



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL

Maiden Erlegh School

CURRICULUM BOOKLET

KS4

Academic Year 2023-2024

A.Morgan –DHT

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Curriculum Intent

At Maiden Erlegh School we aim to deliver a high quality curriculum, that provides 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 3 (Year 9)

To maintain the balance of breadth of Key Stage in Year 9, we continue to deliver components of the following subjects across the Year 9 Curriculum:

History
Geography
Computing
Technology
Art
Music
Drama

The Curriculum within the Core and Ebacc subjects is carefully sequenced to support this. The components are delivered within lessons, as part of the Activity week programme and also as enrichment.

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 Development 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.



Subject	Hours per week		
	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	3	4	4
Combined Science OR	4	4.5	5
Single Sciences	-	6	5
RS	3	1	1
PE	2	1	1
Personal Development	1	1	1
Option A	2	2	2
Option B	2	2	2
Option C	2	2	2
Option D	2	2	2
Option E	-	1.5	1
TOTAL	25	25	25

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.

Reading

At Maiden Erlegh School we have a robust reading strategy which is focused on the following aims:

MET strand	Aims
	<ul style="list-style-type: none"> • Learners read at age-appropriate level. • Learners are provided with appropriate support. • Staff are trained to support reading. • Schools provide training for all staff.

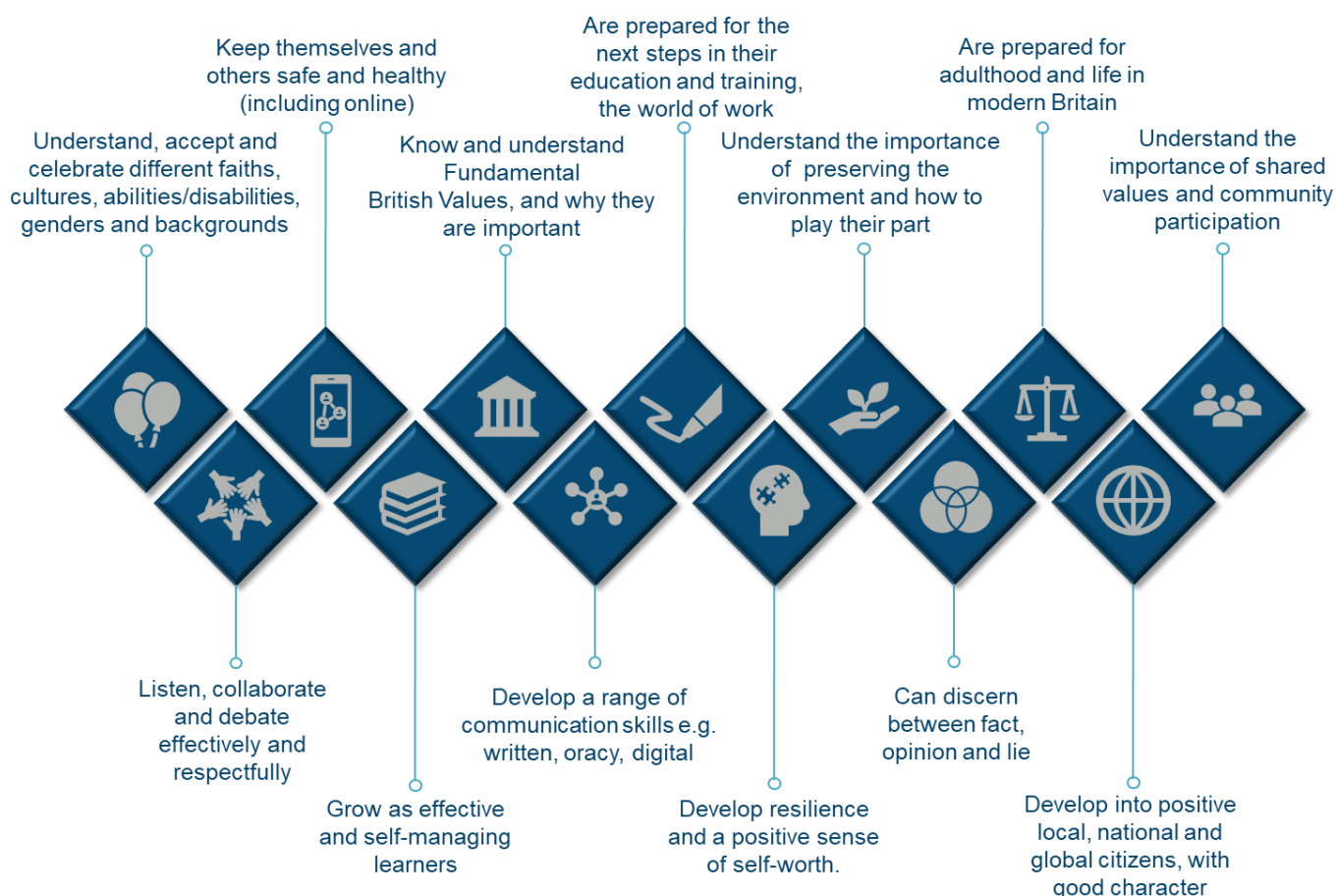


 <p>Love to read</p>	<ul style="list-style-type: none">• Learners read for pleasure.• Staff promote reading for pleasure.• Schools involve parents to support the culture of reading.
 <p>Read to achieve</p>	<ul style="list-style-type: none">• Learners can access all areas of the curriculum.• Staff plan for and promote reading in the curriculum.• Schools build time into the curriculum to support reading.

Full details of the reading strategy can be found on the website.

Personal Development

Maiden Erlegh School recognises that Personal Development is a fundamental part of our curriculum. It is our aim that learners will gain knowledge, skills and understanding so that they:



All teachers are teachers of Personal Development, but occasionally expertise can be brought in from outside e.g. visiting speakers, drama companies. It is delivered primarily through timetabled Personal Development sessions, but also through (but not limited to):

- The subject curriculum,
- Assemblies,
- Extra-ordinary sessions for cohorts



In addition, there are opportunities for the curricular enrichment of Personal Development e.g. sports, performing and visual arts, debating, Young Magistrates, Duke of Edinburgh, work experience.

Furthermore, there are a range of pupil/student voice and leadership opportunities, which provides opportunities for democracy in practice and to develop soft-employability skills and self-esteem.

Topics for learners are grouped into 6 core themes:

- Emotional Wellbeing
- Citizenship and Community
- Careers, Work Experience and Work-Related Learning
- Fundamental British Values
- Personal Health and Relationships (physical, mental, and sexual health)
- Risk and Safety

The full Key Stage 4 Personal Development Curriculum can be found here:

<https://www.maidenerleghschool.co.uk/page/?title=Personal+Development&pid=91>

Enrichment curriculum

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

All teachers contracted to work at Maiden Erleigh 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 Key Stage 3 Purple Pathway and need to continue with literacy and numeracy support. Students following this pathway will complete the Princes Trust qualification and in addition qualifications in English, Maths and ICT at the appropriate level ranging from Entry Level to Level 3. Work experience and preparing for working life is a key part of this curriculum.

More and Exceptionally Able provision

Principles

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

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



EAL provision

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

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

How can parents support their child?

General revision and study help:

- <http://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>



ART AND DESIGN: AQA ([Back to Contents](#))

OVERVIEW

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

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

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

COURSE CONTENT

Year 9

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

Year 10

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

Year 11

Term 1	Personal extended project completed.
Term 2	Unit 2 AQA exam paper issued 1 January. The externally set assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10 hour final exam usually taken at the end of March.
Term 3	Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

ASSESSMENT OBJECTIVES

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.



- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

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

GROUPINGS

Mixed ability classes

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.</p> <p>Milestones connected to techniques homework</p> <p>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 How to write about artists work How to write about sculptures. Responding to artwork first hand. Practice in working on a small project independently, and ensuring that you use all of the GCSE assessment criteria. Practice in assessing standards of work required at GCSE.</p>	<p>Natural forms and mechanical objects An exploration of the topic addressing the 4 GCSE assessment criteria.</p> <p>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.</p> <p>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.</p> <p>Milestones connected to each assessment criteria</p> <p>The students choose one of 7 questions and respond individually to all of the assessment criteria.</p> <p>A two day 10 hour examination in March. Portfolio marking and moderation.</p>



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>	<p>An exploration of artists connected to student's 2nd and full portfolio project.</p>	Complete and present portfolio for marking.
ASSESSMENT OPPORTUNITIES			FINAL EXAMINATION



Tech Award in Enterprise: Edexcel ([Back to Contents](#))

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

Component 1: Exploring Enterprise

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 7 hours of supervised assessment.

Component 2: Planning and Presenting and Micro-Enterprise Idea

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 7 hours of supervised assessment.

Component 3: Marketing and Finance for Enterprise

Pearson, completed under supervised conditions.

The assessment will be completed in 2 hours within the period timetabled by Pearson.

GROUPINGS

Mixed ability students between 20-25 students with 3 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> <https://www.gcsepod.com/>

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
Rubber

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Jones



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Component 1: Exploring Enterprises</p> <p>A1 Size and features of SMEs</p> <p>A2 Sectors and business models in which enterprises operate</p> <p>A3 Aims and activities of enterprises</p> <p>A4 Skills and characteristics of entrepreneurs</p>	<p>Component 2: Planning and Presenting a Micro-Enterprise Idea</p> <p>A1 Choosing ideas for a micro-enterprise</p> <p>A2 Plan for a micro-enterprise</p>	<p>A4 Trust, reputation and loyalty</p> <p>B1 Financial documents</p> <p>B2 Payment methods</p> <p>B3 Revenue and costs</p> <p>B4 Financial statements</p> <p>B5 Profitability and liquidity</p> <p>C1 Budgeting</p> <p>C2 Cash flow</p> <p>C3 Suggesting improvements to cash flow problems</p> <p>C4 Break-even point and break-even analysis</p> <p>C5 Sources of business finance</p>
ASSESSMENT OPPORTUNITIES	Mock assessment	Mock assessment	External exam
2	<p>B1 Market research methods</p> <p>B2 Understanding customer needs</p> <p>B3 Understanding competitor behaviour</p> <p>B4 Suitability of market research methods</p>	<p>B1 Production of presentation</p> <p>B2 Delivery of presentation</p> <p>C1 Review of presentation</p>	
ASSESSMENT OPPORTUNITIES	Exam questions and Assessment week	Exam questions	End of unit milestone and final PPE



3	C1 PEST (Political, Economic, Social, Technological) analysis C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis Mock assignment	Component 3: Marketing and Finance for Enterprise A1 Targeting and segmenting the market A2 4Ps of the marketing mix A3 Factors influencing the choice of marketing methods	
ASSESSMENT OPPORTUNITIES	Internally assessed assignment	Internally assessed assignment	



COMPUTER SCIENCE: AQA [\(Back to Contents\)](#)

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 programming skills

- Written exam: 2 hours
 - 90 marks
 - 50% of GCSE

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: Computing Concepts

- Written exam: 1 hour 45 minutes
 - 90 marks
 - 50% of GCSE

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

GROUPINGS

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

EXTENDED STUDY INFORMATION

Reading list is placed on Google Classroom. Ted Talks are useful to view and listening to appropriate Podcasts. Paying attention to current technology news is helpful.

ENRICHMENT OPPORTUNITIES

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

EQUIPMENT NEEDED

Standard school equipment. Installation of software: Python 3 and an appropriate IDE. Textbook for AQA 8525 Computer Science ISBN 978-1-910523-22-3

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss F Brooke and Mrs S Blight



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Programming Skills Algorithms	Programming Skills Computer Systems Networks	Programming Skills Ethics Revision for PPE1
ASSESSMENT OPPORTUNITIES	Programming Challenges End of Unit Assessment	Programming Challenges End of Unit Assessment	End of Unit Assessment Programming Challenges Past papers PPE1
2	Programming Skills Data Representation	Programming Skills Cyber Security	Revision for PPE2
ASSESSMENT OPPORTUNITIES	Programming Challenges End of Unit Assessment	Programming Challenges End of Unit Assessment	PPE2, topic tests, past papers
3	Programming Skills Computer Systems	Programming Skills Databases and SQL	Revision for Exams
ASSESSMENT OPPORTUNITIES	Programming Challenges End of Unit Assessment	Programming Challenges End of Unit Assessment	FINAL EXAMINATION



DESIGN & TECHNOLOGY: AQA [\(Back to Contents\)](#)

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

Childdata: 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 Packaging	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	Focus on: Thermoplastics, thermosets, vacuum forming, injection moulding, press forming, CAD/CAM SECTION 5 (Polymers) SECTION 3 (materials and their working properties)	Focus on: A3 layout, presentation, graphs, cropping images, product analysis skills, disassembly, research planning, idea creation, development techniques SECTION 6 (Designing principles)	Exam based lessons Plastics Metals Alloys Composites Fibres Surface finishes Casting and forming Exam based lessons Plastics moulding and forming Designers Electronics
6	Metals Phone stand	Controlled assessment (NEA):	
ASSESSMENT OPPORTUNITIES	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)	Focus on: Brief Research Specification Ideas	FINAL EXAMINATION



DRAMA: AQA ([Back to Contents](#))

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: Mr J Whoriskey



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	Component 2: development of piece and writing of the devising log
ASSESSMENT OPPORTUNITIES	Rote learning-regular tests to ensure key concepts have been learnt	Formative assessment of practise questions	Formative assessment 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 2: Technical rehearsal and performance Component 3: Text in Practice - introduction
ASSESSMENT OPPORTUNITIES	Section C: essays – formative feedback	Practise questions and formative feedback	Component 2: internal examination
3	Component 1 Section B: Set Text, Component 3: Texts in performance	Component 2: Devising Drama skills	Component 3: Rehearsal and development
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 explored and rehearsed for an assessed performance	Component 2: Developing the devised performance & devising Log	Component 3: Examination <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 assessment for both practical and written work	Component 3: External examiner to examine performances 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 assessment of practical and written work	



6	Component 2: Devise performance and the devising log mock	Component 2: Devise performance exam & Devising Log completion	
ASSESSMENT OPPORTUNITIES	Formative assessment of written and practical work	Component 2 will be internally examined	FINAL EXAMINATION



ECONOMICS: OCR ([Back to Contents](#))

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



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?</p> <p>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?</p> <p>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
Curriculum Leader: Mr D Jones			



2	<p>GCSE Economics course unit 2: What are Competitive Markets? 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 competitive markets (1) 9. Determination of price in competitive markets (2) 	<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 6: Which Policies can the UK Government Use? 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>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 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? 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 Pre-release exam preparation</p> <p>Revision</p>
ASSESSMENT OPPORTUNITIES	End of unit milestone	End of unit milestone	Past examination questions FINAL EXAMINATION



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

OVERVIEW

Subject rationale

English Language is a core subject which teaches skills that are used across the curriculum. Reading skills are taught in depth to allow students to grasp writer intention and potential bias as well as to appreciate a writer's skill. Students are also taught to write well-structured texts in an appropriate style with understanding of the needs of a variety of audiences and purposes.

Relevance to future careers?

The ability to comprehend complex texts quickly is a key skill for any career that requires an understanding of written briefs, instructions, reports etc. Similarly, a formal written style with the ability to manipulate a reader's response is a key skill in higher and further education and in the wider world of work. Such skills are essential in business (reports, sales pitches, marketing etc.) and professions such as law.

ASSESSMENT OBJECTIVES

Students must:			% in GCSE
READING	AO1	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 	9.4
	AO2	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	13.1
	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	8.8
	AO4	Evaluate texts critically and support this with appropriate textual references	18.8
WRITING	AO5	<ul style="list-style-type: none"> 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 	30
	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
SPOKEN LANGUAGE	*AO7	Demonstrate presentation skills in a formal setting	n/a
	*AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	n/a
	*AO9	Use spoken Standard English effectively in speeches and presentations	n/a
Total			100%



ASSESSMENT STRUCTURE

Component 1: Fiction and Imaginative Writing

*Paper code: 1EN0/01

- Availability: May/June and November**
- First assessment: May/June 2017
- Assessed through a 1 hour and 45 minute examination.
- The total number of marks available is 64.
- The reading and writing sections on this paper will be linked by a theme.

40% of the
total GCSE

Section A – Reading

- The length of the 19th-century fiction extract will be approximately 650 words.
- There will be a mixture of short and extended response questions on the extract.

Section B – Imaginative Writing

- Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task.
- One of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response that draws on just one or neither of the images.

Component 2: Non-fiction and Transactional Writing

*Paper code: 1EN0/02

- Availability: May/June and November**
- First assessment: May/June 2017
- Assessed through a 2 hour and 5 minute examination.
- The total number of marks available is 96.
- The reading and writing sections on this paper will be linked by a theme.

60% of the
total GCSE

Section A – Reading

- Two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts will be literary non-fiction.
- The word count across the two extracts will be approximately 1000 words. The minimum length of an extract will be 300 words.
- Questions will be on Text 1, followed by Text 2. There will be a mixture of short and extended response questions on the extracts.
- Students' ability to synthesise across two texts will be assessed in a separate question.
- The final question of this section requires students to compare the writers' ideas and how they are presented in the two texts.

Section B – Transactional Writing

- Writing tasks are linked by a theme to the reading extracts.
- It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.

Speaking and Listening Endorsement

*Paper code 1EN0/03

- Availability: May/June and November**
- First assessment: May/June 2017
- Assessed through 1 presentation of up to 10 minutes.
- There are no marks for the Spoken Language endorsement. Students are awarded a grade (Pass, Merit or Distinction).

0% of the
total GCSE

Candidates must undertake a prepared spoken presentation on a specific topic in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.



GROUPINGS

Y9

Banded High (1), Middle (2) and Low (3). Pupils from Purple Pathway are allocated according to their final Y8 DCP grade but those with additional emotional or behavioural needs may be allocated to a very small Band 3 class to give maximum support.

Y10-11

Banded. The bands are formed based on end of Y9 DCPs.

HOMEWORK INFORMATION

Homework is set weekly on Google Classroom. There are two homework slots for English and each one should take around 40 minutes. Often one task will be set but with one week to complete. Tasks will include research, preparation for lessons, extra reading and knowledge revision and testing (quizzes).

EXTENDED STUDY INFORMATION

Reading of high quality fiction and non-fiction texts is invaluable to improving reading speed and accuracy and also for developing vocabulary and grammatical accuracy. Reading lists are available on the Maiden Erlegh website.

ENRICHMENT OPPORTUNITIES

Young Shakespeare workshop in Year 10; in-school public speaking, writing and poetry competitions; national 'Poetry by Heart' competition.

EQUIPMENT NEEDED

Highlighters, purple, green and red pens in addition to blue or black.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage reading at home.

Trips to museums, theatre, cinema etc. Many of the English Language unseen texts require extensive cultural capital in order to comprehend them fully.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Y10 and Y11 Google classrooms have lots of resources and links to online resources.

Y10 code: oyuf2bf

Y11 code: bwbscyw

TEXTBOOKS

N/A

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms Kathryn Terry



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Non-Fiction A selection of non-fiction prose forms will be studied with a focus on the theme of power.	English Literature Paper 1: An Inspector Calls	English Literature Paper 2: 19 th Century Novel
ASSESSMENT OPPORTUNITIES	Non-fiction Writing: an article Speaking and Listening: films and scripts for non-fiction forms.	Exam-style assessment (Edexcel)	Exam-style assessment (Edexcel)
2	Poetry A selection of poetry will be studied focusing on themes and comparison.	English Literature Paper 1: Macbeth	English Language: Paper 2: Non-Fiction and Transactional Writing
ASSESSMENT OPPORTUNITIES	Poetry Reading: Comparing unseen poems.	Exam-style assessment (Edexcel)	Exam-style assessment (Edexcel)
3	Class reader Developing understanding and analysis of the novel form	English Literature Paper 1: Macbeth	Revision of Language and Literature
ASSESSMENT OPPORTUNITIES	Class Reader Reading: analysis of an extract from the novel Writing: descriptive writing	PPE English Language Paper 1 PPE English Literature Paper 1	PPE English Language Paper 2 PPE English Literature Paper 2
4	Shakespeare Romeo and Juliet Developing contextual interpretation and language analysis	English Literature Paper 1: Macbeth	Revision of Language and Literature
ASSESSMENT OPPORTUNITIES	Shakespeare Reading: Analysis of different interpretations of the play. Writing: Transactional Writing	Exam-style assessment (Edexcel)	Exam-style assessment (Edexcel)
5	Shakespeare Romeo and Juliet	English Language Spoken Language endorsement	Revision of Language and Literature
ASSESSMENT OPPORTUNITIES	Shakespeare Reading: Analysis of an extract from the play.	Spoken Language Endorsement completed	Final Examination



6	Fiction Writing A selection of fictional forms – narrative, poetry, drama.	English Literature Paper 2: Anthology poetry and unseen poetry	
ASSESSMENT OPPORTUNITIES	Fiction Writing Writing: a piece of creative writing. Speaking and Listening: A scripted short drama or film.	Spoken Language Endorsement completed	



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

OVERVIEW

Subject rationale

English Literature is a core subject which teaches reading and analytical skills. It enables students to express their ideas in a reasoned, articulate manner and to build a structured argument based upon evidence. It also widens students' reading experience and builds their understanding of British culture.

Relevance to future careers?

The ability to comprehend complex texts quickly is a key skill for any career that requires an understanding of written briefs, instructions, reports etc. The ability to construct a reasoned argument based upon evidence is an important skill for higher and further education or any career that involves written communication.

ASSESSMENT OBJECTIVES

Students must:		% in GCSE
AO1	Read, understand and respond to texts Students should be able to: <ul style="list-style-type: none">maintain a critical style and develop an informed personal responseuse textual references, including quotations, to support and illustrate interpretations	37
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	42
AO3	Show understanding of the relationships between texts and the contexts in which they were written	16
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	5
Total		100%

Comparison requirement – there is a requirement that 20-25% of the marks for this qualification are achieved through comparison questions across AO1, AO2 and AO3.



ASSESSMENT STRUCTURE

Component 1: Shakespeare and Post-1914 Literature

*Paper code: 1ET0/01

- Externally assessed
- Availability: May/June
- First assessment: 2017

50% of the
total GCSE

Overview of content

- Study a **Shakespeare play** and a **post-1914 British play or novel**.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.

Overview of assessment

- 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).

Component 2: 19th-century Novel and Poetry since 1789 *

Paper code: 1ET0/02

- Externally assessed
- Availability: May/June
- First assessment: 2017

50% of the
total GCSE

Overview of content

- Study a **19th-century novel** and a **poetry collection** from the *Pearson Poetry Anthology*.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

Overview of assessment

- 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).



GROUPINGS

Y9

Banded High (1), Middle (2) and Low (3). Pupils from Purple Pathway are allocated according to their final Y8 DCP grade but those with additional emotional or behavioural needs may be allocated to a very small Band 3 class to give maximum support.

Y10-11

Banded. The bands are formed based on end of Y9 DCPs.

HOMEWORK INFORMATION

As for English Language. Homework is set for either Literature or Language each week.

EXTENDED STUDY INFORMATION

Reading of high quality fiction and non-fiction texts is invaluable to improving reading speed and accuracy and also for developing vocabulary and grammatical accuracy. Reading lists are available on the Maiden Erleigh website.

ENRICHMENT OPPORTUNITIES

Young Shakespeare workshop in Year 10; in-school public speaking, writing and poetry competitions; national 'Poetry by Heart' competition.

EQUIPMENT NEEDED

Highlighters, purple, green and red pens in addition to blue or black.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage regular, age appropriate but challenging reading at home.

Trips to the theatre if possible or watching theatrical performances on-line.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Y10 and Y11 Google classrooms have lots of resources and links to online resources. There is a Google Classroom for revision with links and information relevant to both English Language and English Literature. The access code is **na3q3qe**

TEXTBOOKS

Set texts will be communicated to parents at the end of Year 9 for Year 10 and at the end of Year 10 for Year 11.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms Kathryn Terry



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Non-Fiction A selection of non-fiction prose forms will be studied with a focus on the theme of power.	English Literature Paper 1: An Inspector Calls	English Literature Paper 2: 19 th Century Novel
ASSESSMENT OPPORTUNITIES	Non-fiction Writing: an article Speaking and Listening: films and scripts for non-fiction forms.	Exam-style assessment (Edexcel)	Exam-style assessment (Edexcel)
2	Poetry A selection of poetry will be studied focusing on themes and comparison.	English Language Paper 1: 19th century fiction extract and creative writing. English Literature Paper 1: Macbeth	English Language: Paper 2: Non-Fiction and Transactional Writing
ASSESSMENT OPPORTUNITIES	Poetry Reading: Comparing unseen poems.	Exam-style assessment (Edexcel)	Exam-style assessment (Edexcel)
3	Class reader Developing understanding and analysis of the novel form	English Literature Paper 1: Macbeth	Revision of Language and Literature
ASSESSMENT OPPORTUNITIES	Class Reader Reading: analysis of an extract from the novel Writing: descriptive writing	PPE English Language Paper 1 PPE English Literature Paper 1	PPE English Language Paper 2 PPE English Literature Paper 2
4	Shakespeare Romeo and Juliet Developing contextual interpretation and language analysis	English Literature Paper 1: Macbeth	Revision of Language and Literature
ASSESSMENT OPPORTUNITIES	Shakespeare Reading: Analysis of different interpretations of the play. Writing: Transactional Writing	Exam-style assessment (Edexcel)	Exam-style assessment (Edexcel)
5	Shakespeare Romeo and Juliet	English Language Spoken Language endorsement	Revision of Language and Literature



ASSESSMENT OPPORTUNITIES	Shakespeare Reading: Analysis of an extract from the play	Spoken Language Endorsement completed	Final Examination
6	Fiction Writing A selection of fictional forms – narrative, poetry, drama.	English Literature Paper 2: Anthology poetry and unseen poetry	
ASSESSMENT OPPORTUNITIES	Fiction Writing Writing: a piece of creative writing. Speaking and Listening: A scripted short drama or film.	Exam-style assessment (Edexcel)	



FOOD, PREPARATION AND NUTRITION: AQA [\(Back to Contents\)](#)

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, ceramic serving 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



FRENCH: AQA ([Back to Contents](#))

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, Key Stage 3 (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 (Key Stage 3), 45 minutes (Higher)

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

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

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Key Stage 3), 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> <ul style="list-style-type: none"> -Describing yourself & family - Describing free time activities: tv, films, reading - The near future 	<p>Theme 2: Local, national and global areas of interest:</p> <p>Describing where you live</p> <p>Describing a French region</p> <p>Advantages & disadvantages of your town</p>	<p>Theme 3:Current and future study & employment</p> <p>Discussing school</p> <p>Discussing a school visit</p> <p>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> <ul style="list-style-type: none"> - Daily routine & reflexive verbs -What makes good friend -Relationships with family - Making arrangements to go out 	<p>Theme 2: Local, national and global areas of interest:</p> <p>Finding information about place</p> <p>The weather forecast</p> <p>The simple future</p> <p>Describing community projects</p>	<p>Preparation towards PPE and feedback</p>



ASSESSMENT OPPORTUNITIES	Vocabulary tests Assessments in 4 skills: listening, reading , writing and speaking	Discussing holidays: Past, usual and future holidays	PPE in 4 skills: listening, reading , writing and speaking
3	Theme 1: Identity and culture: Describing an outing with friends My life when I was younger The imperfect tense Discussing role models	My ideal holiday The conditional tense	Theme 2: Local, national and global areas of interest: Discussing problems facing the world Talking about protecting the environment Discussing ethical shopping Talking about volunteering Discussing big events
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 - Discussing films & actors Using comparative and superlatives	Discussing holidays: At the hotel At the restaurant Travelling Shopping	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	Walkthrough reading and listening exams



5	<p>Theme 1: Identity and culture</p> <ul style="list-style-type: none"> -food -fashion -family celebrations 	<p>Holiday disasters</p> <p>Theme 3: Current and future study & employment</p> <p>School: Discuss subjects Describing your school Comparing French & English school systems School rules</p>	Revision and exam skills
ASSESSMENT OPPORTUNITIES	Assessment week: listening, reading and writing	Vocabulary tests	Past papers Speaking assessment
6	<p>Theme 1: Identity and culture:</p> <p>Festivals and traditions</p> <p>Film study: les choristes</p>	<p>Describing a school visit</p> <p>Discussing healthy living</p> <p>Discussing vices</p>	
ASSESSMENT OPPORTUNITIES	Speaking assessment	Assessment in 4 skills: listening, speaking, reading and writing	FINAL EXAMINATION



GEOGRAPHY: AQA [\(Back to Contents\)](#)

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 contexts).
- 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 contexts(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, completion of figures or graphs, 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, completion of figures or graphs, 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 :

- <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>: For revision of GCSE topics.
- <https://timeforgeography.co.uk/>: Excellent short video clips for physical processes.
- GCSE Pod – Geography: excellent for revision and practice
- <https://geographical.co.uk/>: Magazine with a wide range of geographical new stories.
- <https://worldmapper.org/>: Maps with a difference to give a different perspective on geographical themes and issues.
- [https://www.gapminder.org/tools/#\\$chart-type=bubbles&url=v1](https://www.gapminder.org/tools/#$chart-type=bubbles&url=v1): Interactive graphs on development and inequality.

Encourage students to watch documentaries such as:

- The Earthshot prize: Repairing our planet <https://www.bbc.co.uk/iplayer/episodes/p09w80wb/the-earthshot-prize-repairing-our-planet>
- Nature documentaries e.g. Blue Planet, Frozen Planet Earth's Great Rivers (available on iPlayer)

Encourage them to read and research around the topics covered in class.

Listen to/read/watch the news for new stories linked to geography.

ENRICHMENT OPPORTUNITIES

Geography Gym meets in the run up to PPEs and examinations as a revision drop in.

Year 10 Enrichment trip to Iceland.

EQUIPMENT NEEDED

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Hutchinson

KS4 Coordinator: Mrs H Simpson



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Physical landscapes in the UK: Coasts	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	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. PPE1
2	Urban Issues and challenges	The changing economic world	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.
3	Urban Issues and challenges	The living world: ecosystems and tropical rainforests	Geographical skills
ASSESSMENT OPPORTUNITIES	Every topic... - One full past paper on relevant module - Series of past paper questions used in lessons (timed) and for homework.	PPE 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.	PPE2 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... <ul style="list-style-type: none">- One full past paper on relevant module- Series of past paper questions used in lessons (timed) and for homework.	Every topic... <ul style="list-style-type: none">- 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... <ul style="list-style-type: none">- One full past paper on relevant module- Series of past paper questions used in lessons (timed) and for homework.	FINAL EXAMINATION



GERMAN GCSE AQA ([Back to Contents](#))

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, Key Stage 3 (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 (Key Stage 3), 45 minutes (Higher)

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

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

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Key Stage 3), 1 hour 15 minutes (Higher)

GROUPINGS

Year 9 is taught in mixed ability groups.

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

Visit from Languages alumni. Celebration of European Day of Languages and house competitions.

EQUIPMENT NEEDED

The text book: Stimmt! Higher Student's Book: 9781292118185/Stimmt! Key Stage 3 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	Year 10	Year 11
1	Holidays The Weather Tenses European Day of Languages	School Life Festivals Grammar: Tenses	The world of work The benefits of learning languages
ASSESSMENT OPPORTUNITIES	Writing and Reading	Speaking and Reading	Preparation for the PPEs
2	Exam Skills' 'Martin' Day St. Nikolaus Advent Christmas	Leisure Time Advantages and Disadvantages of Technology	Work experience in a hotel Future plans
ASSESSMENT OPPORTUNITIES	Peer Speaking	Writing and Listening	PPE Speaking Test PPE Reading, Writing and Listening Tests
3	Role Play Practice Transport Booking a hotel Food Ordering Food Problems at the Restaurant Fruit and Vegetables	F amily and Friends Marriage	Revision
ASSESSMENT OPPORTUNITIES	Listening	Reading, Listening and Writing	PPE 2
4	Parts of the Body 'um....zu...' Illnesses Drugs and Smoking Daily Routine May Day	Social Problems Poverty Homelessness Festivals Assessment Week:	Revision
ASSESSMENT OPPORTUNITIES	Reading and Writing	Reading, Writing, Speaking, Listening	
5	House and Home Town – what there is Shops 'Um....zu...' Pocket Money Clothes Directions Advantages and Disadvantages of your town	The environment Voluntary work Writing Assessment	
ASSESSMENT OPPORTUNITIES	Reading and Writing	Reading and Listening	Examinations



6 ASSESSMENT OPPORTUNITIES	Word Order Modal Verbs Future Tense Tenses Test Film Project	Global events Outing to a theme park Problems at the theme park Film Project	
ASSESSMENT OPPORTUNITIES	Peer Speaking	Speaking	



BTEC FIRST AWARD HEALTH AND SOCIAL CARE: PEARSON EDEXCEL

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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.</p> <p>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	<p>Component 1 PIES growth and development in the main life stages:</p> <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.	Physical and lifestyle factors, social, economic and environmental factors that can have positive or negative effects on health and wellbeing.
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ASSESSMENT OPPORTUNITIES	Powerpoints and presentations	Coursework assessed Understand human growth and development across life stages and the factors that affect it. (A) Coursework assessed Understand the different types of health and social care services and relate to case studies. (A)	Milestone assessment – case study
3	Local Research project The impact of nutrition on health and well being	Component 1 Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development. Component 2 Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.	Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.
ASSESSMENT OPPORTUNITIES	To research services in the local area and how these services help individuals and society List the main food groups. State what is meant by a balanced diet. State the effects of a balanced diet. Identify a healthy meal for children.	Component 1 Coursework assessed For two individuals, assess how well they adapted to the life event and the role and value of support in this process. Component 2 Coursework assessed Research barriers to accessing Health and Social care services and ways to overcome them. (A)	Self-assessment of students health
4		Component 1 Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development. Component 2 Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.	Learners will interpret lifestyle data in relation to risks posed to physical health. <input type="checkbox"/> <input type="checkbox"/> Interpretation of lifestyle data, specifically risks to physical health associated with: o smoking o alcohol consumption o inactive lifestyles



ASSESSMENT OPPORTUNITIES		<p>Component 1 Investigate how individuals deal with life events. (B)</p> <p>Component 2 Demonstrate care values. (B)</p>	<p>Case study milestone task. Review a person's health and lifestyle and suggest improvements</p>
5	Communication Healthy Living	<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</p> <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 delivered • respect for the individual by respecting service users' needs, beliefs and identity • maintaining confidentiality (when dealing with records, avoiding sharing information • inappropriately, e.g. gossip) • preserving the dignity of individuals to help them maintain privacy and self-respect • effective communication that displays empathy and warmth • safeguarding and duty of care, e.g. maintaining a healthy and safe environment, • keeping individuals safe from physical harm • promoting anti-discriminatory practice by being aware of types of unfair • discrimination and avoiding discriminatory behaviour. 	<p>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.</p>



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</p> <p>Investigate how individuals deal with life events. (B)</p> <p>Component 2</p> <p>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</p> <p>Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p> <p>Component 2</p> <p>Learners will reflect on own application of care values, including using teacher or service-user feedback.</p>	Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.
ASSESSMENT OPPORTUNITIES	Milestone task – email to a resident explain types of care and choosing an appropriate provider.	<p>Component 1</p> <p>Investigate how individuals deal with life events. (B)</p> <p>Component 2</p> <p>Review of demonstration of care values (B)</p>	FINAL EXAMINATION



HISTORY: AQA ([Back to Contents](#))

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

Prospective trips: to museum about Victorian surgery / abroad to Russia / domestic to historical site depending on site selected by examination board.

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 (J834): 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 academic writing ability. The NEW Cambridge National in Creative iMedia course equips students with a wide range of knowledge and skills needed to work in the creative digital media and advertising sector. Students will build an understanding and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations. 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. They will develop independence and confidence in using skills that would be relevant to the media industry. It will require students to document their portfolio of work from start to completion by producing written essays and presenting their final end product. Students will then sit for their theory examination and controlled assessments to demonstrate their understanding, knowledge and skills in the subject.

ASSESSMENT OBJECTIVES

R093: Creative iMedia in the media industry

This is an externally assessed unit

In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

- ☐ Topic area 1: The media industry
- ☐ Topic area 2: Factors influencing product design
- ☐ Topic area 3: Pre-production planning
- ☐ Topic area 4: Distribution considerations

R094: Visual identity and digital graphics

This is an externally moderated assessed unit

In this unit students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. ☐ Topic area 1: Develop visual identity

- ☐ Topic area 2: Plan digital graphics for products
- ☐ Topic area 3: Create visual identity and digital graphics

R095: Characters and comics

This is an externally moderated assessed unit

In this unit students will learn how to plan, create and review comics which contain original characters and to understand how comics can be used to obtain repeat customers.

- ☐ Topic area 1: Plan characters and comics
- ☐ Topic area 2: Create characters and comics
- ☐ Topic area 3: Review characters and comics

ASSESSMENT STRUCTURE

1 NEA project (OCR moderated) 10-12 hours (30 GLH). (Done in year 10)

1 NEA project (OCR moderated) 12-15 hours (42 GLH)

1 Written Examination (externally assessed) 1 hour 30mins (48 GLH)

GROUPINGS

Mixed ability of approximately 26 students on average

EXTENDED STUDY INFORMATION



Reading around the subject through web articles, video tutorials, research and revision textbook.

PGOnline: Clear Revise OCR Creative iMedia Levels 1 / 2 J834

Hodder Education: Creative iMedia J834 JudiBrown, Sarah McAtominey & Kevin Wells.

Cambridge National in Creative iMedia Student Book

ENRICHMENT OPPORTUNITIES

Students are encouraged to explore digital graphics and multimedia products that they use in their lives. This will give them an understanding of how the products can be effectively designed and understand how effective design can encourage use. Students should also read widely on how creative and media products are widely used in the advertising industry.

EQUIPMENT NEEDED

Computer or Laptop

Printer

Internet access

MS Office (to complete written tasks or presentation tasks)

Adobe Photoshop software / Photopea online software

Adobe Fireworks software

Comic creator software

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss F Brooke and Mrs S Blight



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	R094 Visual Identity and Digital Graphics Skills building tasks and theory(Digital Graphics)	R094 Visual Identity and Digital Graphics (Controlled Assessment completed in an exam environment)	R095 Characters and Comics (Controlled Assessment in an exam environment)
ASSESSMENT OPPORTUNITIES	Task-based assessments Progress test	Controlled Assessments entered for submission	Controlled Assessments entered for submission
2	R094 Visual Identity and Digital Graphics Skills building tasks (Multimedia)	R095 Characters and Comics. (Theory)	R093 Creative iMedia in the Media industry. (Theory) Resubmission of Controlled Assessment (if required)
ASSESSMENT OPPORTUNITIES	Task-based assessments Progress test	Controlled Assessments entered for submission	PPE of R093
3	R094 Visual Identity and Digital Graphics (Controlled Assessment) Skills building tasks	R095 Characters and Comics. Resubmission of R094 Digital Storytelling (if required)	Public examination starts
ASSESSMENT OPPORTUNITIES	Task-based assessments Progress test	Controlled Assessments entered for submission	Externally moderated controlled assessments Resit of R095 (if required) R093 Externally assessed final examination



MATHEMATICS: EDEXCEL ([Back to Contents](#))

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 Key Stage 3 (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	Chapter assessments at the end of each unit (approximately every 9-12 lessons)	Chapter assessments at the end of each unit (approximately every 8-12 lessons)	Chapter assessments at the end of each unit (approximately every 8-12 lessons) Walk through papers
2	Unit 3 angles and polygons Unit 4 Handling Data	Unit 13 Factors, powers and roots Unit 14 Graphs 1	Targeted revision for preparation for PPE1 Unit 21 Sequences Unit 22 Units and proportionality
ASSESSMENT OPPORTUNITIES	Chapter assessments at the end of each unit (approximately every 9-12 lessons) December - Linear test on all year 9 content covered.	Chapter assessments at the end of each unit (approximately every 8-12 lessons) November – Linear test on all year 9 and 10 content so far.	November PPE
3	Unit 5: Fractions, decimals and percentages Unit 6: Formulae and functions	Unit 14 Graphs 1 & Inequalities Unit 15 Working in 3D	Targeted lessons to address gaps in student knowledge and skills.
ASSESSMENT OPPORTUNITIES	Chapter assessments at the end of each unit (approximately every 9-12 lessons)	Chapter assessments at the end of each unit (approximately every 8-12 lessons)	Exam style paper



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	Chapter assessments at the end of each unit (approximately every 9-12 lessons)	Chapter assessments at the end of each unit (approximately every 8-12 lessons) March PPE	March PPE
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	Chapter assessments at the end of each unit (approximately every 9-12 lessons) May (Assessment Week) Linear test on all year 9 content covered.	Chapter assessments at the end of each unit (approximately every 8-12 lessons) June Linear test on all year 9 and 10 content covered.	May/June Final GCSE examinations
6	Unit 10: Equations	Unit 18 Graphs 2 Unit 19 Pythagoras and Trigonometry. Revision	N/A
ASSESSMENT OPPORTUNITIES	Chapter assessments at the end of each unit (approximately every 8-10 lessons) June Linear test on all year 9 content covered.	Chapter assessments at the end of each unit (approximately every 8-12 lessons)	May/June Final GCSE examinations



MUSIC: EDEXCEL ([Back to Contents](#))

ASSESSMENT OBJECTIVES

AO1 Perform with technical control, expression and interpretation

AO2 Compose and develop musical ideas with technical control and coherence

AO3 Demonstrate and apply musical knowledge

AO4 Use appraising skills to make evaluative and critical judgements about music

ASSESSMENT STRUCTURE

The course is made up of three components:

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

Performing

You will have to submit two performances - one solo and one ensemble piece. Each performance must be a minimum of one minute and together they must be a minimum of four minutes. Each piece is marked out of 30. Credit is given for pieces that are of a standard (grade 4) and more difficult level.

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

Composing

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

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

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

Appraising

This consists of an exam which lasts 1 hour and 45 minutes. 80 marks are available.

There are four Areas of Study with two set works each.

Area of Study	Set Works
Instrumental Music 1700-1820	J.S. Bach: 3 rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1 st Movement from Piano Sonata no. 8 in C minor 'Pathetique'
Vocal Music	H. Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	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')
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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/gcsebitesize/music>

Listen to Classic FM

Go to a Classical Music concert

ENRICHMENT OPPORTUNITIES

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

Instrument

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss J Pitman



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Baseline Assessment Music theory Music Theory Music History Instruments of the Orchestra Solo Performing	Solo performing Composing to a brief <i>Killer Queen</i> by Queen set work analysis <i>Music for a While</i> by Purcell set work analysis <i>Killer Queen</i> by Queen set work analysis	<i>Defying Gravity</i> from Wicked set work analysis Free composition (NEA) <i>Release</i> by Afro Celt Sound System set work analysis Brief Composition (NEA) Performance 1 (NEA)
ASSESSMENT OPPORTUNITIES	Baseline assessment – theory, listening, performing and composing Music theory test Solo performances	Solo performances Exam style questions Performance and composition tasks	Performance 1 - mock and final (NEA) Exam style questions Free composition (NEA)
2	Film Music Structure Ensemble performing	Ensemble performing Music <i>Music for a While</i> by Purcell set work analysis <i>Brandenburg Concerto</i> by J.S. Bach set work analysis	<i>Samba em Preludion</i> by Spalding set work analysis Brief composition (NEA) Performance 2 (NEA) <i>Star Wars</i> by John Williams set work analysis
ASSESSMENT OPPORTUNITIES	Performance and compositions tasks Ensemble performances	Ensemble Performance Exam style questions Performance and composition tasks	Performance 2 – mock and final (NEA) Brief composition (NEA) Exam style questions
3	Around the World Elements of Music Elements of Music Solo and ensemble performances	<i>Piano Sonata No. 8</i> by Beethoven set work analysis <i>Defying Gravity</i> from Wicked set work analysis Solo and ensemble performing Free composition (NEA)	Revision Revi
ASSESSMENT OPPORTUNITIES	Performance and compositions tasks Solo and ensemble performance	Ensemble and solo performance Exam style questions Performance and composition tasks	FINAL EXAMINATION F



BTEC TECH AWARD in Performing Arts: EDEXCEL [\(Back to Contents\)](#)

ASSESSMENT OBJECTIVES

AO1 Understand how to respond to a brief

AO2 Select and develop skills and techniques in response to a brief

AO3 Apply skills and techniques in a workshop performance in response to a brief

AO4 Evaluate the development process and outcome in response to a brief

ASSESSMENT STRUCTURE

The course is made up of three components:

- Exploring the Performing Arts
- Developing Skills and Techniques in the Performing Arts
- Responding to a Brief

Exploring the Performing Arts – 60 marks

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.

The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.

Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Developing Skills and Techniques in the Performing Arts

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.

The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.

Students will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Responding to a Brief – 60 marks

Task set and marked by Pearson completed under supervised conditions.

The set task will be completed in 3 hours within the period timetabled by Pearson.

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

GROUPINGS

Students are taught in mixed ability groups

EXTENDED STUDY INFORMATION

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.

Private reading/watching – students should try to read and watch musicals in order to develop their understanding of the Performing Arts in a wider context.

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. There will also be opportunities for visiting performers to work with the students.

Students who wish to pursue a career in performing arts, or who are simply keen to expand their experience, can get involved in extra-curricular activities ranging from the whole 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
- KS4 drama club

EQUIPMENT NEEDED

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

Plain black t-shirt

Plain black jogging bottoms or trousers

Folder

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	Introduction to course Basics of the Theatre History of Musical Theatre Component 1 delivery A1 Professional performance material, influences, creative outcomes and purpose A2 Roles, responsibilities and skills B1 Processes used in development, rehearsal and performance B2 Production process	Component 2 delivery (cont) A1 Rehearsal/design process B1 Application of skills and techniques in/for performance C1 Review rehearsal/design processes C2 Review performance/outcomes	Component 3 delivery (cont) A1 Understand how to respond to a brief through discussion and practical exploration activities B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief C1 Skills and techniques C2 Working effectively with others C3 Communicating ideas through performance D1 Reflect on the process D2 Reflect on the outcome
ASSESSMENT OPPORTUNITIES	Devised performances Portfolio Mock assessment	Scripted performances Portfolio Mock assessment	Devised performances Portfolio Mock assessment
2	Component 1 Preparation for and completion of assessed assignment	Component 2 Preparation for and completion of assessed assignment	Component 3 Preparation for external assessment
ASSESSMENT OPPORTUNITIES	Internally assessed assignment	Internally assessed assignment	Devised performances Portfolio Mock assessment
3	Component 2 delivery A1 Rehearsal/design process B1 Application of skills and techniques in/for performance C1 Review rehearsal/design processes C2 Review performance/outcomes	Component 3 delivery A1 Understand how to respond to a brief through discussion and practical exploration activities B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief C1 Skills and techniques C2 Working effectively with others C3 Communicating ideas through performance D1 Reflect on the process D2 Reflect on the outcome	Component 3 Preparation for external assessment
ASSESSMENT OPPORTUNITIES	Scripted performances Portfolio Mock assessment	Devised performances Portfolio Mock assessment	External assessment



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

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 netball, football, 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

After school clubs, trips to science labs (Go perform)

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 - Physical training <p>Practical: Variety of activities are completed so that students are more focused on theory best sports/activities.</p>	<p>Theory:</p> <ul style="list-style-type: none"> • Sports Psychology • Socio – cultural influences • All topics are recovered through revision. Focus is on examination questions and exam techniques. <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>



PRINCES TRUST [\(Back to Contents\)](#)

OVERVIEW

The princes Trust programme is a flexible programme that given students the chance e to try lots of new things such as:

- Delivering a community project and making a real difference in the local area
- Learn all sorts of new skills to help with meeting new people and building confidence
- Taking on a business challenge to put entrepreneurial skills to the test
- Improving knowledge and ability to look after yourself and live a healthy life
- Top tips to help you write the perfect CV and get ahead in your career.

Students following this pathway will complete the princes Trust qualification. Students will continue with other mainstream GCSE courses including GCSE English Language & Literature and GCSE Maths alongside Entry Level Programmes.

Progression Opportunities:

- Princes Trust Level 2
- Princes Trust Level 3

ASSESSMENT OBJECTIVES

The princes trust course is a substantial and wide-ranging qualification. The purpose of which is to enables candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real-life contexts.

This quantifies and formalises their preparedness to progress into further education, employment, or vocational training and apprenticeships.

Students will be assessed on a portfolio of evidence.

ASSESSMENT STRUCTURE

The course focuses on students taking part in a range of activities to develop life skills and increase self-confidence. Students work on developing life' skills, which they will evidence through an individual portfolio.

Units will be selected depending on the individual needs and interests of students in the class. Examples could be 'Personal development' or 'managing money'.

GROUPINGS

Teaching groups tend to be small, with between 5-10 students. Additional support is provided by Teaching Assistants and/or Sixth Form Mentors.

HOMEWORK INFORMATION

Students will be set recall homework every lesson.

ENRICHMENT OPPORTUNITIES



Previous enrichment opportunities have included:

- Work experience
- Enviromental Trips
- Practical activities.
- Working with others
- Developing commnication and leadership skills.



RELIGIOUS STUDIES: EDEXCEL [\(Back to Contents\)](#)

ASSESSMENT OBJECTIVES

Assessments are designed to allow students to demonstrate their A01 (knowledge and understanding) and A02 (evaluation and analysis).

There are four sets of a-d questions in each paper, 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

Edexcel B- Religious Studies

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.

HOMEWORK INFORMATION

In Year 9 students receive two homework assignments each week.

In Years 10, students will receive one homework each week.

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 which are available on our google classrooms page.
- 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: q26g3ik

ENRICHMENT OPPORTUNITIES

In year 9 we host Christian and Muslim speakers who 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	Christian Beliefs Muslim Beliefs	Matters of Life and Death
ASSESSMENT OPPORTUNITIES	GCSE style questions – 2 full questions per unit (one mid-unit assessment and one end of unit assessment).	GCSE style questions - 2 full questions per unit (one mid-unit assessment and one end of unit assessment) Full PPE, containing four sets of a-d questions in 1 hr 45 minutes, after October Half term
2	Living the Christian Life Crime and Punishment	Peace and Conflict
ASSESSMENT OPPORTUNITIES	GCSE style questions – 2 full questions per unit. (one mid-unit assessment and one end of unit assessment).	GCSE style questions – 2 full questions per unit (one mid-unit assessment and one end of unit assessment). Full PPE, containing four sets of a-d questions in 1 hr 45 minutes, after the Christmas break
3	Marriage and Family Life Interfaith conference	EXTERNAL EXAMINATION (May) Exploring other world religions
ASSESSMENT OPPORTUNITIES	Assessment week, containing two sets of a-d questions in 56 minutes. GCSE style questions – 2 full questions per unit (one mid-unit assessment and one end of unit assessment).	N/A – formal external examination has been completed in May.



SCIENCES at GCSE: AQA ([Back to Contents](#))

OVERVIEW

We are surrounded by technology and the products of science every day. Public policy decisions that affect every aspect of our lives are based on scientific evidence. And, of course, the immensely complex natural world that surrounds us illustrates infinite scientific concepts. As our students grow up in an increasingly technologically and scientifically advanced world, they need to be scientifically literate to succeed.

Many Maiden Erlegh Students go on to study the Sciences at A 'level and beyond, because so many careers depend on a sound knowledge in the Sciences. From nursing the engineering, from building to hairdressing a good grounding in the Sciences is required.

Our courses at GCSE intend to develop the knowledge and skills required for the Sciences of all students through a content based curriculum supported by an active practical environment.

ASSESSMENT OBJECTIVES

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

ASSESSMENT STRUCTURE

Combined Science

Each subject has 2 papers worth 70 marks lasting 1 hour 15 minutes.

Single Sciences

Each subject has 2 papers worth 100 marks lasting 1 hour 45 minutes.

In addition to the examinations each students is expected to experience 8 required practical experiments per GCSE qualification (so Combined Science has 16).

GROUPINGS

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

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

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

HOMEWORK INFORMATION

In Year 9 students normally receive two homework assignments each week.

In Years 10 and 11 students normally receive one homework each week from each teacher (i.e.3)

EXTENDED STUDY INFORMATION

The Science Department has curated a number of useful resources which can be found through its website: <https://sites.google.com/maidenerleghschools.co.uk/maidenerleghtrust/home?authuser=0>

ENRICHMENT OPPORTUNITIES

Talks by outside speakers have in the past been offered.

Science Fair



EQUIPMENT NEEDED

Pens (black and green)
Pencil
Calculator
Ruler
Protractor

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Interesting places to visit include the Science and Natural History museums in Kensington, the Natural History museums in Oxford and Tring, Jodrell Bank in Cheshire and the Eden Project.

There are open days at the Diamond Light Source in Didcot and the JET Laboratory in Culham.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

The Science Department has curated a number of useful resources which can be found through its website:

<https://sites.google.com/maidenerleghschools.co.uk/maidenerleghtrust/home?authuser=0>

TEXTBOOKS OR REVISION GUIDES

This information can be found on the Science Department Website:

<https://sites.google.com/maidenerleghschools.co.uk/maidenerleghtrust/the-sciences-at-gcse/gcse-support-for-mes-and-mesir>

CONTACTS / ANY FURTHER INFORMATION

Mrs C Bell Head of Science and Biology

Mr R Tait Head of Chemistry

Dr M Balasubramanyam Head of Physics

N.B. ASSESSMENT OPPORTUNITIES = Formative activities



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 Organic Chemistry Simple electric circuits Electricity in the home 	<ul style="list-style-type: none"> Enzymes Photosynthesis Respiration Energy Atomic structure The periodic table Atoms and Radiation Waves 	<ul style="list-style-type: none"> Revision and Feedback for PPE Nervous control Hormonal Control Evolution and variation Chemical analysis Calculations Astrophysics (Physics only) Lenses and Light (Physics only) Forces and Motion Momentum
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 to 11	Past paper questions Pre Public Examinations (29 October – 5 November)
3&4	<ul style="list-style-type: none"> Animal organisation Plant organisation Chemistry of the atmosphere Using resources Atoms and Material Forces 	<ul style="list-style-type: none"> Inheritance Genetics Adaptations and competition Structure and bonding Materials Electromagnetic Waves Gases and Kinteic Theory (Physics only) Static Electricity (Physics only) 	<ul style="list-style-type: none"> paper practice Evolution and variation Natural selection Energy flow and food production (biology only) <p>Combined Science - Revision of topics covered in year 9 and 10 based on PPE</p> <ul style="list-style-type: none"> Electrolysis Equilibrium Electromagnetism Applications of electromagnetism (Physics only) Pressure and moments (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



5&6	<ul style="list-style-type: none"> • Infectious disease • Rates of reaction • Energy Resources 	<ul style="list-style-type: none"> • Adaptations and competition • Organising ecosystems • Nervous control (Biology only) • Hormonal Control (biology only) • Chemical changes • Energy • Further organic chemistry (chemistry only) • Infectious diseases • Circuits • Energy and Efficiency 	<ul style="list-style-type: none"> • Biodiversity • Monoclonal antibodies (biology only) • Plant disease (biology only) <p>All Students - Revision and past</p>
ASSESSMENT OPPORTUNITIES	Each topic will contain a skills based assessment and a test. End of year exams during assessment week	Each topic will contain a skills based assessment and a test	Pre Public Examinations



SPANISH: AQA ([Back to Contents](#))

OVERVIEW

Spanish is a great language to learn and is spoken by 500 million people worldwide. In KS4, all pupils have four hours of Spanish lessons per fortnight with opportunity to attend extra Spanish sessions in y11. Throughout Years 9-11, students will be encouraged to explore language through a wide variety of topics which will help them to develop the four key linguistic skills; Listening, Reading, Writing and Speaking. Pupils develop the four skills through a variety of activities including role play, speaking in pairs or groups, presentations, listening to native speakers, completing written tasks, language games, videos, reading and grammar work. A number of different topics seen in Year 7 and Year 8 are further developed in KS4, for example identity and culture, current and future study, local area, holidays and travel. In addition, students will study a range of new topics such as being environmentally friendly, being healthy, issues facing young people and Spanish tradition. Similarly, we will aim at raising awareness on the importance of learning a language for future studies and careers. The use of Target Language by both students and teacher is carefully planned in order to enhance Spanish rhythms, sounds and intonation.

ASSESSMENT OBJECTIVES

Students to confidently complete AQA exam questions covering the 4 skills – Speaking, writing, reading and listening. Students to get used to the AQA new grading criteria. Students to be able to describe pictures with confidence, understand authentic material in written and oral format. Talk and write about a variety of themes such as healthy life style, world of work or holidays.

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, Key Stage 3 (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 (Key Stage 3), 45 minutes (Higher)

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

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

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Key Stage 3), 1 hour 15 minutes (Higher)

GROUPINGS

Mixed ability - classes may vary from 20 to 28.

A beginner course can take place if enough students are showing interest in taking the course. This course will include aspects covered in Year 7/8.

EXTENDED STUDY INFORMATION

Guide them towards extra vocabulary and grammar practice e.g.:

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

<https://www.spanishplayground.net>

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

Other platforms will be certainly shared during the course of the academic year.

Students can practice reading and listening skills or download PDF documents with key vocabulary.

Studying Spanish movies and or short youtube video clips in target language.

ENRICHMENT OPPORTUNITIES

After school catch up and revision.

European day of languages in September.

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

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

After school clubs and competitions.



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>Talking about the weather</p> <p>Write a letter of complaint to a Hotel.</p>	<p>Introduction to year10 journey.</p> <p>Where did I go (past tense)</p> <p>Talking about sports – what sports are popular and why, comparing England with Spain</p> <p>talking about extreme sports and Spanish culture.</p> <p>Olympic games</p> <p>Link to healthy food and being healthy.</p> <p>What do we eat</p> <p>•Sport/sport events Using the past and the present tense.</p> <p>•Extreme sports Decoding texts -</p> <p>•Socialising with friends and family Use of usted</p>	<p>Recap – talking about healthy lifestyle</p> <p>Problem facing teenagers</p> <p>Talking about the environment:</p> <ul style="list-style-type: none"> - The world nowadays - do you think globally - what do you do for the environment - do you look after the environment <p>Focus on exam questions.</p> <p>Revision of tenses and introduction on the subjunctive</p>
ASSESSMENT OPPORTUNITIES	Written, Spoken, Listening and/or Reading assessments	Written, Spoken, Listening and Reading assessments	PPE – covering all skills by the end of December



<p style="text-align: center;">2</p>	<p>Who am I? Travel and tourist transactions – making complaints. Use of the past tense – ir. Conjugating regular verbs in the preterite. Opinions in the past Conjugating regular verbs in the preterite. Opinions in the past Weather using the past tense More past tense verbs – use of the imperfect tense – tenia and estaba. 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>	<p>Talking about pocket money. Film and television. Expressing a range of opinions Using the present continuous (estoy + iendo- ando). Writing a movie review – focus on the past tense and specific vocabulary. Using the absolute superlative (-isimo) •Social media and technology (use of, advantages and disadvantages) Revising comparatives Using SER and ESTAR – Spanish Christmas celebration and customs.</p>	<p>Why learning a language – Domino el Advantages and disadvantages when learning a language. The importance of learning a language Post 16 – education or career A gap year – what would you do how would you travel. Cultural topic – Spanish music. Spanish festivals.</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Written, Spoken, Listening and/or Reading assessments</p>	<p>Speaking Mock</p>	<p>Written, Spoken, Listening and Reading assessments</p>



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 Describing school uniform and rules. Describing school pressure and problems Practising listening skills. Using the future tense How do school compare to Spain – cultural aspects and differences.</p>	<p>Rooms in the house Prepositions (delante de, detrás de ...etc.) Using relative clauses - donde Opinions and justification about where we live. Using the present tense + Opinion phrases: No soporto, Me da rabia + porque ... Places in town using the present and the imperfect tense. Tan/Tanto/tantos – so, so much, so many Talking about my neighbourhood – tenses and opinions.</p>	<p>Revision sessions – covering all topic seen in the past: Focus on the 4 skills – listening, speaking reading and writing.</p>
ASSESSMENT OPPORTUNITIES	Written, Listening and/or Reading assessments	Written, Spoken, Listening and/or Reading assessments	Written, Spoken, Listening and Reading assessments
4	<p>What my friends and family and family member are like. Focus on describing words and synonyms – variety of vocabulary . Customs and everyday life – my routine and helping around/at home More focus on the past tense – What I used to be like and how have I changed. Talking about plan for the future. Introducing the world of work</p>	<p>How would you change your town Using the conditional tense Shopping for clothes and buying presents. Direct object pronoun – lo compro Demonstrative adjectives – este/ese/estos Talking about the environment in my local areas. What re the problems what do I do to improve it?</p>	<p>Revision sessions – covering all topic seen in the past: Focus on the speaking booklet and written skills.</p>
ASSESSMENT OPPORTUNITIES	Speaking presentation – in front of the class	Written, Spoken, Listening and/or Reading assessments	Written, Spoken, Listening and Reading assessments



5	<p>Jobs, careers and professions. The present tense – to be. Tener que + infinitive</p> <p>Extending answers</p> <p>Using the present, imperfect and future tense</p> <p>The present and the preterite.</p> <p>Using the imperfect tense.</p> <p>Focus on time frames</p> <p>Further study</p> <p>Volunteering</p> <p>Training - Different ways to express a future event</p> <p>Employment - Using the conditional tense</p> <p>Interviews and experiences - Forming the perfect tense</p> <p>Using IF clauses + present tense</p> <p>Using IF + subjunctive + future tense</p>	<p>Body parts and what is wrong with me or other people.</p> <p>Being healthy.</p> <p>What does a family consumes on a weekly bases.</p> <p>At the market/restaurant – recommending a restaurant.</p> <p>Using the present and the imperfect tense.</p> <p>Time phrases</p> <p>Meals – misconceptions – desayuno/como/almuerzo</p> <p>Using the conditional and the future tense</p> <p>Giving advice.</p> <p>Understanding phrases with subjunctive</p> <p>Using the present and the conditional tense –</p> <p>Awareness – issues facing young people</p>	<p>Revision sessions – covering all topic seen in the past:</p> <p>Focus on the reading and listening skills only.</p>
ASSESSMENT OPPORTUNITIES	Written, Spoken, Listening and Reading assessments – end of year exam	Speaking Mock	
6	<p>Catching up and interventions according to assessment results.</p> <p>Festival and cultural projects. Projects based on movies in Target Language</p>	<p>Catching up, interventions, festival and cultural project. Talking about a special day or Spanish celebration.</p> <p>Projects based on movies in Target Language</p> <p>Please note term 5 and 6 could overlap according to exams and speaking assessments.</p>	
ASSESSMENT OPPORTUNITIES	NA	NA	FINAL EXAMINATION