITION: AQA

### OVERVIEW

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 OBJECTIVES

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others

## ASSESSMENT STRUCTURE

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 (20 x 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

## GROUPINGS

Mixed Ability

## HOMEWORK INFORMATION

Homework is set on a weekly basis and will usually involve preparing ingredients for a practical food session as well as any of the following.

- Internet based research to find images and details eg name, cost and main ingredients of a range of food products
- Learning and practising for written tests.
- Completing examination questions.

All homeworks are designed to take the time allocation for each Year group as outlined in the Homework policy

## EXTENDED STUDY INFORMATION

Make use of:

- Supermarket websites
- [www.nhs.uk/livewell](http://www.nhs.uk/livewell)
- Read food magazines and newspaper articles.
- Watch cookery programmes and short documentaries about food production.

## ENRICHMENT OPPORTUNITIES

Masterchef competition, Visiting chef

## EQUIPMENT NEEDED

Apron, cooking tins, ceramicserving dishes, piping bag and nozzle set,

## HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage students to visit food outlets and supermarkets, to raise awareness of products, costs and packaging.



- Encourage students to cook healthy dishes on a regular basis and practice assessed work.
- Ask students when they are cooking and then provide them with the ingredients.
- Discuss the outcome of practical work completed at school, including any written feedback required.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<http://www.foodafactoflife.org.uk>

<https://www.bbcgoodfood.com>

<https://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx>

<https://www.jamieoliver.com>

<https://www.aqa.co.uk>

#### **Google classroom**

Year 9- 6l6h4q5

Year 10- avgxtn

Year11- 60rrb4z

### **TEXTBOOKS OR REVISION GUIDES**

**Anita Tull, Gary Littlewood AQA GCSE Food Preparation and Nutrition** ISBN:9781908682789

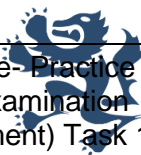
**CGP GCSE Food Preparation and Nutrition for AQA . The Revision Guide** ISBN: 9781782946496

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr J. Nash



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Safe Food Handling Eat well Guide Starchy carbohydrates Cereal grains, bread, rice, Fruit and vegetables Sugar	Food Hygiene Food Spoilage Food Storage Detailed study of Protein foods: Meat and Poultry Fish,	<u>September to November</u> <u>NEA 1. Food</u> <u>Investigation Task- 15%</u> <u>of final GCSE grade- (</u> <u>carried out under</u> <u>supervised conditions)</u> Title set by AQA <u>PPE Examinations</u>
<b>ASSESSMENT OPPORTUNITIES</b>	All practical work will be assessed. Milestone Assessment- Eatwell guide	All practical work will be assessed. Milestone Assessment: Protein structure	NEA 1 – Deadline November ( 1500-2000 words including graphs, charts and diagrams)
2	Starchy carbs continued; pasta, potatoes. Pastry making Fruit and vegetables Sugars Fats and oils	Protein foods continues: Detailed study of eggs Investigative work on Meringues Revision of milk and cheese Sensory testing	
<b>ASSESSMENT OPPORTUNITIES</b>	All practical work will be assessed. Milestone assessment ; starchy carbohydrates	All practical work will be assessed. Milestone assessment - protein	
3	Protein foods- meat, eggs, fish. pulses	Meal planning and recipe adaptation Recap _ carbohydrates and energy foods Investigative work- practice NEA1 Factors influencing food choice – -age and gender.	<u>November to March</u> <u>NEA 2 Food Preparation</u> <u>task- 35% of final GCSE</u> <u>grade( carried out under</u> <u>supervised conditions)</u> Title set by AQA
<b>ASSESSMENT OPPORTUNITIES</b>	All practical work will be assessed. Milestone Assessments on protein	PPE- 1hour 45 minutes examination All practical work will be assessed	NEA 2 – Deadline March ( portfolio of no more than 20 sides of A4)



		Milestone- Practice NEA (Non- Examination Assessment) Task 1	
4	Dairy foods- milk, cheese,	Factors affecting food choice- Special dietary needs e.g. vegetarian, coeliac, CHD, diabetes Recap : fats and oils	
<b>ASSESSMENT OPPORTUNITIES</b>	All practical work will be assessed. Milestone Assessments on dairy foods	All practical work will be assessed Milestone assessment- essay question- special dietary needs	
5	Cake making assignment Complex practical tasks and functional properties of food e g roux sauce	International Cuisines: British cuisine Italian cuisine- pasta making NEA2 practice( to include 2 hour practical) Primary and Secondary Processing	Revision.
<b>ASSESSMENT OPPORTUNITIES</b>	Assessed 'Decorated cake task as well as on going practical assessment	Milestone assessment  Practice NEA task 2  Note: All Non-Examination Assessments take place in Year 11	Assessed 'Decorated cake task as well as on going practical assessment
6	Socio economic factors and Food- Complex skills- roux, pie making salads	Practice NEA task1 Functions of ingredients	
<b>ASSESSMENT OPPORTUNITIES</b>	All practical tasks will be assessed. End of module test	Practice NEA Task1	FINAL EXAMINATION



## OVERVIEW

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world.

France is the world's top tourist destination and attracts more than 79,5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication and business. 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.

## COURSE CONTENT

The new GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

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.

## ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives.

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

## ASSESSMENT STRUCTURE

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

## GROUPINGS

Yr9 are taught in mixed ability groups, Y10 and 11 in sets.

## HOMEWORK INFORMATION



Homework should be set once a week and take 30-60 minutes to complete.

Homework tasks could include:

- Rote learning (vocabulary and grammar)
- grammar exercises
- translations from English to French or French to English
- reading/listening comprehensions
- short or long pieces of writing.

## **EXTENDED STUDY INFORMATION**

Guide them towards extra vocabulary and grammar practice eg:

- <http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
- <http://www.bbc.co.uk/schools/gcsebitesize/french>
- <http://www.gcse.com/french>
- <http://www.frenchteacher.net/free-resources/samples>

Encourage them to read about their favourite celebrity, music, sport in French by googling them on [www.google.fr](http://www.google.fr)

Get them interested in current affairs using the Journal des Enfants: <http://www.jde.fr>

Get them interested in wider French/Francophone culture eg: reading translations of French language novels, finding out about key periods in French history

Go to France and make them do all the transactions!

## **ENRICHMENT OPPORTUNITIES**

Visit from Languages alumni. Celebration of European Day of Languages.

## **EQUIPMENT NEEDED**

Standard school equipment. Glue and rough books \*

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Even if you don't speak a word of French you can help:
- Test them on the meanings of French words when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- Ask them to show you where they have included the elements required by the markscheme to get the grade they are aiming for.
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?
- Ask them what certain words mean – how spontaneously can they answer you?
- If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

- <https://www.memrise.com/courses/english/french/>
- <https://quizlet.com/login>
- <https://www.linguascope.com/>
- <https://fr.duolingo.com/>

### **Google Classroom codes:**

Yr9 French: l8koym

Yr10 French: 24kqhy3

Yr11 French: 13lh3ph



**TEXTBOOKS OR REVISION GUIDES**

STUDIO

AQA GCSE French Higher by Clive Bell, Anneli McLachlan, Gill Ramage

ISBN 978-1-4469-2719

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Miss C Brayle





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Theme 1: Identity and culture</p> <p>-Discussing hobbies</p>	<p>Theme 2: Local, national and global areas of interest:</p> <p>Describing where you live</p> <p>Describing a French region</p>	<p>Theme 3: Current and future study and employment:</p> <p>Discussing career choice</p> <p>Talking about future plans, hopes and wishes</p> <p>Applying for jobs</p> <p>Understanding cases studies</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Vocabulary tests</p> <p>End of module assessment in at least 2 skills</p>	<p>Vocabulary tests</p> <p>End of module assessment in at least 2 skills</p>	<p>Vocabulary tests</p> <p>End of module assessment in at least 2 skills</p>
2	<p>Theme 1: Identity and culture</p> <p>-Daily routine</p> <p>-Friends and family</p>	<p>Theme 2: Local, national and global areas of interest:</p> <p>Discussing holidays</p>	<p>Preparation towards PPE and feedback</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Vocabulary tests</p> <p>Assessments in 4 skills: listening, reading, writing and speaking</p>		<p>PPE in 4 skills: listening, reading, writing and speaking</p>
3	<p>Theme 1: Identity and culture:</p> <p>Making plans to go out</p> <p>My life when I was younger</p>		<p>Theme 2: Local, national and global areas of interest:</p> <p>Discussing problems facing the world</p> <p>Talking about protecting the environment</p> <p>Discussing ethical shopping</p> <p>Talking about volunteering</p>



<b>ASSESSMENT OPPORTUNITIES</b>	Vocabulary tests End of module assessment in at least 2 skills	PPE in 4 skills: listening, speaking, reading and writing	Vocabulary tests End of module assessment in at least 2 skills
<b>4</b>	Theme 1: Identity and culture - Sports - Modern technology	Theme 3: Current and future study and employment:  School	Revision and exam skills
<b>ASSESSMENT OPPORTUNITIES</b>	Vocabulary tests End of module assessment in at least 2 skills	Vocabulary tests End of module assessment in at least 2 skills	Walking talking reading and listening exams
<b>5</b>	Theme 1: Identity and culture -food -fashion -family celebrations	Theme 2: Local, national and global areas of interest:  Discussing healthy living Discussing vice	Revision and exam skills
<b>ASSESSMENT OPPORTUNITIES</b>	Assessment week: listening, reading and writing		Past papers Speaking mock exam
<b>6</b>	Theme 1: Identity and culture: Festivals and traditions  Talk about films and cinema Film study: les choristes		
<b>ASSESSMENT OPPORTUNITIES</b>	Speaking assessment	Assessment in 4 skills: listening, speaking, reading and writing	<b>FINAL EXAMINATION</b>



## OVERVIEW

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 Coastal landscapes in the UK (Physical landscapes in the UK)
- Yr9 Urban issues and challenges
- Yr9 River landscapes in the UK (Physical landscapes in the UK)
- Yr9 Issue evaluation practice
- Yr10 The changing economic world
- Yr10 Ecosystems and tropical rainforests (The living world)
- Yr10 Cold environments (The living world)
- Yr10 Tectonic hazards (The challenge of natural hazards)
- Yr10 Fieldtrip involving physical and human investigation
- Yr10 Geographical skills (cartographic, graphical, numerical, statistical skills)
- Yr11 Weather hazards and climate change (The challenge of natural hazards)
- Yr11 The challenge of resource management (food, water and energy management).
- Yr11 Issue evaluation

## ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

## ASSESSMENT STRUCTURE

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 (The challenge of natural hazards) is worth 33 marks, section B (UK Physical Landscapes) is worth 30 marks and section C (The living world) 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 (Urban issues and challenges) is worth 33 marks, section B (The changing economic world) is worth 30 marks and section C (The challenge of resource management) 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 receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then 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.

#### **FIELDWORK**

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on a fieldtrip which covers these requirements, which will cost around £20. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.

#### **GROUPINGS**

Mixed ability classes

#### **HOMEWORK INFORMATION**

Tasks may include:

1. Complete glossaries.
2. Practice examination questions.
3. Photo, map and graphical analysis.
4. Mind mapping of new case studies.
5. Research for extended questions and coursework.

H/w will be set weekly by the teacher and h/w should take 40 minutes to complete.

#### **EXTENDED STUDY INFORMATION**

Explore these websites to extend your knowledge and learning of Geography :

- <http://www.gatm.org.uk/>
- <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- <http://earthquake.usgs.gov/learn/topics/?topicID=63>
- [http://www.ined.fr/en/homepage\\_of\\_ined\\_website/](http://www.ined.fr/en/homepage_of_ined_website/)

#### **ENRICHMENT OPPORTUNITIES**

Geography Gym meets on Wednesday 3-4pm in H6.

#### **EQUIPMENT NEEDED**

Basic equipment as per the school's recommended equipment list.



## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can:

- Go through folder and help with organisation
- Help with case study revision (map mapping / recall)
- Check understanding of key terms in their glossaries

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035> - AQA Geography GCSE website

<https://www.bbc.com/education/examspecs/zy3ptyc> - BBC Bitesize revision

**Google classroom codes to be confirmed upon start of Year 9.**

## **TEXTBOOKS OR REVISION GUIDES**

Main textbook: ISBN: 9781471859939 Hodder Education, July 2016

Main Revision guide: ISBN13: 9781782946106 CGP Books

Full Revision and Practice Guide: ISBN-13: 9781782946137 CGP Books

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr T Hutchinson

**KS4 Coordinator:** Mr J Tomsett



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Baseline test Physical landscapes in the UK: Coasts	The changing economic world	Geographical skills
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline test  Series of past paper questions used in lessons (timed) and for homework.  Every topic... - One full past paper on relevant module - Map test - Spelling test	Series of past paper questions used in lessons (timed) and for homework.  Every topic... - One full past paper on relevant module - Map test - Spelling test	Series of past paper questions used in lessons (timed) and for homework.  Every topic... - One full past paper on relevant module - Map test - Spelling test  PPE1
2	Urban Issues and challenges	The changing economic world	The challenge of natural hazards: weather hazards and climate change
<b>ASSESSMENT OPPORTUNITIES</b>	Series of past paper questions used in lessons (timed) and for homework.  Every topic... - One full past paper on relevant module - Map test - Spelling test	PPE1  Series of past paper questions used in lessons (timed) and for homework.  Every topic... - One full past paper on relevant module - Map test - Spelling test	Series of past paper questions used in lessons (timed) and for homework.  Every topic... - One full past paper on relevant module - Map test - Spelling test
3	Urban Issues and challenges	The living world: ecosystems and tropical rainforests	The challenge of resource management
<b>ASSESSMENT OPPORTUNITIES</b>	Series of past paper questions used in lessons (timed) and for homework.  Every topic...	Series of past paper questions used in lessons (timed) and for homework.  Every topic...	Series of past paper questions used in lessons (timed) and for homework.  Every topic...

	<ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>
<b>4</b>	Physical landscapes in the UK: Rivers	The living world: cold environments	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Year 9 assessment week</p> <p>Series of past paper questions used in lessons (timed) and for homework.</p> <p>Every topic...</p> <ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	<p>Series of past paper questions used in lessons (timed) and for homework.</p> <p>Every topic...</p> <ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	<p>PPE3</p> <p>Series of past paper questions used in lessons (timed) and for homework.</p>
<b>5</b>	Physical landscapes in the UK: Rivers	The challenge of natural hazards: tectonic hazards	Issue Evaluation preparation Revision
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Series of past paper questions used in lessons (timed) and for homework.</p> <p>Every topic...</p> <ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	<p>Series of past paper questions used in lessons (timed) and for homework.</p> <p>Every topic...</p> <ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	
<b>6</b>	Issue evaluation practice	Geographical skills and fieldtrip	
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Series of past paper questions used in lessons (timed) and for homework.</p> <p>Every topic...</p> <ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	<p>Series of past paper questions used in lessons (timed) and for homework.</p> <p>Every topic...</p> <ul style="list-style-type: none"> <li>- One full past paper on relevant module</li> <li>- Map test</li> <li>- Spelling test</li> </ul>	<b>FINAL EXAMINATION</b>



**or GERMAN continuation (5 year course in total) AQA**

**OVERVIEW**

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. In fact, if many British businesses are to survive and thrive post-Brexit, companies will be very glad of German speakers.

Studies also show that having an additional language can boost your salary considerably and if you can compete with other people from around the world who often speak multiple languages, you will be very employable. German companies like BMW, Daimler, Siemens, Lufthansa and Bosch like to employ candidates with good language skills. German is also an asset to careers in Law, Journalism, Tourism, Translating and many more.

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.

**COURSE CONTENT**

The new GCSE German specification is a linear course with terminal examinations in listening, speaking, reading and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

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.

**ASSESSMENT OBJECTIVES**

The exams will measure how students have achieved the following assessment objectives.

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

**ASSESSMENT STRUCTURE**

The GCSE German specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

**GROUPINGS**





Year 9 is taught in mixed ability groups. We aim to set in Year 10 and 11.

### **HOMEWORK INFORMATION**

Homework should be set once a week and take 30-60 minutes to complete. Homework tasks could include:

- Rote learning (vocabulary and grammar)
- grammar exercises
- translations from English to German or German to English,
- reading/listening comprehensions,
- short or long pieces of writing.

### **EXTENDED STUDY INFORMATION**

- Guide them towards extra vocabulary and grammar practice eg:  
<http://www.languagesonline.org.uk/Hotpotatoes/germanindex.htm>  
<http://www.bbc.co.uk/schools/gcsebitesize/german>  
<http://www.linguascope.com/> username: maiden password: madrid  
<http://www.gcse.com/german>
- Encourage them to read about their favourite celebrity, music, sport in German by googling them on [www.google.de](http://www.google.de)
- Read about current affairs using a youth newspaper eg: <http://www.sowieso.de/portal>
- Get them interested in wider German culture eg: reading translations of German language novels, finding out about key periods in German history
- Go to Germany and make them do all the transactions!

### **ENRICHMENT OPPORTUNITIES**

There might be an opportunity for all GCSE German students (in Year 9 and 10) to take part in a residential trip. Students' language skills come into their own as they practise German outside the classroom and gain valuable cultural experiences.

Visit from Languages alumni. Celebration of European Day of Languages.

### **EQUIPMENT NEEDED**

The text book: Stimmt! Higher Student's Book: 9781292118185/Stimmt! Foundation Student's Book: 9781292132600

Normal classroom equipment. \*Glue, rough book.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Test them on the meanings of German words when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- Ask them to show you where they have included the elements required by the markscheme to get the grade they are aiming for.
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?
- Ask them what certain words mean – how spontaneously can they answer you?
- If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

- <https://quizlet.com/login>
- <https://www.linguascope.com/>
- <https://de.duolingo.com/>



- <https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

Google Classroom Codes

**GCSE ab initio: t5l3gm**

**Year 9: 9eewuo**

**Year 10: 80h1i1**

**Year 11: zfdidi**

### **TEXTBOOKS OR REVISION GUIDES**

**Ab initio Course:**

Echo Express 1 by Jeannie McNeill ISBN: 9780435388973

Echo Express 2 by Oliver Gray and Jeannie McNeill ISBN: 9780435389529

Stimmt! Higher Student's Book: 9781292118185

**Continuation Course:**

Stimmt! Higher Student's Book: 9781292118185/Stimmt! Foundation Student's Book: 9781292132600

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs E. Peduru



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>In Year 9 we use 'Echo Express 2' and move onto the GCSE book 'Stimmt!' towards the end of the year.</p> <p><u>Term 1 – Echo Express 2</u></p> <p>Holidays</p> <p>Shopping and Food</p>	<p>In Year 10 we continue with 'Stimmt!'</p> <p>Leisure Time</p> <p>Festivals</p> <p>Grammar: Tenses</p> <p>Current and future study and employment</p>	<p>Planning a holiday and communicating about practical things whilst on holiday</p> <p>The benefits of learning languages</p> <p>The world of work</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Listening Test</p> <p>Writing Test (grammar and translation)</p> <p>Reading and Translation Test</p> <p>Speaking – role play cards</p>	<p>Writing and Listening Tests</p> <p>Speaking and Reading Tests</p>	<p>PPE Speaking Test</p> <p>PPE Reading, Writing and Listening Tests</p>
3	<p>Activities after school</p> <p>Clothes &amp; Daily Routine</p>	<p>Grammar: Cases</p> <p>Speaking Preparation</p> <p>On holiday and at home</p>	<p>A visit to a theme park – good aspects and problems</p> <p>Festivals</p> <p>Social Problems</p> <p>Protecting the Environment</p> <p>Relationships with Family &amp; Friends</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Listening Test</p> <p>Writing Test</p>	<p>Speaking Peer Assessment</p> <p>Writing Test</p>	<p>Writing Test</p> <p>Speaking Peer Assessment</p> <p>Listening Test</p>
5	<p>Leisure time</p> <p>A film project</p>	<p>Where I live</p> <p>Technology</p> <p>Exam Skills</p>	<p>Revision</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p><u>Year 9 Assessment Week</u></p> <p>Speaking Test – describing a photo</p> <p>Writing Test</p>	<p>PPE Speaking Test</p> <p>PPE Writing, Reading &amp; Listening Tests</p>	<p>Writing Test</p> <p>Reading Test</p> <p>FINAL EXAMINATION</p>



## OVERVIEW

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:

- Coursework Units – ‘Human lifespan development’ and ‘Health and social care values’.
- Exam unit – Health and wellbeing. Looking at factors that affect health and wellbeing, interpreting health indicators and person centred health and wellbeing improvement plans.

## 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 Pass, Level 1 Merit, Level 1 Distinction and Unclassified.
- Is a 120 guided-learning hour qualification (equivalent in teaching time to one GCSE)
- Has external assessments for 40% 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.
- About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

## COURSE CONTENT

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual’s health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people’s health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

## ASSESSMENT OBJECTIVES

**AO1** Demonstrate knowledge and understanding of factors that affect health and wellbeing

**AO2** Interpret health indicators

**AO3** Design a person-centred health and wellbeing improvement plan

**AO4** Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

## ASSESSMENT STRUCTURE

Internal assessment

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. The components focus on:

- knowledge and understanding of human growth and development



- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services
- practical demonstration of care values, together with the ability to reflect on own performance.

#### Synoptic external assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

*Component 3: Health and Wellbeing* requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan. Task set and marked by Pearson, completed under supervised conditions. The set task will be completed in three hours in the period timetabled by Pearson.

### **GROUPINGS**

Mixed ability

### **HOMEWORK INFORMATION**

- Complete assessed tasks as directed on the assignment briefs.
- Research different examined topic areas using websites, TV documentaries, finding current new stories
- Complete examples of examination questions.

Homework is set once a week and should take 30 minutes.

### **EXTENDED STUDY INFORMATION**

Additional research using Magazines Books Internet  
Watch suggested Health & Social Care documentaries.

### **ENRICHMENT OPPORTUNITIES**

Guest speakers from the sector, work experience and visits encouraged

### **EQUIPMENT NEEDED**

Lessons timetabled in a computer room. All students need access to the google classroom. An A4 ringbinder needed for notes.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Read through and discuss the task and feedback with your child so they understand what they need to do.
- Go through the task sheet and assessment criteria to help them plan.
- Read through the course textbook and revision guides with your child to ensure they understand the key ideas and concepts (you could test them for example).

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<https://www.scie.org.uk/socialcaretv/latest.asp>

[www.ageuk.org.uk/](http://www.ageuk.org.uk/)

[www.nhs.uk](http://www.nhs.uk)

[www.carersuk.org](http://www.carersuk.org)

[www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)

[www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx](http://www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx)

[www.bbc.co.uk/news/health](http://www.bbc.co.uk/news/health)

#### **Google Classroom codes:**

Year 9 atfkzq

Year 10 899vbk

Year 11 w3mtr9

### **TEXTBOOKS OR REVISION GUIDES**



BTEC Tech award Health and Social Care Student Book. Brenda Baker, Colette Burgess, Elizabeth Haworth

ISBN 978-1-292-20092-7

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs V. Grainger



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Health and social care provision The health and social care sector	<p>Component 1 Main life stages:</p> <ul style="list-style-type: none"> <li>• infants (birth to 2 years)</li> <li>• early childhood (3–8 years)</li> <li>• adolescence (9–18 years)</li> <li>• early adulthood (19–45 years)</li> <li>• middle adulthood (46–65 years)</li> <li>• later adulthood (65+ years).</li> </ul> <p>Component 2 Learners will explore the health and social care services that are available and why individuals may need to use them.</p>	Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in <i>Component 1</i> , but here the focus is on health and wellbeing.
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Types of services available in the sector</p> <p>To understand the different sectors in HSC</p> <p>To explore job roles in the HSC industry</p>	<p>Component 1 Assess the changing impact of different factors on the individual's growth and development across three life stages.</p> <p>Component 2 For each individual in the case study, research and present information about suitable services, assessing how well the services meet their needs. For one of these individuals, choose a specific health or social care service for which barriers exist and make justified suggestions for how these could be overcome by the service provider or the individual.</p>	End of unit test using exam style questions
2	The effect of nutrition, exercise, alcohol, drugs,	Component 1	Physical and lifestyle factors, social, economic and environmental factors



	<p>environment and stress on health</p>	<p>PIES growth and development in the main life stages:</p> <ul style="list-style-type: none"><li>• physical growth and development across the life stages.</li><li>• intellectual/cognitive development across the life stages</li><li>• emotional development across the life stages.</li></ul> <p>Component 2</p> <ul style="list-style-type: none"><li>• Different health care services and how they meet service user needs:</li><li>• primary care, e.g. GPs, dental care, optometry, community health care</li><li>• secondary and tertiary care, e.g. specialist medical care</li><li>• allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li><li>• Different social care services and how they meet service user needs:</li><li>• services for children and young people, e.g. foster care, residential care, youth work</li><li>• services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care,</li><li>• domiciliary care</li><li>• services for older adults, e.g. residential care, domiciliary care</li><li>• the role of informal social care provided by relatives, friends and neighbours.</li></ul>	<p>that can have positive or negative effects on health and wellbeing.</p>
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<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Powerpoints and presentations</p>	<p><b>Coursework assessed</b> Understand human growth and development across life stages and the factors that affect it. (A) <b>Coursework assessed</b> Understand the different types of health and social care services and relate to case studies. (A)</p>	<p>Milestone assessment case study</p>
<p>3</p>	<p>Local Research project The impact of nutrition on health and well being</p>	<p>Component 1 Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development. Component 2 Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p>	<p>Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>To research services in the local area and how these services help individuals and society  List the main food groups. State what is meant by a balanced diet. State the effects of a balanced diet. Identify a healthy meal for children.</p>	<p>Component 1 <b>Coursework assessed</b> For two individuals, assess how well they adapted to the life event and the role and value of support in this process. Component 2 <b>Coursework assessed</b> Research barriers to accessing Health and Social care services and ways to overcome them . (A)</p>	<p>Self assessment of students health</p>
<p>4</p>		<p>Component 1 Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development. Component 2 Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p>	<p>Learners will interpret lifestyle data in relation to risks posed to physical health. □□ Interpretation of lifestyle data, specifically risks to physical health associated with: o smoking o alcohol consumption o inactive lifestyles.</p>



<b>ASSESSMENT OPPORTUNITIES</b>		Component 1 Investigate how individuals deal with life events. (B) Component 2 Demonstrate care values. (B)	Case study milestone task. Review a persons health and lifestyle and suggest improvements
5	Communication Healthy Living	Component 1 Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event. Component 2 <ul style="list-style-type: none"><li>• empowering and promoting independence by involving individuals, where possible,</li><li>• in making choices, e.g. about treatments they receive or about how care is delivered</li><li>• respect for the individual by respecting service users' needs, beliefs and identity</li><li>• maintaining confidentiality (when dealing with records, avoiding sharing information</li><li>• inappropriately, e.g. gossip)</li><li>• preserving the dignity of individuals to help them maintain privacy and self-respect</li><li>• effective communication that displays empathy and warmth</li><li>• safeguarding and duty of care, e.g. maintaining a healthy and safe environment,</li><li>• keeping individuals safe from physical harm</li><li>• promoting anti-discriminatory practice by being aware of types of unfair</li></ul>	Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.



		<ul style="list-style-type: none"> <li>discrimination and avoiding discriminatory behaviour.</li> </ul>	
<b>ASSESSMENT OPPORTUNITIES</b>	<p>The skills that adults need to use when communicating with young children</p> <p>Activities that will help to develop children’s talking and listening skills</p> <p>The role of the adult in supporting talking and listening activities</p> <p>To explore the factors that contribute to healthy and unhealthy lifestyles, and their effects on health and wellbeing</p> <p>To explore the ways of improving health and wellbeing</p>	<p>Component 1</p> <p>Investigate how individuals deal with life events. (B)</p> <p>Component 2</p> <p>Demonstrate care values. (B)</p>	<p><b>External examination</b></p> <p>Explore the factors that contribute to healthy and unhealthy lifestyles, and their effects on health and wellbeing. (A)</p>
<b>6</b>	Types and examples of good and bad care	<p>Component 1</p> <p>Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p> <p>Component 2</p> <p>Learners will reflect on own application of care values, including using teacher or service-user feedback.</p>	Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.
<b>ASSESSMENT OPPORTUNITIES</b>	Milestone task – email to a resident explain types of care and choosing an appropriate provider.	<p>Component 1</p> <p>Investigate how individuals deal with life events. (B)</p> <p>Component 2</p> <p>Review of demonstration of care values (B)</p>	<b>FINAL EXAMINATION</b>



## OVERVIEW

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 Politics, Media, Public Relations and Sales through learning how to argue and convince using research and critical thinking.

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

## COURSE CONTENT

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.

## ASSESSMENT OBJECTIVES

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.



- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## **ASSESSMENT STRUCTURE**

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 - Medieval England: the reign of Edward I, 1272–1307

## **GROUPINGS**

Mixed ability.

## **HOMEWORK INFORMATION**

- Learning key terminology and definitions.
- Completing past examination questions.
- Preparation for milestone assessments.
- Completing target work, glossaries and personal learning checklists (PLCs).
- Extended reading/research.
- Comprehension tasks.

Homework is set as per the school policy: an hour's worth of homework every week.

## **EXTENDED STUDY INFORMATION**

Guide them towards additional reading or research

- <https://schoolhistory.co.uk/>
- <http://spartacus-educational.com/>
- <http://www.bbc.co.uk/history>
- <http://www.bbc.co.uk/schools/qcsebitesize/history/>
- <http://www.johndclare.net/>
- <https://revisionworld.com/a2-level-level-revision/history-gcse-level>
- <http://www.historylearningsite.co.uk/>
- <https://quizlet.com/subject/history/>

Encourage them to read about the books about history or historic novels.

Get them interested in wider History by watching television series, films based on history. Maybe even watch some of the many documentaries on TV

Go to museums and historical sites of interest.

Research your family history.

## **ENRICHMENT OPPORTUNITIES**

Potential WW1 Battlefields trip.

Potential historical site trip depending on site selected by examination board.

History Club.



## EQUIPMENT NEEDED

Pens, pencil, glue stick, scissors, highlighters, sticky back plastic to cover exercise book, \*coloured pencils.

## HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Even if you know very little about History you can support by:

- Helping students get their folders organised.
- Reading through the work before it is handed in.
- Encouraging wider reading.
- Testing students on key terminology and definitions.
- Talking to students about what they are learning.
- Reinforcing the importance of effective revision over a longer period of time.

## USEFUL ONLINE INFORMATION/ONLINE RESOURCES

The Google Classroom Code will be confirmed in first lessons.

### TEXTBOOKS OR REVISION GUIDES

Russia and the USSR 1905-1941: a depth study: Student's Book (Discovering the Past for GCSE) Paperback\_ – Student Edition, 19 Dec 1996

by [Terry Fiehn](#) (Author)

- ISBN-10: 0719552559
- ISBN-13: 978-1107023215

(N.B. This book does not cover the entire topic but lessons and research will ensure all of the topic is covered.)

<https://www.amazon.co.uk/Russia-USSR-1905-1941-Students-Discovering/dp/0719552559>

AQA GCSE History: Health and the People Paperback\_ – Student Edition, 27 May 2016

by [Alf Wilkinson](#) (Author)

- ISBN-10: 1471864219
- ISBN-13: 978-1471864216

<https://www.amazon.co.uk/AQA-GCSE-History-Health-People/dp/1471864219>

AQA GCSE History: Understanding the Modern World Paperback\_ – Student Edition, 29 Apr 2016

by [David Ferriby](#) (Author), [Dave Martin](#) (Author), [Ben Walsh](#) (Author)

- ISBN-10: 1471862941
- ISBN-13: 978-1471862946

<https://www.amazon.co.uk/AQA-GCSE-History-Understanding-Modern/dp/1471862941>

AQA GCSE History: Medieval England - the Reign of Edward I 1272-1307 Paperback\_ – 30 Sep 2016

by [Alf Wilkinson](#) (Author)

- ISBN-10: 147186426X
- ISBN-13: 978-1471864261

<https://www.amazon.co.uk/AQA-GCSE-History-Medieval-1272-1307/dp/147186426X>

## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Stewart



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Twentieth century contextual background - Causes of WW1 - Events/methods of warfare - Consequences of WW1 - Russia & the end of Tsardom (start it)	- Russia & the end of Tsardom (finish it) - Lenin's new society Stalin's USSR (start it)	Britain Health and the people c1000 to the present day (finish it) Edward I (start it)
<b>ASSESSMENT OPPORTUNITIES</b>	<u>Formal pieces</u> - Extended writing GCSE question focussed on the failure of the British attack at the Somme - Assessment focussing on the causes of WWI including extended writing and source analysis.	Russia & the end of Tsardom Milestone - Lenin's new society Milestone	Britain Health and the people c1000 to the present day milestone - British depth studies including the historic environment milestone PPE 2
2	- Russia & the end of Tsardom (finish it) - Lenin's new society (start it)	- Stalin's USSR (finish it) Britain Health and the people c1000 to the present day (start it)	Edward I (finish it)
<b>ASSESSMENT OPPORTUNITIES</b>	Russia & the end of Tsardom Milestone Comparison of causes for Russian revolution GCSE question	Stalin's USSR Milestone - Britain Health and the people c1000 to the present day milestone	Edward I milestone including case study – the Battle of Stirling Bridge PPE 3
3	Lenin's new society (finish it)	Britain Health and the people c1000 to the present day	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Lenin's new society Milestone -Year 9 Assessment	Britain Health and the people c1000 to the present day milestone British depth studies including the historic environment milestone Year 10 PPE	Various milestones across course. <b>FINAL EXAMINATION</b>

**OVERVIEW**

The Cambridge Nationals in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, students will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity. The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. Students can select to study ICT further at A Level and pursue specialist routes such as with Business Studies and ICT at University.

**Relevance to future careers?**

**COURSE CONTENT**

Year 9	Understanding computer concepts and skill building
Year 10	First assessment project – Creating digital graphics Second assessment project – Creating a multi-page website
Year 11	Examination on Pre-production skills Third assessment project – Creating an animation Examination preparation

**ASSESSMENT OBJECTIVES**

**Copy and paste from specification**

**ASSESSMENT STRUCTURE**

1 Written Examination 1 1/4 hour duration (25%)  
3 assessment projects (25% each)

**GROUPINGS**

**Mixed ability or bands or sets**

**HOMEWORK INFORMATION**

**How long should it take? How often will it be set? What sort of tasks will be set?**

**EXTENDED STUDY INFORMATION**

**Reading around the subject**

**ENRICHMENT OPPORTUNITIES**

**What will the school provide? Trips? Clubs? Visiting speakers?**

**EQUIPMENT NEEDED**

**Please indicate any compulsory equipment needed. Any recommended but not essential mark with a \***

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

**Practical tips to support your subject e.g. visit a museum, create a quiz to aid revision**

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Web addresses**

**Google Classroom codes**

**TEXTBOOKS OR REVISION GUIDES**

**These should be the ones that we use in school: name, author and ISBN**

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader: Miss F Brooke**





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	ICT: MS Office Skills Development Computer Science: Computational thinking	ICT: Controlled Assessment Unit 2 Computer Science: Controlled Assessment 1 (Traditional)	ICT: Controlled Assessments Computer Science: Controlled Assessment (Mobile Apps)
<b>ASSESSMENT OPPORTUNITIES</b>	Complete graduated tasks.	Controlled Assessments	
3	ICT: Theory of ICT in a digital world Computer Science: Computational thinking	ICT: Controlled Assessment Unit 2 Computer Science: Theory and practical for Controlled Assessment 2	ICT: Revision Computer Science: Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Interim test.		
5	ICT Commence Controlled Assessment Unit 2 Computer Science: Preparation for Controlled Assessment	ICT: Theory for digital design Computer Science: Controlled Assessment 2	ICT: Revision Computer Science: Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Controlled Assessment  Practice assignment		Controlled Assessments Pre-public examinations FINAL EXAMINATION



## **OVERVIEW**

Mathematics is one of the best subjects to develop your analytical, research and problem solving skills. Not only will studying maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

People with mathematics qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction and astrophysics to name a few. Specific job roles include actuary, business analyst, software engineer, technology analyst, information engineer, speech technology researcher, and teacher of mathematics.

## **COURSE CONTENT**

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

There are five mathematical strands that make up the GCSE course:

- Number
- Geometry and Measures
- Algebra
- Ratio and Proportion and rates of change
- Statistics and Probability

All strands will be given a similar 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 OBJECTIVES**

To develop fluent knowledge, skills and understanding of mathematical methods and concepts

To acquire, select and apply mathematical techniques to solve problems

To reason mathematically, make deductions and inferences and draw conclusions.

To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## **ASSESSMENT STRUCTURE**

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.

## **GROUPINGS**

Ability sets

## **HOMEWORK INFORMATION**

Homework should take approximately 40 mins and will be set weekly.

Typical homeworks may include:

- Consolidating classroom learning through further examples including past papers.
- Completing an online learning assessment.
- Researching a topic for self study and enrichment
- Using the maths PIXL app, Mymaths or Kerboodle or other online resources to help mathematical understanding.



## **EXTENDED STUDY INFORMATION**

Students can extend their mathematical understanding by making use of the many resources and websites listed for them on their year groups maths google classroom.

## **ENRICHMENT OPPORTUNITIES**

Students will be able to use their mathematical knowledge and skills through extended tasks and Investigations that will help them to develop their problem solving 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. The intermediate UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able mathematicians. In addition we offer an in school maths competition and the opportunity to visit the Hexagon to see 'Maths Inspiration'

## **EQUIPMENT NEEDED**

Black or blue pen, pencil, eraser, sharpener, protractor, ruler, pair of compasses and a scientific calculator (CASIO fx -83GT Plus or CASIO fx-85GT Plus is best)

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Encourage a positive and "can do" attitude towards mathematics.
- Read through questions with your child and encourage them to pick out information needed to answer it
- Provide your child with a revision guide and help them plan their revision.
- Encourage your child to talk through topics and explain what they are currently covering. (Let them teach you!)
- Look at your child's work on a regular basis so that you can see the progress of your child.
- Help your child if you can but please annotate any help given by writing a note/comment in their exercise book.
- Ensure your child catches up on any work missed.
- Problem solving skills: Get your child to relate Mathematics to real life e.g.: percentages and best buys in shops. Use DIY projects to get your child to estimate and measure.
- Help your child to realise that mathematics is everywhere. For example when you read the paper or watch the news highlight where mathematics has been used.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.kerboodle.com](http://www.kerboodle.com)

[www.mymaths.co.uk](http://www.mymaths.co.uk),

<https://corbettmaths.com/5-a-day/gcse/>

<https://mathsgenie.co.uk/gcse.html>,

## **TEXTBOOKS OR REVISION GUIDES**

Textbooks:

EDEXCEL GCSE MATHS HIGHER (ISBN 978-0-19-835151-1),

EDEXCEL GCSE MATHS FOUNDATION (ISBN 978-0-19-835150-4)

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs A Drazic & Mrs H Williams

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Unit 1 Calculations Unit 2 Expressions	Unit 12 Ratio and proportion Unit 13 Factors, powers and roots	Consolidation of content and preparation for PPE1
<b>ASSESSMENT OPPORTUNITIES</b>	Online chapter assessments at the end of each unit (approximately every 8-10 lessons)	Online chapter assessments at the end of each unit (approximately every 8-10 lessons)	Walk through papers
2	Unit 3 angles and polygons Unit 4 Handling Data	Unit 14 Graphs 1 Unit 15 Working in 3D	Grade 8/9 conference Preparation for PPE1
<b>ASSESSMENT OPPORTUNITIES</b>	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) <b>December</b> - Linear test on all year 9 content covered.	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) <b>November</b> – Linear test on all year 9 and 10 content so far.	<b>October</b> PPE 1
3	Unit 5: Fractions, decimals and percentages Unit 6: Formulae and functions	Unit 16 Handling Data 2 Unit 17 Calculations 2	Targeted lessons to address gaps in student knowledge and skills.
<b>ASSESSMENT OPPORTUNITIES</b>	Online chapter assessments at the end of each unit (approximately every 8-10 lessons)	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) <b>January</b> PPE	
4	Unit 7: Working in 2D Unit 8 Probability	Unit 18 Graphs 2 Unit 19 Pythagoras and Trigonometry	Final GCSE preparation. Use of exam papers and other revision materials.
<b>ASSESSMENT OPPORTUNITIES</b>	Online chapter assessments at the end of each unit (approximately every 8-10 lessons)	Online chapter assessments at the end of each unit (approximately every 8-10 lessons)	<b>April</b> PPE 2
5	Unit 8 continued Unit 9: Measures and accuracy	Unit 20 Combined events Unit 21 Sequences	Final GCSE preparation. Use of exam papers and other revision materials.
<b>ASSESSMENT OPPORTUNITIES</b>	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) <b>May</b> (Assessment Week beginning 7 <sup>th</sup> May) - Linear test on all year 9 content covered.	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) <b>June</b> Linear test on all year 9 and 10 content covered.	<b>May/June</b> Final GCSE examinations



6	Unit 10: Equations and inequalities Unit 11: Circles and constructions	Unit 22 Units and proportionality. Revision	N/A
<b>ASSESSMENT OPPORTUNITIES</b>	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) <b>July</b> Linear test on all year 9 content covered.	Online chapter assessments at the end of each unit (approximately every 8-10 lessons)	<b>May/June</b> Final GCSE examinations



## OVERVIEW

GCSE Music aims to engage students in music-making and project-planning, providing a real focus for creativity and performance skills. The course will also widen students' understanding of the world of music through interesting studies of particular genres and in-depth studies of special pieces.

Students who opt for music are expected to play an instrument or sing. You do not have to be able to read music notation to take this option, however students who can will be stretched and challenged further on this course.

Studying music allows students to improve their co-ordination skills, memory, team work, self-discipline and gives them an opportunity to express themselves.

## ASSESSMENT OBJECTIVES

**AO 1 – Perform with technical control, expression and interpretation**

**AO 2 – Compose and develop musical ideas with technical control and coherence**

**AO 3 – Demonstrate and apply musical knowledge**

**AO 4 - Use appraising skills to make evaluative and critical judgements about music**

## ASSESSMENT STRUCTURE

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 (grade 4) 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 GCSEs.

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 'Pathetique'
Vocal Music	H. Purcell: Music for a While  Queen: Killer Queen (from the album 'Sheer Heart Attack')



Music for Stage and Screen	<b>S. Schwartz:</b> Defying Gravity (from the album of the cast recording of Wicked) <b>J. Williams:</b> Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	<b>Afro Celt Sound System:</b> Release (from the album 'Volume 2: Release') <b>Esperanza Spalding:</b> Samba En 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.

## GROUPINGS

Students are taught in mixed ability groups

## HOMEWORK INFORMATION

Homework is set once a week and tasks could include:

- Rehearse/ practice for a forthcoming Solo or Ensemble performance
- Further development of/ completion of compositional technique exercise
- Research a topic area or genre in support of current area of study
- Research a topic area or genre in preparation for new area of study
- Planning and delivering a presentation (e.g. presentation for the class on your instrument)
- Research a particular composer or artist and create a fact file on this person
- Responding to set questions on areas of study
- Completion of theory-based worksheets
- Completing consolidation questions on the set works
- Learn key vocabulary and Italian musical terms

## EXTENDED STUDY INFORMATION

Encourage use of internet to research around the areas of study and the specific set works • Encourage use of YouTube to assist wide variety of listening experiences

<http://www.bbc.co.uk/schools/gcsebitesize/music>

Listen to Classic FM

Go to a Classical Music concert

## ENRICHMENT OPPORTUNITIES

A key feature of this course is the opportunity for students to see live performances and trips to local venues or, to London, will be arranged. Students who wish to pursue a career in music, or who are simply keen to expand their experience, can get involved in extra-curricular activities ranging from the main school production and the wide range of extra-curricular activities that are on offer including:

- Choir



- Woodwind Group
- String Group
- Senior Band
- Junior Band
- Samba Band

### **EQUIPMENT NEEDED**

Manuscript paper

Edexcel GCSE (9-1) Anthology of Music (Edexcel GCSE Music 2016)

Pens, pencils, ruler, glue etc.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Listen to and encourage them in their practising
- Ask them for a performance to be presented in front of family and friends at home
- Encourage them to take part in concerts and performance opportunities at school and outside of school
- Read through research to check for obvious cut & pasting!
- If they are preparing a presentation, ask them to present this to you!
- Test them on their musical vocabulary- for example, once they have learnt five words to describe 'tempo'
- Encourage them to use this musical vocabulary when describing or analysing music
- Suggest possible listening from your own CD collection which might support the areas of study.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<https://www.bbc.com/bitesize/subjects/zpf3cdm>

<https://www.mydso.com/dso-kids/learn-and-listen/instruments>

<https://www.classicfm.com/>

<http://www.musictheory.net>

<http://www.sfskids.org/>

Google Classroom code to be shared in class

### **TEXTBOOKS OR REVISION GUIDES**

Edexcel GCSE (9-1) Anthology of Music (Edexcel GCSE Music 2016) – Julia Winterson **ISBN-13:** 978-1292118383

Edexcel GCSE Music Revision Guide – Paul Terry **ISBN-13:** 978-1785581687

New GCSE Music Edexcel Complete Revision & Practice (with Audio CD) - for the Grade 9-1 Course (CGP GCSE Music 9-1 Revision) – CGP Books **ISBN-13:** 978-1782946151

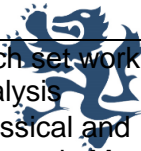
### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss J Pitman





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<ul style="list-style-type: none"> <li>• Baseline Assessment</li> <li>• Music theory</li> <li>• Solo Performing</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performing</li> <li>• Composing to a brief</li> <li>• Rock music</li> <li>• <i>Killer Queen</i> by Queen set work analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Defying Gravity</i> from <i>Wicked</i> set work analysis</li> <li>• Free composition</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Baseline assessment – theory, listening, performing and composing</li> <li>• Solo performance</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Composing to brief task</li> </ul>	<ul style="list-style-type: none"> <li>• Performance 1 (mock)</li> <li>• Practice listening questions</li> <li>• Free composition</li> </ul>
2	<ul style="list-style-type: none"> <li>• Music Theory</li> <li>• Music History</li> <li>• Instruments of the Orchestra</li> <li>• Solo performance</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performing</li> <li>• <i>Killer Queen</i> by Queen set work analysis</li> <li>• Baroque Music</li> <li>• <i>Music for a While</i> by Purcell set work analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Brief composition</li> <li>• Performance 1</li> <li>• Fusions</li> <li>• <i>Samba em Preludio</i> set work analysis</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Music theory test</li> <li>• Solo performance</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• <i>Killer Queen</i> essay question</li> <li>• Ground bass composition</li> </ul>	<ul style="list-style-type: none"> <li>• Performance 1</li> <li>• Brief composition draft</li> <li>• Mock listening paper</li> </ul>
3	<ul style="list-style-type: none"> <li>• Film Music</li> <li>• Ensemble performing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Music for a While</i> by Purcell set work analysis</li> <li>• Baroque orchestral music &amp; concerto grosso</li> <li>• <i>Brandenburg Concerto No. 5</i> by Bach set work analysis</li> <li>• Ensemble performing</li> </ul>	<ul style="list-style-type: none"> <li>• Brief composition</li> <li>• Performance 2 (mock)</li> <li>• <i>Release</i> by Afro Celt Sound System set work analysis</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Film music composition</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Performance of Baroque Lute Concerto</li> </ul>	<ul style="list-style-type: none"> <li>• Performance 2 (mock)</li> <li>• Brief composition</li> <li>• Practice listening paper</li> </ul>
4	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Ground bass</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Brandenburg Concerto No. 5</i> by</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Film Music</u></li> <li>• <i>Star Wars</i> by John Williams</li> </ul>



	<ul style="list-style-type: none"> <li>• Ensemble performing</li> </ul>	<ul style="list-style-type: none"> <li>• Bach set work analysis</li> <li>• Classical and Romantic Music</li> <li>• Development of the piano</li> <li>• <i>Piano Sonata No.8</i> by Beethoven set work analysis</li> <li>• Ensemble performing</li> </ul>	<ul style="list-style-type: none"> <li>• set work analysis</li> <li>• Performance 2</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Ground bass composition</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Bach listening question</li> </ul>	<ul style="list-style-type: none"> <li>• Performance 2</li> <li>• Practice listening paper</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Fusions</li> <li>• Solo performing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Piano Sonata No.8</i> by Beethoven set work analysis</li> <li>• Theme and Variations</li> <li>• Solo performing</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of all set works including practice papers</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Bhangra performance</li> <li>• Assessment week</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Theme and variations composition</li> </ul>	<ul style="list-style-type: none"> <li>• Practice listening paper</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Elements of Music</li> <li>• Solo performing</li> </ul>	<ul style="list-style-type: none"> <li>• Musicals</li> <li>• <i>Defying Gravity</i> from 'Wicked' set work analysis</li> <li>• Free composition</li> <li>• Ensemble performing</li> </ul>	
<b>ASSESSMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Elements composition</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance</li> <li>• Free composition draft</li> </ul>	<b>FINAL EXAMINATION</b>



## OVERVIEW

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.

There is also opportunities throughout the course for insights into future careers based on topics taught. For example, Physiotherapy, Sports Coach, working in the media, sports psychology and teaching.

## 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 OBJECTIVES

**AO1** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

**AO2** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

**AO3** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

**AO4** Demonstrate and apply relevant skills and techniques in physical activity and sport, Analyse and evaluate performance



## **ASSESSMENT STRUCTURE**

The course has been designed to enable all students of varying ability to perform to their highest possible level. Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, volleyball, 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.

### **Theoretical Component (60%)**

#### **Component 1: Fitness and Body Systems**

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- Written examination: 1 hour and 45 minutes
- 36% of the qualification
- 90 marks

#### **Content overview**

- Topic 1: Applied Anatomy and Physiology
- Topic 2: Movement Analysis
- Topic 3: Physical Training
- Topic 4: Use of Data

#### **Component 2: Health and Performance**

- Written examination: 1 hour and 15 minutes
- 24% of the qualification
- 70 marks

#### **Content overview**

- Topic 1: Health, Fitness and Well-being
- Topic 2: Sport Psychology
- Topic 3: Socio-cultural Influences
- Topic 4: Use of Data

Both of these written examinations take place at the end of Year 11.

### **Practical Component (30%)**

#### **Component 3: Practical Performance**

- Non-Examined Assessment (NEA): internally marked and externally moderated
- 30% of the qualification
- 90 marks (30 marks per activity)



### **Content overview**

- Skills during individual and team activities
- General performance skills

### **Assessment overview**

- The assessment consists of learners completing **three** physical activities from a set list.
- One must be a **team** activity.
- One must be an **individual** activity.
- The final activity can be a **free** choice.

### **Coursework Component (10%)**

#### **Component 4: Personal Exercise Programme (PEP)**

- NEA: internally marked and externally moderated
- 10% of the qualification
- 20 marks

### **Content overview**

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

### **Assessment overview**

- The assessment consists of learners producing a PEP.
- Learners will be required to analyse and evaluate their performance.

These will be assessed by the tutor and moderated by Pearson.

## **GROUPINGS**

Students are taught in mixed sex classes and mixed ability

## **HOMEWORK INFORMATION**

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key skills. One piece of homework is set each week for Theoretical Lessons and may involve learning key definitions to extended writing tasks.

## **EXTENDED STUDY INFORMATION**

- Practise skills learnt in practical lessons, using examples provided in lesson.
- Pupils are encouraged to take part in extracurricular activities, which includes joining clubs outside of the school environment.
- Do additional research using magazines, books and internet to further development and research.

## **ENRICHMENT OPPORTUNITIES**

Students are actively encouraged to participate in sporting clubs as extra-curricular activities. Trips linked to course, opportunities to watch top level sport.

## **EQUIPMENT NEEDED**

Option to buy GCSE PE kit ( Not compulsory)  
Folder

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**



- Encourage an enquiring mind towards sport and the media.
- Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.
- Discuss relevant issues in sport and the media. Example could be who should host the next Olympics and why?
- Encourage your child to get actively involved in sport and activities to promote a healthy lifestyle

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.bbc.com/education](http://www.bbc.com/education)

[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

**Google classroom**

### **TEXTBOOKS OR REVISION GUIDES**

Edexcel GCSE (9-1) Physical Education

ISBN: 978-1-292-12988-4

Revise Edexcel GCSE (9-1) Physical Education Revision Guide

ISBN: 978-1-29213-512-0

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr J Flynn



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Health, fitness and Well-being.</li> <li>• Applied anatomy and physiology.               <ul style="list-style-type: none"> <li>- Skeletal System</li> <li>- Muscular System</li> <li>- Cardio-respiratory system</li> <li>- Aerobic and anaerobic exercise</li> </ul> </li> </ul> <p><b>Practical:</b> Variety of activities are completed so that students are more focused on theory best sports/activities.</p>	<p><b>Coursework:</b> Sept – Dec Students complete their coursework on a six week training programme.</p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>- Lever Systems</li> <li>- Injuries and Drugs</li> <li>- Long term training effects on the musculo-skeletal system</li> <li>- Injuries</li> </ul> <p><b>Practical:</b> Variety of activities are completed so that students are more focused on theory best sports/activities.</p>	<p><b>Theory:</b> All topics are recover through revision. Focus is on examination questions and exam techniques.</p> <p><b>Practical:</b> Student focus on their chosen sports and prepare for assessments.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Exam style assessment at the end of each unit. Practical assessment for each activity.	Controlled Assessment  Exam style assessment at the end of each unit. Practical assessment for each activity.	<p><b>Theory:</b> Examination techniques Past papers Timed assessment</p> <p><b>Practical:</b> Assessments take place in March/April and the moderator will</p>



**OVERVIEW**

The dedicated PE staff will support the development of students into all round sports performers and ensure good fitness habits are instilled.

**COURSE CONTENT**

**BOYS CURRICULUM**

Students in **Year 9, 10 and 11** will continue with some programmes of study from 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 9/10/11 Boys Curriculum	
Rugby	Fitness
Football	Badminton
Hockey	Trampolining
Athletics	Cricket
Tennis	Badminton
Handball	Basketball

**GIRLS CURRICULUM**

Students in **Year 9, 10 and 11** will continue with some programmes of study from 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 9/10/11 Girls Curriculum	
Netball	Gymnastics
Hockey	Dance
Football	Athletics
Rugby	Tennis
Basketball	Rounders
Fitness	Trampoline
Handball	Basketball

**GROUPINGS**

Mixed ability and single sexed mainly

**EQUIPMENT NEEDED**

See kit list on website.

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr J Flynn





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Students complete half a term on each activity.</p> <p><b>Focus: Tactics and game strategies.</b></p> <p><b><u>Girls:</u></b></p> <p>Netball, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics.</p> <p><b><u>Boys:</u></b></p> <p>Rugby, Football, Health Related Exercise, Gymnastics, Dance, Cricket, Tennis, Athletics</p>	<p>Students chose a KS4 pathway, which they stay on for the whole year. The activity focus will change but it will stay under the same curriculum heading.</p> <p><b>Pathways</b> – Traditional games, Alternative games, Leadership, Dance and Exercise, Fitness Development.</p>	<p>Students chose a KS4 pathway, which they stay on for the whole year. The activity focus will change but it will stay under the same curriculum heading.</p> <p><b>Pathways</b> – Traditional games, Alternative games, Leadership, Dance and Exercise, Fitness Development.</p> <p>They also complete House activities or have the option of complete a First Aid course or officiating qualification</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Students are grading using the GCSE criteria for each activity. They build up the levels from 0 – 10.</p> <p>Assessment takes place over the whole unit period but a final assessment lessons will also take place at the end of the unit.</p>	<p>Students are grading using the GCSE criteria. They build up the levels from 0 – 10.</p> <p>They receive bronze, silver, gold, platinum ratings.</p> <p>Leadership – Follows the Ofqual assessment criteria and external moderation.</p>	<p>Students are grading using the GCSE criteria. They build up the levels from 0 – 10.</p> <p>They receive bronze, silver, gold, platinum ratings.</p> <p>Leadership – Follows the Ofqual assessment criteria and external moderation.</p>



**OVERVIEW**

This academic year Maiden Erlegh has introduced an alternative curriculum pathway at Key Stage 4. This is a continuation of the Key Stage 3 Purple Pathway and is designed for a small number of students who need an extension of this provision at Key Stage 4 in preparation for college, working life and adulthood.

During this three year course students will study Mathematics, English and Science within the mainstream curriculum, in addition to three options subjects. They will then be timetabled for five lessons per week, outside of the mainstream curriculum to study ASDAN, a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. Students will also have additional support with literacy and numeracy and we will be introducing components in study skills and problem solving. To facilitate this provision, students will take one less option subject and will not attend lessons in Religious Education. The design of the course will be subject to change on an annual basis to reflect the needs of cohort.

Relevance to future careers?

**COURSE CONTENT**

**ASSESSMENT OBJECTIVES**

Copy and paste from specification

**ASSESSMENT STRUCTURE**

Copy and paste from specification – how many exams? How long? NEA?

**GROUPINGS**

Mixed ability or bands or sets

**HOMEWORK INFORMATION**

How long should it take? How often will it be set? What sort of tasks will be set?

**EXTENDED STUDY INFORMATION**

Reading around the subject

**ENRICHMENT OPPORTUNITIES**

What will the school provide? Trips? Clubs? Visiting speakers?

**EQUIPMENT NEEDED**

Please indicate any compulsory equipment needed. Any recommended but not essential mark with a \*

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Practical tips to support your subject e.g. visit a museum, create a quiz to aid revision

**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Web addresses

Google Classroom codes

**TEXTBOOKS OR REVISION GUIDES**

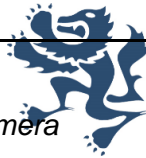
These should be the ones that we use in school: name, author and ISBN

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader:



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p><u>Activity requiring Communication</u></p> <ul style="list-style-type: none"> <li>- Discuss importance of communication – especially when trying to get things done.</li> <li>- Activity – designing and building a paper table.</li> </ul> <p><i>Resources; Paper table challenge sheets, newspaper, sticky tape, cardboard, scissors.</i></p>		
	<p><u>1A2: Obtaining information on a topic 1</u></p> <ul style="list-style-type: none"> <li>- Introduce topic - will be obtaining information on the topic of Pet Care – dogs, cats, rabbits or hamsters.</li> <li>- Discuss what sort of information would be needed and how the information can be collected i.e. internet/radio or TV/ phoning someone/newspapers, magazines, leaflets/asking someone etc.</li> <li>- Give out leaflets for students to use to plan what sort of information will be needed. Group discussion/add ideas to mind map on board.</li> <li>- Pupils use framework sheet to write the headings they want to answer – with space to add information later on.</li> </ul> <p><i>Resources; Pet care leaflets, framework sheet.</i></p>		
	<p><u>1A2: Obtaining information on a topic 2</u></p> <ul style="list-style-type: none"> <li>- Plan which questions to ask someone to find out more information on Pet care</li> <li>- Research pet care on internet</li> <li>- Continue to add information on sheet.</li> </ul> <p><i>Resources; Minibooks/computer room?</i></p>		
	<p><u>1A2: Obtaining information on a topic 3</u></p> <ul style="list-style-type: none"> <li>- Arrange for interviewees to come in and answer questions</li> <li>- Pupils to interview and add information to sheets.</li> <li>- Complete research</li> </ul> <p><i>Resources; Pet care leaflets/minibooks?</i></p>		
	<p><u>1A1: Give an illustrated talk 1</u></p> <ul style="list-style-type: none"> <li>- Introduce topic – will be using information already gathered to give an illustrated talk – PowerPoint/poster etc.</li> <li>- Students to start producing presentation</li> </ul> <p><i>Resources; Minibooks/paper for posters</i></p>		
	<p><u>1A1: Give an illustrated talk 2</u></p> <ul style="list-style-type: none"> <li>- Continue and complete presentation</li> </ul>		



*Resources; Minibooks/posters, Camera*

1A1: Give an illustrated talk 3

- Give oral presentation

*Resources; Access to whiteboard/posters*

*Complete Plan/Do/Review sheets and complete Student Presentation Evidence Sheets, Observation checklists, Evidence of preparation and of presentation, Peer Statements etc. for OP1 above.*

*Complete Plan/Do/Review sheets and complete Student Presentation Evidence Sheets, Observation checklists, Evidence of preparation and of presentation, Peer Statements etc. for OP1 above.*

1A3b: Welcome visitors and show around school

- Arrange for students to assist at open mornings for Year 6 pupils.
- MES dates – Tues 19/9, Thurs 21/9, Mon 25/9 and Tue 26/9.
- MER dates – all on Fri 15/9, 22/9, 29/9 and 6/10
- Ensure evidence collected – letter from HOY and photo evidence.

*Resources; Camera*

1A6: Plan two journeys using different maps 1

- Look at different types of map. Discuss differences, what they are used for, other ways to find our way around etc.
- Plan a journey from school to ASDA (MES) or from school to \_\_\_\_\_ (MER) using a street map.
- Draw route on map and write directions.

*Resources; Variety of maps – street map, road atlas and OS map. Street map photocopies.*

1A6: Plan two journeys using different maps 2

- Plan a journey from school to Legoland in Windsor using a road atlas.
- Draw route on map and write directions.
- Use AA Route Planner to plan the same journey – use smartboard and give out printed route. How does this compare?

*Resources; Road atlas. Printed out route from AA.*

1A6: Plan two journeys using different maps 3

- Use planned route to walk from school to ASDA/\_\_\_\_\_ and back.
- Review accuracy of planned route – what went well/was there any difficulty following the instructions?/what could be done differently next time.

*Resources; Planned route and directions, camera.*



1B1: Write an illustrated short story 1

- Go to library and look at a selection of children's books - students to read their favourite to the group.
- Discuss why they liked it – language/rhyme/illustrations etc. – and why they didn't like some of the other books.
- Start to think about what format their story will take.

*Resources; Access to library/children's books.*

1B1: Write an illustrated short story 2

- Start to plan story – characters, setting etc.

*Resources; Access to library/children's books/minibooks/paper.*

1B1: Write an illustrated short story 3

- Continue with story – add pictures

*Resources; Minibooks/computer room*

1B1: Write an illustrated short story 4

- Complete story and print.
- Add front cover?

*Resources; Computer room/ paper/coloured pens?.*

1B1: Write an illustrated short story 5

- Read stories to a group of younger children – preschool?

*Resources; Students illustrated story*

1A5: Using a new piece of equipment/make something new

- Discuss different ideas and decide on a topic.
- Students to plan how to approach the task – research/ask an expert
- Students to plan how they will present the information to others.

*Resources; Mini-books/computer room*

1A5: Using a new piece of equipment/make something new

- Continue research and start to write up notes.

*Resources; Mini-books/computer room/A3 paper/coloured pens.*

1A5: Using a new piece of equipment/make something new

- Complete notes on how to use new equipment/make something new.
- Add images/diagrams/visuals

*Resources; Mini-books/computer room/A3 paper/coloured pens.*

1A5: Using a new piece of equipment/make something new

- Demonstrations/presentations to group.
- Feedback and review – what went well/what would you do differently next time.

*Resources; Mini-books/computer room/A3 paper/coloured pens.*



ASSESSMENT OPPORTUNITIES			
<b>2</b>	<p><u>Intro to course and each other.</u></p> <p>'Time capsule' activity - Students to give handwriting sample, draw around hand, note down shoe size, measure height, note down favourite food, food they hate, favourite TV programme and current music track, 'what I want to do when I leave school', hobbies etc.</p> <p><i>Resources; Empty Pringle Tubes with lids, tape measure, plain and lined paper, sellotape, sticky white labels.</i></p>		
	<p><u>Importance of organisation.</u></p> <p>Discussion - Why do we need to be organised?</p> <p>Activity – category cards to demonstrate there is no 'right' way – you have to find something that works for you.</p> <p>Organisation PowerPoint (Year 9)</p> <p>Activity – organisation flow chart cards</p> <p><i>Resources; Flow chart cards.</i></p>		
	<p><u>Ideal Study area.</u></p> <p>Messy room PowerPoint and discuss the need for good study area.</p> <p>Draw picture of current study area – discuss in group.</p> <p>Good study area PowerPoint.</p> <p>Add improvements to drawing to make it better.</p> <p>Discuss problems and possible solutions.</p> <p><i>Resources; Plain paper, pencils, rubbers and colouring pencils.</i></p>		
	<p><u>Introduction to Learning styles.</u></p> <p>Learning Style Demo</p> <p>Discussion – how do we learn to do new things – ride a bike, learn to walk, play chess etc. (copy, ask for help, read instructions, try/fail)</p> <p>Watch YouTube clip -<a href="#">Learning Styles for Kids Environmental Preferences - YouTube</a> - general info</p> <p>Activity - Paper aeroplanes.</p> <p>Discuss what went well and what was difficult.</p> <p><i>Resources; Instructions for paper aeroplane demo, plain paper.</i></p>		



What type of Learner are You?

Learning styles interactive quiz

[http://www.brainboxx.co.uk/A3\\_ASPECTS/pages/VAK\\_quest.htm](http://www.brainboxx.co.uk/A3_ASPECTS/pages/VAK_quest.htm)

Look at YouTube clips for each style of learner

Auditory – <http://www.youtube.com/watch?v=TyfvnnDk-D0>

Visual – <http://www.youtube.com/watch?v=IYVn9YfmV3w>

Kinaesthetic – <http://www.youtube.com/watch?v=fYbaa8RMics>

Complete Learning Style questionnaire.

Discuss how knowing your learning style can help you to find study skills that work for you.

*Resources; Learning Styles questionnaire.*

Personal Learning Styles

Review personal learning style quizzes.

Learning Styles PowerPoint.

Activity – Cut and stick – to pick out what study tips will work for them.

Activity – Interactive Learning Style Quiz – PowerPoint

*Resources; Cut and Stick sheets, scissors, glue sticks, colour pencils.*

Note Taking 1.

Activity - Memory challenge – discuss and assess importance of writing things down.

Activity - Split into groups of 2/3 to discuss the best way of taking notes. Write ideas on post-it notes - stick on board – discuss.

Taking notes PowerPoint.

Practice as group – use a sample text and complete note taking.

*Resources; Post-it notes, sample text.*

Note Taking 2.

Review note taking techniques.

Activity – ‘The Meal’ text – students to highlight important parts in different colours.

Group discussion – demonstrate how a mind-map could be used to condense information.



Students to draw own mind-maps.

*Resources; Coloured pencils, A3 plain paper, Highlighters, 'The Meal' text.*

Review Note taking.

Return mind-maps and hand out the outline of a man.

Students to use mind map to add details to outline.

Practise note taking from a piece of text.

*Resources; Student's mind-maps, Man outline, colour pencils.*

Mind-Maps

Explain what mind-maps are, why they work and what they can be used for – essay planning/revision/note taking etc.

Mind-map PowerPoint.

Give demo on board.

Students to create mind-map on a subject of their choice.

*Resources; A3 plain paper, colour pencils.*

Mnemonics

Discuss ways that we use to help us to remember things – colour of rainbow etc.

Mnemonics PowerPoint.

Activity – make own mnemonic – how to spell a word – friend, February, rhythm etc. (rhythm helps your two hips move.)

*Resources; A3 plain paper, colour pencils.*

Stress, Exams and Exam Techniques

Stress questionnaire

Discuss stress and how it affects people – ways to deal with it

Stress and exams PowerPoint

Look at different exam techniques – 'On Exam Day' PowerPoint

Review Study Skills

Activity – Matching memory game. 2 sets of identical cards – half blu-tacked around room and the other half face down in the middle. 3 minutes to remember where cards are – take turns to turn over cards and remember where matching cards are.

Class discussion – any questions?





**N.B. ASSESSMENT OPPORTUNITIES** = Formative and Summative activities

## RELIGIOUS STUDIES: EDEXCEL

### OVERVIEW

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 and 10 by the majority of students, with the examination to be sat at the end of Year 10. 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.

This course is relevant to any future career where you work with people, particularly careers in law, medicine, teaching, engineering, journalism, the police, youth work and any job where you will encounter people with different beliefs and backgrounds.

### COURSE CONTENT

#### Year 9 units of work:

- Believing in God from a Christian perspective



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

**Year 10 units of work:**

- Peace and Conflict in Christianity
- Matters of Life and Death from a Muslim 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.

**ASSESSMENT OBJECTIVES**

There are four sets of a-d questions to test students' knowledge of religious teachings and beliefs, as well as their ability to evaluate and analyse different religious, secular and humanist perspectives.

**ASSESSMENT STRUCTURE**

There are two examinations, both 1 hr 45 minutes.

Paper 1- Religion and Ethics from a Muslim perspective

Ppaper 2- Religion, Peace and Conflict from a Christian perspective

**GROUPINGS**

Mixed ability groupings, with approximately 24 students per group.

**HOMEWORK INFORMATION**

- Reviewing and revising the content of lessons.
- Researching different, specific aspects of the ethical issue being studied.
- Sorting and ordering information.
- Personal reflection on course content.
- Writing, crafting and redrafting essay responses to examination style questions. (These may be subject to time restrictions.)
- Preparation and completion of milestone assessments.

Homework will be set once a week and should take approximately 40 minutes to complete.

**EXTENDED STUDY INFORMATION**

- Maintaining an awareness of current affairs by having frequent contact with newspapers and news broadcasts.



- Watch topical, ethical programming on television e.g. 'The Big Questions'.
- Attempt past examination questions.
- Use websites to enhance understanding:
  - [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)
  - [www.bbc.co.uk/ethics](http://www.bbc.co.uk/ethics)
  - [www.reonline.org.uk](http://www.reonline.org.uk)
  - <http://www.bbc.co.uk/schools/gcsebitesize/rs>
  - <http://revisionworld.com/gcse-revision/rs-religious-studies>
- Regular uses of our google classrooms page: 0aczvzk

## **ENRICHMENT OPPORTUNITIES**

In year 9 we hold an interfaith conference with a range of guest speakers from different religions and humanism where they discuss their views on the ethical issues that are studied as part of this course. From February in year 10, revision corridor sessions are provided up until the examination in May to support students' revision.

## **EQUIPMENT NEEDED**

### **Revision guide recommended:**

Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide: (with free online edition) (Revise Edexcel GCSE Religious Studies 16) Paperback – 29 Aug 2016

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Students are issued with detailed booklets for all units of study. Please familiarise yourself with these and monitor the completion of activities.
- Engage in discussion with the student about different ethical issues.
- Encourage students to share with you what they have learnt in the lesson and question their understanding.
- Provide a quiet, focused environment for completion of essays.
- Help monitor time restrictions when necessary.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

### **Google classrooms page:** 0aczvzk

Contains exemplar answers, practice questions and revision documents for all 8 units.

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss S Jones



TERM	COURSE CONTENT: Knowledge and skills	
	Year 9	Year 10
1	Belief in God Belief in Allah	Peace and Conflict
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions – 2 full questions per unit.	GCSE style questions - 2 full questions per unit.
2	Living the Christian Life Crime and Punishment	Matters of Life and Death
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions – 2 full questions per unit.	GCSE style questions – 2 full questions per unit.
3	Marriage and Family Life Including PSHE Interfaith conference	EXTERNAL EXAMINATION (May)
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions – 2 full questions per unit.	PSHE



## **SCIENCES at GCSE: AQA**

### **OVERVIEW**

The Year 9 course next year will give students 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 the GCSE course's 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 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.

Sciences are vital subjects for many careers such as those in medicine or engineering. They are also needed at GCSE level for many other careers such as teaching and has something to offer every student. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant science understanding.

### **ASSESSMENT OBJECTIVES**

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

### **ASSESSMENT STRUCTURE**

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 Single Science GCSEs each have two 1 hour 45 minute examinations.

### **GROUPINGS**

All students in Year 9 will be studying the GCSE Combined Science Trilogy course which leads to two GCSEs in science. Those students who work at a high enough standard in Year 9 will be able to progress to the three Single Science GCSEs in Year 10.

Progression into the study of science at A level and beyond is available whether a student has studied combined science or the single sciences.

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.

### **HOMEWORK INFORMATION**

Each subject sets one homework every two weeks. The homework should normally take about 45minutes and might contain:

1. Consolidation of work covered in class
2. Completing comprehension exercises
3. Completing homework questions
4. Research and/or presentation of a given topic
5. Thorough learning for tests
6. As examinations approach ,practice past paper questions



## **EXTENDED STUDY INFORMATION**

## **ENRICHMENT OPPORTUNITIES**

Talks by outside speakers have in the past been offered

## **EQUIPMENT NEEDED**

Pens (black and green)

Pencil

Calculator

Ruler

Protractor

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Please refer to the Science website:

<https://sites.google.com/maidenerleghschools.co.uk/maidenerleghtrust/home>

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Please refer to the Science website:

<https://sites.google.com/maidenerleghschools.co.uk/maidenerleghtrust/home>

## **TEXTBOOKS OR REVISION GUIDES**

Please refer to the Science website:

<https://sites.google.com/maidenerleghschools.co.uk/maidenerleghtrust/home>

## **CONTACTS / ANY FURTHER INFORMATION**

Mr J D'Cruz Head of Science and Physics

Mrs C Bell Head of Biology

Mr R Tait Head of Chemistry



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1&2	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Cell Transport</li> <li>• Cell Division</li> <li>• Atomic structure</li> <li>• Periodic table</li> <li>• Forces</li> <li>• Simple electric circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Enzymes</li> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Energy</li> <li>• Electrolysis</li> <li>• Calculations</li> <li>• Atoms and Radiation</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Feedback for PPE</li> <li>• Nervous control</li> <li>• Hormonal Control</li> <li>• Evolution and variation</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources</li> <li>• Atoms and Radiation</li> <li>• Energy and Efficiency</li> <li>• Electromagnetism</li> <li>• Applications of Electromagnetism (Physics only)</li> <li>• Leses and Light (Physics only)</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Each topic will contain a skills based assessment and a test	Each topic will contain a skills based assessment and a test. PPE 1 Jan 7 <sup>th</sup> to 11th	Past paper questions  Pre Public Examinations (29 <sup>th</sup> October – 5 <sup>th</sup> November)
3&4	<ul style="list-style-type: none"> <li>• Animal organisation</li> <li>• Plant organisation</li> <li>• Structures and bonding</li> <li>• Electrical Safety</li> <li>• Energy resources</li> <li>• Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Inheritance</li> <li>• Genetics</li> <li>• Adaptations and competition</li> <li>• Rates</li> <li>• Equilibrium</li> <li>• Waves</li> <li>• Circuits</li> </ul>	<ul style="list-style-type: none"> <li>• paper practice</li> <li>• Evolution and variation</li> <li>• Natural selection</li> <li>• Energy flow and food production (biology only)</li> </ul> Combined Science - Revision of topics covered in year 9 and 10 based on PPE <ul style="list-style-type: none"> <li>• Astrophysics (Physics only)</li> <li>• Pressure and Moments (Physics only)</li> <li>• Static Electricity (Physics only)</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Each topic will contain a skills based assessment and a test.	Each topic will contain a skills based assessment.	End of February: Tiering examinations, three papers one for each subject



<p><b>5&amp;6</b></p>	<ul style="list-style-type: none"> <li>• Infectious disease</li> <li>• Chemical changes</li> <li>• Gases and changes of state</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations and competition</li> <li>• Organising ecosystems</li> <li>• Nervous control (Biology only)</li> <li>• Hormonal Control (biology only)</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Forces and Motion</li> <li>• Infectious diseases</li> <li>• Gases and Kinetic Theory (Physics only)</li> </ul>	<ul style="list-style-type: none"> <li>• Biodiversity</li> <li>• Monoclonal antibodies (biology only)</li> <li>• Plant disease (biology only)</li> </ul> <p>All Students - Revision and past</p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Each topic will contain a skills based assessment and a test. End of year exams during assessment week</p>	<p>Each topic will contain a skills based assessment and a test</p>	<p>Pre Public Examinations (19<sup>th</sup> April – 25<sup>th</sup> April)</p>





## OVERVIEW

Having a Spanish GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. 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 Spanish.

The business world is in a continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to [accelerated globalization](#), we now live in a world where any type of business has the possibility to extend over borders. This made language proficiency a very important business skill that will boost anyone's career.

## COURSE CONTENT

The new GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading and writing taken at the end of Year 11.

Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

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.

## ASSESSMENT OBJECTIVES

Covering the 4 skills – Speaking, writing, reading and listening. Students to get used to the AQA new grading criteria.

## ASSESSMENT STRUCTURE

The GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

## GROUPINGS

Mixed ability

## HOMEWORK INFORMATION

Weekly homework may include differentiated tasks to practise classroom-taught language, or vocabulary rote learning. Tasks will vary and cover the 4 different skills – speaking, writing, reading and listening.



The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in lessons, but also outside school. Students are usually given one week for vocabulary learning and written homework. For most pupils this will average up to an hour per week.

### **EXTENDED STUDY INFORMATION**

Guide them towards extra vocabulary and grammar practice eg:

<http://www.languagesonline.org.uk>

<https://www.spanishplayground.net>

<https://www.bbc.com/education/subjects/z4dqxnb>

[www.linguascope.com](http://www.linguascope.com)

### **ENRICHMENT OPPORTUNITIES**

After school catch up and revision

European day of languages in September. Possible day trip to France or school trips to Spain. Possible theatre company invited to present a show in Target Language.

Celebration day for MFL in April – testing food and recognising students' progress/effort.

### **EQUIPMENT NEEDED**

A pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every Spanish lesson. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own dictionary may be useful as well.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Even if you don't speak a word of Spanish you can help:

- Test them on the meanings of Spanish words/sentences when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- Ask them to show you where they have included the elements required by the markscheme to get the grade they are aiming for.
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?
- Ask them what certain words mean – how spontaneously can they answer you?
- If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.linguascope.com](http://www.linguascope.com) (password and username to be shared in class).

Googleclassroom – notices are added usually before assessment or for important assignments.

### **TEXTBOOKS OR REVISION GUIDES**

MIRA AQA GCSE Spanish

[https://www.cgpbooks.co.uk/Student/books\\_gcse\\_spanish](https://www.cgpbooks.co.uk/Student/books_gcse_spanish)

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr G. Raso



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Recap – using target language, modal verbs agreeing and disagreeing with people.</p> <p>Holidays – visiting countries and opinions in the past</p> <p>Holidays – activities and weather</p> <p>Holidays – describing your accommodation</p> <p>Holidays – holidays activities using the preterite and imperfect tense.</p> <p>Travel and tourist transactions – booking accommodation.</p>	<p>What my friends and family are like</p> <p>Relationships</p> <p>Customs and everyday life – my routine/helping around/at home</p> <p>Numbers/dates</p> <p>agreement when using describing words</p> <p>Using the present tense and the past (preterite) tense</p> <p>Reflexive verbs</p> <p>Using desde hace</p> <p>Using the present, preterite and imperfect tense.</p> <p>More describing words.</p> <p>Relationship in the past and present tense.</p> <p>Extending answers</p> <p>Using 3 time frames</p>	<p>Recap – talking about myself, sports, hobbies.</p> <p>Being 'green' Using the conditional of DEBER</p> <ul style="list-style-type: none"> <li>Campaigns and good causes The present subjunctive</li> <li>Being 'green' Using a variety tense to say what we used to do/will do to be green.</li> <li>Being 'green'</li> <li>Being a good citizenship Using if ... + present tense</li> </ul> <p>Talking about homelessness The pluperfect tense.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
2	<p>Travel and tourist transactions – making complaints.</p> <p>Use of the past tense – ir.</p> <p>Conjugating regular verbs in the preterite. Opinions in the past</p> <p>Conjugating regular verbs in the preterite. Opinions in the past</p> <p>Weather using the past tense</p> <p>More past tense verbs – use of the imperfect tense – tenia and estaba.</p> <p>Use of opinions and justifications</p> <p>Preterite and imperfect tense together. Focus on time phrases to trigger the correct tense.</p>	<p>Jobs, careers and professions. The present tense – to be. Tener que + infinitive</p> <p>Extending answers</p> <p>Using the present, imperfect and future tense</p> <p>The present and the preterite.</p> <p>Using the imperfect tense.</p> <p>Focus on time frames</p> <p>Further study</p> <p>Volunteering</p> <p>Training - Different ways to express a future event</p> <p>Using IF clauses</p> <p>Employment - Using the conditional tense</p>	<p>New technology – using internet, mobile phone and social media</p> <p>Catching up, interventions, festival and cultural project. Speaking reinforcement.</p>



	<p>Quisiera and Me gustaria Use of formal and informal language – usted/tú Use of the verbs PODER - CAN Ser vs estar Ma hace falta – I need</p> <p>Celebrations and Festivals in Spain. How they compare with UK.</p>	<p>Interviews and experiences - Forming the perfect tense</p>	
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
<b>3</b>	<p>Who am I? Describing words and personal info including interests. Travel and tourist transactions – means of transport. Town, region and country. Planning a day out. Travel and tourist transaction. Buying souvenirs and asking for the prize. Travel and tourist transactions. Giving directions – imperative verbs To be/to have/to be called – use of the present tense. Challenge: use of the past tense to describe yourself. The present tense. Use of the immediate future tense. Question words - wwwwh Use of the imperative verb -</p>	<p>Rooms in the house Prepositions (delnte de, detrás de ...etc) Using relative clauses - donde Opinions and justification about where we live. Using the present tense + Opinion phrases: No soporto, Me da rabia + porque Places in town Using the present and the imperfect tense. Tan/Tanto/tantos – so, so much, so many How would you change your town Using the conditional tense</p> <ul style="list-style-type: none"> <li>Shopping for clothes Direct object pronoun – lo compro</li> <li>Demonstrative adjectives – este/ese/quel</li> <li>Shopping</li> <li>Asking for help and dealing with problems</li> <li>Revision of celebrations Indirect object pronouns – me/te/le/nos/os/les</li> </ul>	<p>Revision sessions – covering all topic seen in the past: Focus on the 4 skills – listening, speaking reading and writng.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
<b>4</b>	<p>School subjects Describing your school routine Describing teachers/people What school is like</p>	<p>Film and television Expressing a range of opinions Describing words and agreement</p>	<p>Revision sessions – covering all topic seen in the past: Focus on the speaking booklet.</p>



	<p>What school is like – the future          Me gusta/me gustan – some use of the imperfect tense          Using the present tense with time expressions          Using the imperfect and the present tense          Infinitive sentences – Está prohibit/hay que/deberias +infinitive          Using sentences that are more complex.          Using quantifiers          Practising listening skills.          Using the future tense</p>	<ul style="list-style-type: none"> <li>• Interests/pocket money Using conjugated verbs and infinitives.</li> <li>• Sport/sport events Using the past and the present tense.</li> <li>• Extreme sports Decoding texts -</li> <li>• Socialising with friends and family Use of usted              Using the present continuous              Extended conversation</li> <li>• Film and television/writing a review Using the absolute superlative (-ísimo)</li> <li>• Social media and technology (use of, advantages and disadvantages)              Revising comparatives</li> <li>• Film and television</li> </ul>	
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
<b>5</b>	<p>Describing school uniform and rules.          Describing school pressure and problems          Describing the school of the future.          How do school compare to Spain – cultural aspects and differences.</p>	<p>Body and illnesses          Reflexive verbs – revision of tengo/estoy and the imperfect tense.          Being fit Using the present and the imperfect tense.          Time phrases          Being healthy Using the conditional and the future tense          Talking about new technology (page 116)          Using of infinitive verbs and modal verbs.          Using my phone/internet          Using the present the past (perfect and imperfect) and the future tense.          Uso, Usaba, Usé and voy a usar</p>	<p>Revision sessions – covering all topic seen in the past:          Focus on the reading and listening skills only.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	
<b>6</b>	Catching up, interventions, festival and cultural project. Projects based on movies in Target Language	Catching up, interventions, festival and cultural project. Projects based on movies in Target Language	

