



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL

Maiden Erlegh School

CURRICULUM BOOKLET

KS4

Academic Year 2019-2020

S. Elliss –DHT: Curriculum

Updated: September 2019

Review: September 2020



Curriculum Intent

KS4 pathways

Curriculum allocation

Supporting literacy and numeracy across the curriculum

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

Enrichment curriculum

ICT to support learning

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Subjects

- ART
- BUSINESS STUDIES
- COMPUTER SCIENCE
- DESIGN AND TECHNOLOGY
- DRAMA
- ECONOMICS
- ENGLISH LANGUAGE
- ENGLISH LITERATURE
- FOOD, PREPARATION AND NUTRITION
- FRENCH
- GEOGRAPHY
- GERMAN
- HEALTH AND SOCIAL CARE
- HISTORY
- IT: CREATIVE iMEDIA
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION
- RELIGIOUS STUDIES
- SCIENCE
- SPANISH

Curriculum Intent



At Maiden Erlegh School 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 OR Single Sciences	4	4.5	5
RS	-	6	5
PE	3	1	1
Option A	2	1	1
Option B	2	2	2
Option C	2	2	2
Option D	2	2	2
Option E	-	1.5	1
TOTAL	24	24	24

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 (approx.. 5 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



Violet Pathway*: will only be suitable for a very small number (approx.5 students) of our students, who are unable to access the GCSE curriculum, but wish to stay in a mainstream setting. The aim of the pathway is to provide students with appropriate level certificates in the core subjects, combined with practical vocational skills and life skills. Participation in this programme is subject to funding from either Wokingham Local Authority or Reading Borough Council SEN Teams (depending on where the student lives) and the funding is applied for on an individual needs basis. This is a bespoke programme which offers a range of Entry Level Certificates and AQA Unit Awards at a level which is appropriate to the students participating in it. Whilst a specialist SEN teacher delivers the majority of this curriculum from a base classroom, the students are still able to join a few mainstream classes each week with their peer group to ensure they still benefit from the setting as a whole.

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://www.howtostudy.org>
- <https://www.familylives.org.uk/advice/teenagers/school-learning/exam-stress/>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/>
- <https://www.parentline.com.au/older-kids/issues/helping-kids-cope-exam-stress>



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 Marc |
| 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

EXTENDED STUDY INFORMATION

Using web-sites to conduct further research on artists to support ideas: www.tate.org.uk
www.vam.ac.uk www.saatchi-gallery.co.uk www.britishmuseum.org.uk 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 and targeted groups of students will be given further enrichment opportunities.

EQUIPMENT NEEDED

A variety of sketchbooks (these can be purchased at any time from the department)
Pencils ranging from HB to 4B
Coloured pencil crayons (blendable preferred)
A1 portfolio

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>
ASSESSMENT OPPORTUNITIES	<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. Milestones connected to techniques homework Milestones and homework's form assessment</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. Milestones connected to each assessment criteria</p> <p>Topics might include; Texture, portraits, landscapes, still life, image and text, architecture, structures or other titles from past papers. Milestones connected to each assessment criteria</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. Milestones connected to each assessment criteria</p> <p>The students choose one of 7 questions and respond individually to all of the assessment criteria. A two day 10 hour examination in March.</p> <p>Portfolio marking and moderation.</p>



	Practice in assessing standards of work required at GCSE.		
2	<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
ASSESSMENT OPPORTUNITIES			
3	<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 nd and full portfolio project.	Complete and present portfolio for marking.
ASSESSMENT OPPORTUNITIES			FINAL EXAMINATION



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

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 5 classes per year group

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Jones



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>GCSE Business Studies course Introduction to Businesses:</p> <ol style="list-style-type: none"> 1. Entrepreneur enrichment 2. Introduction to Aims and objectives 3. Introduction to Ethics and Environment 4. Marketing - Introducing Marketing and Market research 	<p>GCSE Business Studies course unit 2 Marketing: Topics covered: 2.1 Role of marketing and the marketing mix 2.3 Market segmentation 2.4 The marketing mix</p> <p>GCSE Business Studies course unit 3 People: 3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business</p>	<p>GCSE Business Studies course unit 3.4: Effective People Management. Topics covered:</p> <ol style="list-style-type: none"> 1. Organisational structure 2. Motivation theory 3. Communication 4. Remuneration
ASSESSMENT OPPORTUNITIES	Exam questions	End of unit milestone	End of unit milestone and PPE's
2	<ol style="list-style-type: none"> 1. HR - Recruitment and selection 2. Ops - The sales process and customer service 3. Finance Profit (GP and NP) revenues and costs 	<p>GCSE Business Studies course unit 3: People Topics covered: 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law</p>	<p>GCSE Business Studies course unit 3.5: The Wider World Affecting Business. Topics covered: 1. Ethics in business Environmental issues</p> <p>GCSE Business Studies course unit 3.5: The Wider World Affecting Business. Topics covered: 1. Economics issues affecting international trade 2. The impact of government and the EU</p>
ASSESSMENT OPPORTUNITIES	Exam questions and Assessment week	End of unit milestone and PPE	End of unit milestone and final PPE



3	4. The interdependence of the 4 functional areas GCSE Business Studies course unit 1: 1.2 Business Planning 1.3 Business ownership 1.4 Stakeholders in a business 1.6 Business Growth	GCSE Business Studies course unit 3.3: Effective Financial Management. Topics covered: 1. How to improve cash flow 2. How to improve profit 3. Break-even charts and break-even analysis 4. Financing growth	
ASSESSMENT OPPORTUNITIES	End of unit milestone	End of unit milestone	FINAL EXAMINATION



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.

EXTENDED STUDY INFORMATION

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

ENRICHMENT OPPORTUNITIES

Computer Science after school sessions are offered along with notifications about workshops and courses external to the school.

EQUIPMENT NEEDED

Installation of software: Python 3 and an appropriate IDE

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss F Brooke



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Programming Skills Algorithms Data Representation	Programming Skills Computer Systems Networking	Consolidating theory for Paper 1
ASSESSMENT OPPORTUNITIES	Topic tests Unit Assessment	Topic tests Unit Assessment	PPE1, topic tests, past papers
2	Programming Skills Data Representation	Programming Skills Cyber Security Ethics	Consolidating theory for Paper 2
ASSESSMENT OPPORTUNITIES	Topic tests Unit Assessment	Unit Assessment Assessed Project	PPE2, topic tests, past papers
3	Programming Skills Computer Systems	Programming Project	Revision for Exams
ASSESSMENT OPPORTUNITIES	Topic tests Unit Assessment	Assessed Project	FINAL EXAMINATION



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.

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*

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)
ASSESSMENT OPPORTUNITIES	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)
ASSESSMENT OPPORTUNITIES	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)
ASSESSMENT OPPORTUNITIES	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)
ASSESSMENT OPPORTUNITIES	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
ASSESSMENT OPPORTUNITIES	<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):	
ASSESSMENT OPPORTUNITIES	<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>



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

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 provide the opportunity for students to experience professional live performance. 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
- London venues; National Theatre, Young Vic, Royal Court

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms I Pravda

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Introduction & expectations Baseline Assessment Practically explore a range of techniques and theatre styles	Component 1 Section B: Noughts & Crosses	Texts in practise- students work on two extracts from a given play
ASSESSMENT OPPORTUNITIES	Rote learning-regular tests to ensure key concepts have been learnt	Formative assessment of practise questions	Formative assesemtn to develop work
2	Component 1 Section C: Live Theatre Trip and writing skills	<ul style="list-style-type: none"> Component 1 Section B: Noughts & Crosses Component 1 Section C: Live Theatre Trip and writing skills	Component 3: Text in Practice Performance Exam-rehearsals
ASSESSMENT OPPORTUNITIES	Section C essays – formative feedback	Practise questions and formative feedback	Component 3: External examiner to examine performances
3	Component 1 Section B: Set Text, Component 3: Texts in performance	Component 2: Devising Drama skills	<ul style="list-style-type: none"> Revision for Component 1 <ul style="list-style-type: none"> ✓ Section A ✓ Section B Section C
ASSESSMENT OPPORTUNITIES	Short answers will be improved after feedback-formative	Formative feedback	Formative feedback
4	A scene from set text Noughts and Crosses will be expored and rehearsed for an assessed performance	Component 2: Developing the devised performance &devising Log	<ul style="list-style-type: none"> Revision for Component 1 <ul style="list-style-type: none"> ✓ Section A ✓ Section B Section C
ASSESSMENT OPPORTUNITIES	Component 3: Students will be assessed on a performance of an extract of the set text (formative)	Formative assessmen for both practical and written work	Formative assessment
5	Component 2: Devising, students will re-cap style and techniques; understand the demands of the written coursework and begin creating a practise devised piece	Component 2: Develop devised performance devising log	<ul style="list-style-type: none"> Revision for Component 1 exam Component 1: Understanding Drama exam
ASSESSMENT OPPORTUNITIES	Formative assessment of written and practical work	Formative assessmen of practical and written work	
6	Component 2: Devised performance and the devising log mock	Component 2: Devised performance exam & Devising Log completion	
ASSESSMENT OPPORTUNITIES	Formative assessment of written and practical work	Component 2 will be internally examined	FINAL EXAMINATION



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.

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 or sign up to follow Geoff Riley on twitter
- Set 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 opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany.

EQUIPMENT NEEDED

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

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"> 1. Defining the economic problem 2. Scarcity, choice and opportunity cost 3. Approaches to the economic problem 4. What is specialisation? 	<p>GCSE Economics course unit 4: What are the Economic Objectives of the Government? Topics covered:</p> <ol style="list-style-type: none"> 1. Objectives of government policy 2. Economic growth 3. Costs and benefits of economic growth 4. Employment and unemployment 5. Inflation 6. Consequences of inflation 	<p>GCSE Economics course unit 8: Why is the UK in the European Union? Topic covered:</p> <ol style="list-style-type: none"> 1. European Union <p>GCSE Economics course unit 9: How is the UK's International Trade Recorded? Topics covered:</p> <ol style="list-style-type: none"> 1. Balance of payments 2. Balance of payments deficit <p>GCSE Economics course unit 10: What is the Economic Problem? Topics covered:</p> <ol style="list-style-type: none"> 1. Exchange rates 2. Exchange rates, the rate of interest and trade
ASSESSMENT OPPORTUNITIES	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"> 1. Markets 2. Monopoly and monopoly power 3. Demand 4. The demand curve – rise or fall? 5. Price elasticity of demand 6. Supply 7. Price elasticity of supply 8. Determination of price in 	<p>GCSE Economics course unit 5: How does the UK Government Raise and Spend Money? Topics covered:</p> <ol style="list-style-type: none"> 1. Government income and expenditure 2. Distribution and redistribution of incomes 3. Taxes and redistribution in income 4. Correcting market failure 	<p>GCSE Economics course unit 11: How does a Country Become More Competitive? Topics covered:</p> <ol style="list-style-type: none"> 1. Factors influencing competitiveness 2. Government policy and international competitiveness 3. The UK and globalisation <p>GCSE Economics course unit 12: Why do Some Less Developed</p>



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



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.



EXTENDED STUDY INFORMATION

- Guide them towards extra punctuation and grammar practice on www.bbc.co.uk/skillswise/words/grammar
- Encourage them to use revision websites for poetry/prose texts
- www.universalteacher.org.uk
- <http://www.bbc.co.uk/education/subjects/zr9d7ty> (English Language)
- 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, 10 dividers, plastic wallets, black, blue and purple pens, highlighters and set texts (to be advised by class teachers and a letter home)

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs V Cripps

ENGLISH LITERATURE: EDEXCEL [\(Back to Contents\)](#)

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 19th, 20th, and 21st 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)

Edexcel Entry Level:

Depending on suitability, a few of our students will begin working towards this additional qualification 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.

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, 10 dividers, plastic wallets, black, blue and purple pens, highlighters and set texts (to be advised by class teachers and a letter home)

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs V Cripps



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
Autumn 1	Non-Fiction and an introduction to 19th Century Fiction A selection of extracts from nineteenth century texts will be explored.	English Literature Paper 1 (Post 1914 drama): Journey's End or An Inspector Calls	English Literature (Paper 2) 19 th Century Novel
ASSESSMENT OPPORTUNITIES	English Language Paper 1 style assessment Sp & List: group debate	Exam-style assessment (Edexcel)	PPE Exam-style assessment (Edexcel)
Autumn 2-Spring 1	Class reader Of Mice and Men	English Literature Paper 1: Shakespeare - Macbeth	English Language: Paper 2 Non-Fiction and Transactional Writing
ASSESSMENT OPPORTUNITIES	Class Reader 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)
Spring 1- Spring 2	Shakespeare Romeo and Juliet	English Language: Paper 1 19 th century fiction and imaginative writing	Revision of Language and Literature
ASSESSMENT OPPORTUNITIES	Shakespeare 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)
Summer Term	Gothic Literature Gothic texts from 19 th -21 st century.	Relationships poetry cluster/Unseen Poetry Spoken Language endorsement	Revision of Language and Literature



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

EXTENDED STUDY INFORMATION

Make use of:

- Supermarket websites
- 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

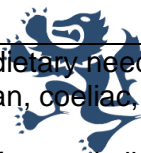
Apron, cooking tins, ceramicserving dishes, piping bag and nozzle set,

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>
ASSESSMENT OPPORTUNITIES	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	
ASSESSMENT OPPORTUNITIES	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
ASSESSMENT OPPORTUNITIES	All practical work will be assessed. Milestone Assessments on protein	PPE- 1hour 45 minutes examination All practical work will be assessed Milestone- Practice NEA (Non- Examination Assessment) Task 1	NEA 2 – Deadline March (portfolio of no more than 20 sides of A4)
4	Dairy foods- milk, cheese,	Factors affecting food choice-	



		Special dietary needs e.g. vegetarian, coeliac, CHD, diabetes Recap : fats and oils	
ASSESSMENT OPPORTUNITIES	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.
ASSESSMENT OPPORTUNITIES	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	
ASSESSMENT OPPORTUNITIES	All practical tasks will be assessed. End of module test	Practice NEA Task1	FINAL EXAMINATION



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 and 10 are taught in mixed ability groups, yr11 in sets.

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

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 *

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>
ASSESSMENT OPPORTUNITIES	<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>
ASSESSMENT OPPORTUNITIES	<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>



ASSESSMENT OPPORTUNITIES	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
4	Theme 1: Identity and culture - Sports - Modern technology	Theme 3: Current and future study and employment: School	Revision and exam skills
ASSESSMENT OPPORTUNITIES	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
5	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
ASSESSMENT OPPORTUNITIES	Assessment week: listening, reading and writing		Past papers Speaking mock exam
6	Theme 1: Identity and culture: Festivals and traditions Talk about films and cinema Film study: les choristes		
ASSESSMENT OPPORTUNITIES	Speaking assessment	Assessment in 4 skills: listening, speaking, reading and writing	FINAL EXAMINATION



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

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/

ENRICHMENT OPPORTUNITIES

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

EQUIPMENT NEEDED

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Hutchinson

KS4 Coordinator: Miss I Bourne



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
ASSESSMENT OPPORTUNITIES	Baseline test Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework. PPE
2	Urban Issues and challenges	The changing economic world	The challenge of natural hazards: weather hazards and climate change
ASSESSMENT OPPORTUNITIES	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	PPE1 Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.
3	Urban Issues and challenges	The living world: ecosystems and tropical rainforests	The challenge of resource management
ASSESSMENT OPPORTUNITIES	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.
4	Physical landscapes in the UK: Rivers	The living world: cold environments	Revision
ASSESSMENT OPPORTUNITIES	Year 9 assessment week Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	PPE3 Series of past paper questions used in lessons (timed) and for homework.



5	Physical landscapes in the UK: Rivers	The challenge of natural hazards: tectonic hazards	Issue Evaluation preparation Revision
ASSESSMENT OPPORTUNITIES	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	Predicted Issue evaluation questions completed as a walkthrough or in test conditions.
6	Issue evaluation practice	Geographical skills and fieldtrip	
ASSESSMENT OPPORTUNITIES	Series of past paper questions used in lessons (timed) and for homework.	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	FINAL EXAMINATION

GERMAN ab initio (3 year course) AQA ([Back to Contents](#))

or GERMAN continuation (5 year course in total) AQA

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.

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
- 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.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs E. Peduru



TERM	COURSE CONTENT: Knowledge and skills			
	Year 9 Ab initio	Year 9 Continuation	Year 10	Year 11
1	Greetings Age Where you live Numbers Birthday Classroom Language Hobbies European Day of Languages Writing and Reading Assessment	Holidays The Weather Tenses European Day of Languages Writing and Reading Assessment	Leisure Time Festivals Grammar: Tenses Speaking and Reading Assessment	Going to a Restaurant Problems at the Restaurant The benefits of learning languages Social Problems Homelessness Writing and Reading Assessment
2	Alphabet Colours Family Physical Appearance Personality Pets School Peer Speaking Assessment	Exam Skills' 'Martin' Day St. Nikolaus Advent Christmas Peer Speaking Assessment	Current and future study Writing and Listening Tests	Role Play Practice Directions Illnesses Outing to a Theme Park Problems at the Theme Park PPE Speaking Test PPE Reading, Writing and Listening Tests
3	School Opinions Snacks Clothes Listening Assessment Compound Nouns Idioms	Role Play Practice Transport Booking a hotel Food Ordering Food Fruit and Vegetables Listening Assessment	The Weather Tenses Holidays Reading, Listening and Writing Assessment	The world of work Job in a hotel Writing, Listening and Speaking Assessment
4	Peer Speaking Assessment How often you do Hobbies Invitations	Parts of the Body 'um....zu...' Illnesses Drugs and Smoking Daily Routine May Day	Holidays Assessment Week: Reading, Writing, Speaking, Listening	Family and Friends Revision



	Reading and Writing Assessment	Reading and Writing Assessment		
5	'Wenn' phrases The Weather The Perfect Tense Assessment Week: Reading and Writing	House and Home Town – what there is Shops 'Um....zu..' Pocket Money Clothes Directions Advantages and Disadvantages of your town Assessment Week: Reading and Writing	Home, Town and Area Writing Assessment	Examinations
6 ASSESSMENT OPPORTUNITIES	Word Order Modal Verbs Future Tense Tenses Test Peer Speaking Assessment Film Project	Outing to a theme park Problems at the theme park Writing and Speaking Assessment Film Project	Food Technology Daily Routine Role Play Practice Speaking Assessment	

BTEC FIRST AWARD HEALTH AND SOCIAL CARE: PEARSON EDEXCEL [\(Back to Contents\)](#)

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

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.

CONTACTS / ANY FURTHER INFORMATION

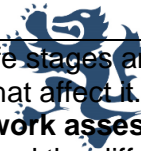
Curriculum Leader: Mrs V. Grainger



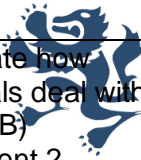
TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Health and social care provision The health and social care sector	<p>Component 1 Main life stages:</p> <ul style="list-style-type: none"> • infants (birth to 2 years) • early childhood (3–8 years) • adolescence (9–18 years) • early adulthood (19–45 years) • middle adulthood (46–65 years) • later adulthood (65+ years). <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.
ASSESSMENT OPPORTUNITIES	<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, environment and stress on health	Component 1 PIES growth and development in the main life stages:	Physical and lifestyle factors, social, economic and environmental factors that can have positive or



		<ul style="list-style-type: none"> • physical growth and development across the life stages. • intellectual/cognitive development across the life stages • emotional development across the life stages. <p>Component 2</p> <ul style="list-style-type: none"> • Different health care services and how they meet service user needs: • primary care, e.g. GPs, dental care, optometry, community health care • secondary and tertiary care, e.g. specialist medical care • allied health professionals, e.g. physiotherapy, occupational therapy, speech and • language therapy, dieticians. • Different social care services and how they meet service user needs: • services for children and young people, e.g. foster care, residential care, youth work • services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, • domiciliary care • services for older adults, e.g. residential care, domiciliary care • the role of informal social care provided by relatives, friends and neighbours. 	<p>negative effects on health and wellbeing.</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Powerpoints and presentations</p>	<p>Coursework assessed Understand human growth and development</p>	<p>Milestone assessment – case study</p>



		<p>across life stages and the factors that affect it. (A)</p> <p>Coursework assessed</p> <p>Understand the different types of health and social care services and relate to case studies. (A)</p>	
3	<p>Local Research project</p> <p>The impact of nutrition on health and well being</p>	<p>Component 1</p> <p>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.</p> <p>Component 2</p> <p>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>
ASSESSMENT OPPORTUNITIES	<p>To research services in the local area and how these services help individuals and society</p> <p>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</p> <p>Coursework assessed</p> <p>For two individuals, assess how well they adapted to the life event and the role and value of support in this process.</p> <p>Component 2</p> <p>Coursework assessed</p> <p>Research barriers to accessing Health and Social care services and ways to overcome them. (A)</p>	<p>Self assessment of students health</p>
4		<p>Component 1</p> <p>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.</p> <p>Component 2</p> <p>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.</p> <p>□□ Interpretation of lifestyle data, specifically risks to physical health associated with:</p> <ul style="list-style-type: none"> o smoking o alcohol consumption o inactive lifestyles.
ASSESSMENT OPPORTUNITIES		<p>Component 1</p>	<p>Case study milestone task. Review a persons</p>



		Investigate how individuals deal with life events. (B) Component 2 Demonstrate care values. (B)	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">empowering and promoting independence by involving individuals, where possible,in making choices, e.g. about treatments they receive or about how care is deliveredrespect for the individual by respecting service users' needs, beliefs and identitymaintaining confidentiality (when dealing with records, avoiding sharing informationinappropriately, e.g. gossip)preserving the dignity of individuals to help them maintain privacy and self-respecteffective communication that displays empathy and warmthsafeguarding and duty of care, e.g. maintaining a healthy and safe environment,keeping individuals safe from physical harmpromoting anti-discriminatory practice by being aware of types of unfairdiscrimination and avoiding	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.



		discriminatory behaviour.	
ASSESSMENT OPPORTUNITIES	<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 Investigate how individuals deal with life events. (B)</p> <p>Component 2 Demonstrate care values. (B)</p>	<p>External examination</p> <p>Explore the factors that contribute to healthy and unhealthy lifestyles, and their effects on health and wellbeing. (A)</p>
6	Types and examples of good and bad care	<p>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.</p> <p>Component 2 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.
ASSESSMENT OPPORTUNITIES	Milestone task – email to a resident explain types of care and choosing an appropriate provider.	<p>Component 1 Investigate how individuals deal with life events. (B)</p> <p>Component 2 Review of demonstration of care values (B)</p>	FINAL EXAMINATION



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.

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/gcsebitesize/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.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Stewart



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Paper 1, Section A - Russia	Paper 1, Section B - Conflict & tension	Paper 2, Section A – Health Paper 2, Section B - Edward
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	Every topic has an assessment using either previous exam questions or questions in exam style.	Every topic has an assessment using either previous exam questions or questions in exam style. PPE
2	Paper 1, Section A - Russia	Paper 1, Section B - Conflict & tension Paper 2, Section A - Health	Paper 2, Section B - Edward
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	Every topic has an assessment using either previous exam questions or questions in exam style. PPE	Every topic has an assessment using either previous exam questions or questions in exam style.
3	Paper 1, Section A – Russia Paper 1, Section B - Conflict & tension	Paper 2, Section A - Health	Revision
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	Every topic has an assessment using either previous exam questions or questions in exam style.	Every topic has an assessment using either previous exam questions or questions in exam style.



CREATIVE iMEDIA: OCR ([Back to Contents](#))

OVERVIEW

At Key Stage 4, students who opt to study this course will need to have good basic IT skills and writing ability. The Cambridge National in Creative iMedia course equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start by acquiring a solid understanding about pre-production and developing their skills through practical projects as they create final creative and multimedia products. They will also develop project management skills and understanding of the creative and media world. The course places an emphasis in developing originality and creativity. Students will then sit for their theory examination and controlled assessments to demonstrate their understanding, knowledge and skills in the subject.

ASSESSMENT OBJECTIVES

R081: Understanding Pre-production Skills
R082: Creating Digital Graphics
R084: Digital Storytelling with Comic Strip
R085: Creating a Multipage Website

ASSESSMENT STRUCTURE

1 Written Examination 1 hour 15 mins duration (25%)
3 Practical Controlled Assessments (25% each)

GROUPINGS

Mixed ability of approximately 26 students on average

EXTENDED STUDY INFORMATION

Reading around the subject through web articles, research and revision textbook. Reading list is available from the Creative iMedia handbook that will be made available to students.

ENRICHMENT OPPORTUNITIES

Students are encouraged to explore digital graphics and media products that they use throughout their lives. This will give them an understanding of how the products can be effectively designed and understand how effective design can encourage use.

EQUIPMENT NEEDED

Computer or Laptop
Printer
Internet access
MS Office (to complete written tasks or presentation tasks)
Adobe Photoshop software
Adobe Fireworks software

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss F Brooke



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	R081: Understanding Pre-production (Theory) Skills building tasks (Digital Graphics)	R084 Digital Storytelling (Controlled Assessment completed in an exam environment)	R086 Creating Interactive Multimedia Products (Theory) Skills building tasks (Multimedia)
ASSESSMENT OPPORTUNITIES	Task-based assessments Progress test	Task-based assessments Progress test	Task-based assessments Progress test
2	R082 Creating a Digital Graphics (Controlled Assessment completed in an exam environment)	R081: Understanding Pre-production Revision (Theory) Past papers Pre-public examinations	Resubmission of Controlled Assessments (if required)
ASSESSMENT OPPORTUNITIES	Task-based assessments Progress test	Controlled Assessments entered for submission	Controlled Assessments entered for submission
3	R084 Digital Storytelling with Comic Strip (Theory) Skills building tasks (Comic strip authoring)	R086 Creating Interactive Multimedia Products (Theory) Skills building tasks (Multimedia)	Public examination starts
ASSESSMENT OPPORTUNITIES	Task-based assessments Progress test	R081 Externally assessed final examination Final Exam in June	Externally moderated controlled assessments Resit of R081 (if required)



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

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)

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 11 Circles and Construction Unit 12 Ratio and proportion	Unit 19 Vectors Unit 20 Combined events Consolidation of content and preparation for PPE1
ASSESSMENT OPPORTUNITIES	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 13 Factors, powers and roots Unit 14 Graphs 1	Grade 8/9 conference Preparation for PPE1 Unit 21 Sequences Unit 22 Units and proportionality
ASSESSMENT OPPORTUNITIES	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) December - Linear test on all year 9 content covered.	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) November – Linear test on all year 9 and 10 content so far.	October PPE 1
3	Unit 5: Fractions, decimals and percentages Unit 6: Formulae and functions	Unit 14 Graphs 1 Unit 15 Working in 3D	Targeted lessons to address gaps in student knowledge and skills.
ASSESSMENT OPPORTUNITIES	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) January PPE	
4	Unit 7: Working in 2D Unit 8 Probability	Unit 15 Working in 3D Unit 16 Handling Data 2	Final GCSE preparation. Use of exam papers and other revision materials.
ASSESSMENT OPPORTUNITIES	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)	April PPE 2
5	Unit 8 continued Unit 9: Measures and accuracy	Unit 17 Calculations 2 Unit 18 graphs 2	Final GCSE preparation. Use of exam papers and other revision materials.
ASSESSMENT OPPORTUNITIES	Online chapter assessments at the end	Online chapter assessments at the end of	May/June Final GCSE examinations



	of each unit (approximately every 8-10 lessons) May (Assessment Week beginning 7 th May) - Linear test on all year 9 content covered.	each unit (approximately every 8-10 lessons) June Linear test on all year 9 and 10 content covered.	
6	Unit 10: Equations and inequalities	Unit 18 Graphs 2 Unit 19 Pythagoras and Trigonometry. Revision	N/A
ASSESSMENT OPPORTUNITIES	Online chapter assessments at the end of each unit (approximately every 8-10 lessons) July Linear test on all year 9 content covered.	Online chapter assessments at the end of each unit (approximately every 8-10 lessons)	May/June Final GCSE examinations



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

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/gcsebiteize/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
- Brass Band

EQUIPMENT NEEDED

Manuscript paper

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

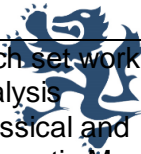
Pens, pencils, ruler, glue etc.

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



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



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

- 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

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr J Flynn



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



PHYSICAL EDUCATION: CORE [\(Back to Contents\)](#)

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>Focus: Tactics and game strategies.</p> <p>Girls: Netball, Hockey, Health Related Exercise, Gymnastics, Dance, Rounder's, Tennis, Athletics.</p> <p>Boys: 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>Pathways – Traditional games, Alternative games, Leadership, Dance and Exercise, Fitness Development.</p>	<p>Students choose 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>Pathways – 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>
ASSESSMENT OPPORTUNITIES	<p>Students are graded 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 graded 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 graded 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>ASSESSMENT OBJECTIVES These will vary depending on the course being studied.</p>
<p>ASSESSMENT STRUCTURE Mainly portfolio based assessment.</p>
<p>GROUPINGS <i>Low ability - We anticipate that numbers will be between 0 and 5 in any one academic year</i></p>
<p>HOMEWORK INFORMATION In line with the school expectations but will be adapted based on the needs of the students.</p>
<p>EXTENDED STUDY INFORMATION Reading around the subject</p>
<p>ENRICHMENT OPPORTUNITIES Appropriate visits will be scheduled throughout the 3 years e.g. trip on a bus, to the pantomime, to the garden centre, playgroup, to the sports centre.</p>
<p>EQUIPMENT NEEDED The usual school equipment.</p>
<p>CONTACTS / ANY FURTHER INFORMATION Curriculum Leader: Mrs S Bendall and Miss S Young</p>

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	English and Maths consolidation ASDAN Life Skills Challenges COPE Level 1	ASDAN – Life skills challenges. (Independent Living/Out in the community) COPE Level 1	English and Maths consolidation ASDAN Life Skills Challenges
2	English and Maths consolidation ASDAN Life Skills Challenges COPE Level 1	ASDAN – Life skills challenges. (Independent Living/Out in the community) COPE Level 1	English and Maths consolidation ASDAN Life Skills Challenges
3	English and Maths consolidation ASDAN Life Skills Challenges COPE Level 1	Sex and Relationships Education COPE Level 1	Revision
Assessment Opportunities	Portfolio Assessment tasks	Portfolio Assessment tasks	Portfolio Assessment tasks



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

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

GROUPINGS Mixed ability groupings, with approximately 24 students per group.

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
 - www.bbc.co.uk/ethics
 - www.reonline.org.uk
 - <http://revisionworld.com/gcse-revision/rs-religious-studies>
- Regular uses of our google classrooms page: 6005sqx

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)

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
ASSESSMENT OPPORTUNITIES	GCSE style questions – 2 full questions per unit.	GCSE style questions - 2 full questions per unit. Full PPE after October Half term
2	Living the Christian Life Crime and Punishment	Matters of Life and Death
ASSESSMENT OPPORTUNITIES	GCSE style questions – 2 full questions per unit.	GCSE style questions – 2 full questions per unit. Full PPE after Christmas break
3	Marriage and Family Life Including PSMSC Interfaith conference	EXTERNAL EXAMINATION (May)
ASSESSMENT OPPORTUNITIES	GCSE style questions – 2 full questions per unit.	PSMSC



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.

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

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"> • Cells • Cell Transport • Cell Division • Atomic structure • Periodic table • Forces • Simple electric circuits 	<ul style="list-style-type: none"> • Enzymes • Photosynthesis • Respiration • Energy • Electrolysis • Calculations • Atoms and Radiation • Materials 	<ul style="list-style-type: none"> • Revision and Feedback for PPE • Nervous control • Hormonal Control • Evolution and variation • Chemistry of the atmosphere • Using resources • Atoms and Radiation • Energy and Efficiency • Electromagnetism • Applications of Electromagnetism (Physics only) • Leses and Light (Physics only)
ASSESSMENT OPPORTUNITIES	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 th to 11th	Past paper questions Pre Public Examinations (29 th October – 5 th November)
3&4	<ul style="list-style-type: none"> • Animal organisation • Plant organisation • Structures and bonding • Electrical Safety • Energy resources • Mechanics 	<ul style="list-style-type: none"> • Inheritance • Genetics • Adaptations and competition • Rates • Equilibrium • Waves • Circuits 	<ul style="list-style-type: none"> • paper practice • Evolution and variation • Natural selection • Energy flow and food production (biology only) Combined Science - Revision of topics covered in year 9 and 10 based on PPE <ul style="list-style-type: none"> • Astrophysics (Physics only) • Pressure and Moments (Physics only) • Static Electricity (Physics only)
ASSESSMENT OPPORTUNITIES	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>5&6</p>	<ul style="list-style-type: none">• Infectious disease• Chemical changes• Gases and changes of state	<ul style="list-style-type: none">• Adaptations and competition• Organising ecosystems• Nervous control (Biology only)• Hormonal Control (biology only)• Organic chemistry• Chemical analysis• Forces and Motion• Infectious diseases• Gases and Kinetic Theory (Physics only)	<ul style="list-style-type: none">• Biodiversity• Monoclonal antibodies (biology only)• Plant disease (biology only) <p>All Students - Revision and past</p>
<p>ASSESSMENT OPPORTUNITIES</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 (19th April – 25th April)</p>



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

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/z4dqxb>

www.linguascope.com

ENRICHMENT OPPORTUNITIES

After school catch up and revision.

European day of languages in September.

Speaking to native Speakers on 1:1 basis or small groups.

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.

CONTACTS / ANY FURTHER INFORMATION

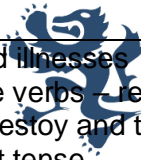
Curriculum Leader: Mr G. Raso



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>Revision - 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>Film and television.</p> <p>Expressing a range of opinions</p> <p>Describing words and agreement</p> <ul style="list-style-type: none"> •Interests/pocket money Using conjugated verbs and infinitives. •Sport/sport events Using the past and the present tense. •Extreme sports Decoding texts - •Socialising with friends and family Use of usted 	<p>Recap – talking about myself, sports, hobbies.</p> <p>Being 'green' Using the conditional of DEBER</p> <ul style="list-style-type: none"> • Campaigns and good causes The present subjunctive • Being 'green' Using a variety of tense to say what we used to do/will do to be green. • Being 'green' • Being a good citizenship Using if ... + present tense Talking about homelessness The pluperfect tense.
ASSESSMENT OPPORTUNITIES	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
2	<p>Who am I?</p> <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>Using the present continuous</p> <p>Extended conversation</p> <ul style="list-style-type: none"> •Film and television/writing a review Using the absolute superlative (-isimo) •Social media and technology (use of, advantages and disadvantages) Revising comparatives •Film and television 	<p>New technology – using internet, mobile phone and social media</p> <p>Catching up, interventions, festival and cultural project. Speaking reinforcement.</p>



	<p>Use of opinions and justifications Preterite and imperfect tense together. Focus on time phrases to trigger the correct tense. 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 Celebrations and Festivals in Spain. How they compare with UK.</p>		
ASSESSMENT OPPORTUNITIES	Written, Spoken, Listening and Reading assessments	Speaking Mock	Written, Spoken, Listening and Reading assessments
3	<p>School subjects Describing your school routine Describing teachers/people 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>	<p>Rooms in the house Prepositions (delnte de, detrás de ...etc) Using relative cluases - 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 • Revision of celebrations Indirect object pronouns – me/te/le/nos/os/les</p>	<p>Revision sessions – covering all topic seen in the past: Focus on the 4 skills – listening, speaking reading and writng.</p>
ASSESSMENT OPPORTUNITIES	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
4	<p>What my friends and family are like Relationships Customs and everyday life – my routine Customs and everyday life – helping around/at home Relationships What my friends and family are like What my friends and family are like</p>	<p>How would you change your town Using the conditional tense • Shopping for clothes Direct object pronoun – lo compro Demonstrative adjectives – este/ese/quel • Shopping • Asking for help and dealing with problems</p>	<p>Revision sessions – covering all topic seen in the past: Focus on the speaking booklet and written skills.</p>



	<p>Relationships What my friends and family are like Challenge: 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</p>	
ASSESSMENT OPPORTUNITIES	Speaking presentation – in front of the class	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
5	<p>Jobs, careers and professions. The present tense – to be. Tener que + infinitive Extending answers Using the present, imperfect and future tense The present and the preterite. Using the imperfect tense. Focus on time frames Further study Volunteering Training - Different ways to express a future event Using IF clauses Employment - Using the conditional tense Interviews and experiences - Forming the perfect tense Using IF clauses + present tense Using IF + subjunctive + future tense</p>	<p>Being healthy and healthy lifestyle At the market/restaurant. Using the present and the imperfect tense. Time phrases Meals – misconceptions – desayuno/como/almuerzo ... Using the conditional and the future tense Giving advice. Understanding phrases with subjunctive Using the present and the conditional tense – Awareness – issues facing young people</p>	<p>Revision sessions – covering all topic seen in the past: Focus on the reading and listening skills only.</p>
ASSESSMENT OPPORTUNITIES	Written, Spoken, Listening and Reading assessments – end of year exam	Speaking Mock	
6	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	
ASSESSMENT OPPORTUNITIES			FINAL EXAMINATION