

Maiden Erlegh School in Reading
CURRICULUM BOOKLET
Year 9



ART

Overview

Art and Design can cover endorsements in:

Art and Design
Fine Art
3D Design
Photography
Graphic Communication
Textile Design

Students must explore and create work associated with areas of study from **at least two** titles listed above.

Component 1: must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design.

Component 2: must show evidence of areas of study drawn from **one or more** of the titles.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

Examination Board: AQA

The course is divided into **two areas** for assessment:

- **Component 1: Portfolio of Work.** This is marked out of 80 and carries 60% of the total marks. **DEADLINE: December of Year 11**
- **Component 2: Externally Set Task.** This is also marked out of 80 and carries 40% of the total marks. A paper will be issued by AQA to be given out as soon after **January 1st** as possible. The spring term will give students a period of preparation time to be followed by **ten hours of examination** undertaken over two days at the **end of the spring term or beginning of the summer term in Year 11.**





The Portfolio

The Portfolio may contain work from **Years 9, 10 and 11** although the best work will be selected as it is also known as a controlled assessment. Most of the work students do will be produced in the Art room under the guidance of the teachers and will reflect the breadth of the course.

As well as projects that students undertake there will be opportunities to participate in workshops, attend galleries and museums, and support sessions after school. All of this evidence may be included in the portfolio, but it is not necessary to put everything in that is done during the course. Careful selection, clear organisation and smart presentation will be made in Year 11 in consultation with the leading teacher.

The portfolio must contain at least **1 extended personal project plus other supporting work** which will cover all the assessment criteria.

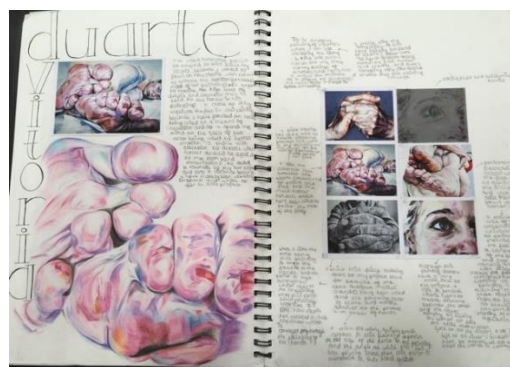
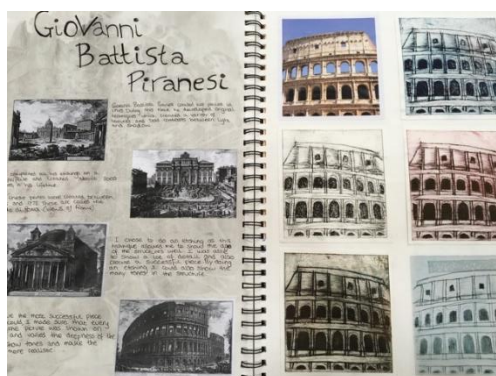
There is no size limit on any of the work and it may be carried out in any medium, e.g a photographic outcome, a piece of sculpture, a textile bag, a painting on paper or canvas, a print on fabric or paper.

A project is a way of working through an idea from a starting point to a realised outcome. There must be evidence that students can:

- Develop ideas through personal research and investigations
- Select and experiment with resources, materials, processes and techniques which are appropriate to the students chosen project
- Record ideas and observations through drawing, taking photographs, making notes, creating maquettes, producing design sheets
- Bring together all of the student's preparatory work into a realised outcome or final piece which shows how they have linked all their prior investigations into a personal project

Students might be given a title or a theme by their teacher that the whole group will work on early on in the GCSE course but will be given the opportunity to develop their own title or select from a variety of themes later in the course.

The type of project students do could relate to an issue; it could be based on a cultural or historical theme; it could be a design brief; it might be based around using certain materials in a workshop or it could be a theme such as "still life" "landscape" or "portraits" – in fact the possibilities are endless.





The Externally Set Task

This is issued in January of Year 11.

This is the **examination** element of the course. Students will receive an examination paper with a number of alternative starting points that are written specifically for your endorsement.

The preparatory time will start as soon as the paper is issued and students may choose to work in a new sketchbook as well as on larger scale work.

There will be milestones set along the way to assist you in formulating their ideas towards a final realisation.

The ten hour examination will be taken over two days in the art rooms in silence and will be supervised by external invigilators although art staff will be present to give technical support. This will be taken at the end of the spring term or the start of the summer term dependent upon where Easter falls and the length of the terms. Students must be thoroughly prepared for the examination and know exactly what you will create as their final outcome over the ten hours. It is their responsibility to get all the materials and resources you will need ready.

Students must have all their preparatory work in school with you ready to hand in at the beginning of the examination.

The end of the ten hour period signifies the end of Component 2 and students may not return to any work after this time.

Assessment Objectives

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

The exams and non-exam assessment will measure how students have achieved the following 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.

Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives.

The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.



ART – YEAR 9

This year is intended as a **foundation to studying at KS4** and should prepare you to produce your best work in Years 10 and 11.

There will be opportunities for enrichment which might include visits to galleries and museums, artist's workshops, talks and collaborative work. You might decide to put forward work from Year 9 for The Portfolio.

Students will begin Year 9 with a series of skills workshops.

The skills workshops will focus on improving students 'skills in; drawing and painting, photography, sketchbook work, three-dimensional skills; print and working with fabrics. Students may work within a given theme such as; Natural forms, Mechanical objects or Texture. This term will include short bursts of work addressing different skills, techniques and processes. All of the assessment criteria can be addressed, with the project concluding in a final outcome.

Research and investigation of the work of artists and sculptors connected to their chosen theme will form a vital role in informing and contextualising students work. They will be expected to conduct research and create a **visual presentation, for example in powerpoint**, which can be assessed

Recording from first hand observation. Students will be encouraged to investigate their chosen theme through ideas and observations. Parents can support students by helping them to discuss their ideas and encouraging them to visually record with a camera, shapes and forms of objects connected to their theme.

Design ideas will be developed, if for example a student wishes to make a large vessel based on Natural Forms then **drawings and photographs** of seed pods and fruits may be made to inform the shape and detail required to create the outcome. A visit to a gallery or a collection would enhance the student's work, allowing first-hand information to be gathered. (Teachers can help to recommend places depending on the student's individual direction).

During this term 2 a trip/visit to a gallery or museum will inspire students to create more independent and confident responses. Whilst completing work for this project students will have the opportunity to work through the assessment criteria and gain confidence and knowledge of its application.

At the end of this term students will be asked to select a theme or topic to explore over the summer holidays which will start the Year 10 course.





Groupings

Students are organised into mixed ability groupings based on their other GCSE options. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.

Homework Information

Homework will be set according to the unit being taught. This will average around **1x 1hr** per week for most pupils. Homework may involve researching, annotating work, critically analysing artists, drawing, photographing, visiting exhibitions or coming in afterschool to use resources.

Extended Study Information

Private reading – students should try to visit exhibitions and galleries to develop their understanding of art in a wider context. This will help to inform AO1 and their own ideas.
Spellings – students will sometimes be given spellings or key vocabulary to learn. They should also endeavour to learn the spelling mistakes.

Visits / Extra-Curricular opportunities

- Visits to galleries and museums to form primary research for projects
- Drop-in sessions afterschool to work
- Visits from artists and groups to work with the students
- Arts Award for More Able Y9 students

Equipment needed

- Sketchbook
- Pen - blue/ black **and** green
- Fine liner
- A glue stick
- A2 Folder
- Colouring pencils

Equipment can be purchased from the school throughout the term. The school will only charge cost price for materials. Students to see pricelist in Art Office.

How can parents support their sons/ daughters?

Provide the tools for homework and revision. Ensure a quiet space and a 'workbox' of pens, paper and other necessities.

Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.

Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.

Help your child to break tasks down so that they are manageable, keep a subtle eye on progress and celebrate achievements, and see a positive way forward when things go badly.



Agree the rules for homework or revision, help them to make a realistic timetable, balance work against the 'fun stuff' and revise the plans as necessary.

Useful online information/online resources

www.aqa.org.uk/subjects/art-and-design/gcse

www.tate.org.uk

www.vam.ac.uk

www.studentartguide.com

Contacts / Any further information

Head of Faculty: Mr Butchers

Teacher of Art: Miss Jordan



Business Studies

At Key Stage 4, Business Studies is an Option subject made available to students.

The course starts with a certificate in preparation for working life; before moving on to the GCSE Business Studies course towards the end of the year.

Year 9

Topic	Course content: Knowledge and skills	Assessment
1	Personal awareness The students will have a knowledge and understanding of personal awareness. They will be required to understand self-concept.	End of topic test.
2	Healthy lifestyles for work-life balance Students understand the need for a healthy lifestyle in order to maintain a good work-life balance.	End of topic test.
3	Relationships and the differences between people Students will be able to recognise formal and informal relationships such as those at work, between individuals and professionals, or in certain social situations e.g. community roles. They will also understand what is meant by prejudice, racism, bullying and discrimination.	End of topic test.
4	The changing world of work The students will have a knowledge and understanding of the wide variety and types of work and the impact of technology. The increased availability of job opportunities abroad with the development of the European Union.	End of topic test.
5	Applying for jobs and courses This is a coursework unit where the students have an awareness that particular skills are required for specific jobs and courses and how these can be acquired. The coursework will comprise the following: A formal letter of application for a job or course to a company A Curriculum Vitae. Candidate notes on interview preparation.	Coursework hand in.
6	Economic and financial aspects of life Students understand the way business enterprises operate through the different types of payment for work. They will have an understanding of basic economics, in particular the diversity, function and contribution of business to the nation's economy.	End of topic test.
7	Employment opportunities The students have an understanding of how business organisations are generally structured and operate with the role of key personnel and management levels within that structure. An appreciation of the importance of human resources and the type of skills and qualifications required to fulfil different roles within an organisation.	End of topic test.
8	Enterprise activities Candidates should be able to engage with ideas, challenges and applications from the business world. They have a basic understanding of the enterprise concept.	End of course exam.



Groupings

Students are taught in mixed ability groups.

Homework Information

The type of homework tasks set during KS4 are research tasks, practical skills learned in lessons and revision for assessments. Homework is usually weekly, taking an average of 30 minutes per piece.

Extended Study Information

Students should extend their learning in Business Studies by reviewing BBC and Guardian websites

Equipment

A USB Memory Stick to back up work is useful for students.

Free Software

Google classroom

How can parents help?

Parents can encourage their child to spend time watching current affairs programmes on TV. They should encourage their children to revise topics as an ongoing process and not to leave it until the end of Year 11.

Extra-Curricular opportunities

Students have access to a Computer room in B1 for support 3 – 4pm every day.

Assessment Opportunities

Students will be assessed formatively for during lesson times and as part of the assessment on homework and end of topic tests.

Students will need to improve work during most lessons, whether that be improving their answers to theory based exam questions.

Students will experience summative assessment during PPE's and Assessment Weeks.

Contacts

Head of Business and Economics: Mr D Jones

Teacher of Business: Mrs L Nave



Computer Science

At Key Stage 4, Computer Science is an Option subject made available to students on the blue pathway.

Year 9

Topic	Course content: Knowledge and skills	Assessment
1	Algorithms Students will further develop their logical thinking skills from mathematics lessons and from their Computing lessons in the Foundation Stage.	End of topic test.
2	Data Representation Students will learn new concepts about data representation by understanding binary, hexadecimal, denary, images and sound representation.	End of topic test.
3	Computer Systems Students will understand the internal system components of computer systems, specifically understanding the CPU, different forms of memory and how the internal system components work together.	End of topic test.
4	Computer Networks Students will learn about different types of networks and network topologies including star, ring, bus, client-server, peer-to-peer and PAN/LAN/WAN. Protocols, TCP/IP models and threats all feature highly in this topic.	End of topic test.
Ongoing	Python Programming Students will learn about to program using Python 3 and the IDE Geany. They will develop their skills in basic programming techniques with casting, selection, iteration, functions, parameters and working with files.	Each topic has a practise exercise which must be completed to a 90% pass rate. There are additional theory topics relating to programming which will be assessed with an end of topic test.

Groupings

Students are taught in mixed ability groups.



Homework Information

The type of homework tasks set during KS4 are research tasks, practising skills learned in lessons and revision for assessments. Homework is usually weekly, taking an average of 30 minutes per piece.

Extended Study Information

Students should extend their learning in programming to develop code using classes or into a different language.

A competition will be run with Year 9 students based on the number of completed Python exercises on [codecademy.com](https://www.codecademy.com)

Equipment

A USB Memory Stick to back up work is useful for students.

Free Software

Google Apps for Education

Geany

Python 3

How can parents help?

Parents can encourage their child to spend time learning how to code on their computer, and not just play games. They should practise problem solving and encourage them to revise theory topics as an ongoing process and not to leave it until the end of Year 11.

Assessment Opportunities

Students will be assessed formatively for during lesson times and as part of the assessment on homework and end of topic tests.

Students will need to improve work during most lessons, whether that be improving their coding practise or improve answers to theory based exam questions.

Students will experience summative assessment during PPE's, Mock NEA's, and Assessment Weeks.

Extra-Curricular opportunities

Students have access to a Computer Science support group on a Monday 3 – 4pm with Miss Brooke.

Contacts

Trust Lead for Computer Science: Miss F Brooke

Teacher of Computer Science: Miss D Stansfield



English ENGLISH – Year 9

The English curriculum is taught through thematic units of work, each developing skills in reading, writing, speaking and listening. We teach our pupils to express themselves fluently and accurately, both orally and in writing. We seek to convey a love of literature and develop students' reading and writing repertoires. While the broad knowledge and skills developed are the same, teaching approaches, specific content and dates of assessment may vary between teachers according to the needs and progress of the class. Students will continue to consolidate and develop their skills in reading, writing and speaking and listening, with the aim of ensuring that they are well-equipped for their GCSE examinations in year 11. Students undertake 2 GCSEs – English Language and English Literature.

The curriculum will focus on developing language/ writing skills, reading novels, short stories, plays, poetry and a range of non-fiction. Students will listen to examples of effective oral presentations, for example, formal speeches in preparation for delivering their own presentation to the class. The literature will include 19th, 20th, and 21st century texts, fiction and non-fiction, as well as a Shakespeare play.

ENGLISH LANGUAGE GCSE (Board: EDEXCEL)



Assessment Objectives

Reading

A01

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

A02

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

A03

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

A04

Evaluate texts critically and support this with appropriate textual references.

Writing

A05

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

A06



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

Spoken Language

A07

Demonstrate presentation skills in a formal setting.

A08

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

A09

Use spoken Standard English effectively in speeches and presentations.

COURSE CONTENT

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

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

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

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

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

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

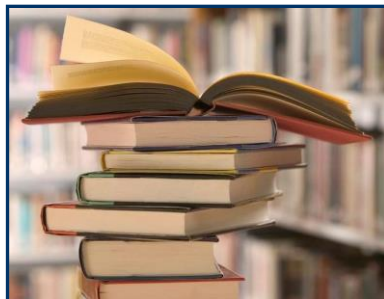
Spoken Language: students will develop presentational skills for a talk to an audience on a topic of their choice.

Assessment Structure

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

Year 9

ENGLISH LITERATURE GCSE (Board: EDEXCEL)



ASSESSMENT OBJECTIVES

A01



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

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

A02

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

A03

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

A04

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

Course Content

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

- a Shakespeare play - *Macbeth*
- a post-1914 British play or novel – *An Inspector Calls* (J B Priestley)
- a 19th century novel – *A Christmas Carol* (Dickens)
- a poetry collection – provided by the exam board

Assessment Structure

All the above texts will be examined in Year 11.

There will be two examinations, both of which will be ‘closed book’: this means texts are not allowed in the examination. It would be useful if students owned their own copies of the texts. The school will make our preferred editions of the texts available to students to buy.

Year 9

Term	Course content: knowledge and skills	Key assessments
1	<p>Time and Place</p> <p>Sub-topics:-</p> <ul style="list-style-type: none"> • An anthology of poetry set by the examination board • <i>Of Mice and Men</i> – modern prose text • Travel writing –a range of non-fiction <p>Practice with unseen texts –fiction, poetic and non-fiction</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>Reading</p> <p>A comparison of 2 of the set poems</p> <p>An unseen poetry analysis</p> <p>An analysis of an extract from <i>Of Mice and Men</i></p> <p>An unseen non-fiction analysis –exam practice</p> <p>Writing</p> <p>A travel writing piece</p> <p>Creative response to either the poems or <i>Of Mice and Men</i></p>
2	<p><i>Macbeth</i> by Shakespeare</p> <p>Sub-topics:-</p> <ul style="list-style-type: none"> • The theme of good v evil 	<p>Reading</p> <p>An analysis of the character of Macbeth</p> <p>An analysis of a soliloquy/ extract</p>



	<ul style="list-style-type: none"> • The supernatural • Gothic literature <p>Practice with unseen texts –fiction, poetic and non-fiction</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>Unseen C19 literature examination practice</p> <p>Writing A Gothic style story Creative response to <i>Macbeth</i></p>
3	<p><i>An Inspector Calls</i> by J B Priestley</p> <p>Sub-topics</p> <ul style="list-style-type: none"> • The nature of social responsibility • The generations • The art of persuasion <p>Practice with unseen texts –fiction, poetic and non-fiction</p> <p>Ongoing spelling, punctuation and grammar skills</p>	<p>Reading An analysis of an extract from the play The character of the Inspector</p> <p>Writing An article in response to a non-fiction text</p> <p>Speaking and Listening A presentation to the class about a social issue</p>
<p>Groupings Students are organised into ability groupings based on their performance in years 7 & 8. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group’s learning needs.</p>		
<p>Homework Information Homework will be set according to the unit being taught. This will average around 2 x 40 minutes per week for most pupils. Homework may involve reading, annotating texts, writing essays and practice examination answers, learning key information, undertaking research, revising for tests or similar tasks.</p> <p>Extended Study Information Private reading – students should try to read a wide range of fiction and non-fiction. Reading lists are available on the school website. Spellings – students will sometimes be given spellings or key vocabulary to learn. They should also endeavour to learn the spelling mistakes highlighted by teachers in marked written work.</p>		
<p>Visits / Extra-Curricular opportunities</p> <ul style="list-style-type: none"> • Visits to theatres and places of interest to literature students will be organised when the opportunity arises. • The faculty produces a school magazine. • There is a reading/ debating club. 		
<p>Equipment needed</p> <ul style="list-style-type: none"> • Exercise book • Pen - blue/ black and green • Highlighters • A glue stick • Private reading book • The set texts when appropriate 		



- Dictionaries and thesauruses are useful to have available at home.

How can parents support their sons/ daughters?

Provide the tools for homework and revision. Ensure a quiet space and a 'workbox' of pens, paper and other necessities.

Show an interest in the subject, help with homework (but do not do it for them), test them when they ask you, devise mini quizzes.

Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.

Help your child to break tasks down so that they are manageable, keep a subtle eye on progress and celebrate achievements, and see a positive way forward when things go badly.

Agree the rules for homework or revision, help them to make a realistic timetable, balance work against the 'fun stuff' and revise the plans as necessary.

Find copies of old exam papers, search out websites, find out about the subject, exam structures and content.

Useful online information/online resources

www.shmoop.com

www.cliffnotes.com

www.sparknotes.com

<https://www.bbc.co.uk/education/levels/z98jmp3>

Contacts / Any further information

Head of Faculty: Mrs J Escott-New



HISTORY

At Key Stage 4 (GCSE), we follow the AQA specification.

Term	Course Content	Assessment
Autumn, first	The causes and events of the First World War Students will develop their historical skills of explanation, analysis, evaluation and forming judgements by studying the causes and events of the First World War through historical sources and interpretations.	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests' on the causes and events of the First World War.
Autumn, second	Russia – The end of Tsardom 1894-1917 Students will study the nature of Russia under the Tsar's such as its geography and diversity and how these were challenges to the Tsar's power. They will also examine the changes that were occurring during the period such as the growth of opposition and the impact of the First World War on Russia and its people.	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests' on the social, political and economic conditions and changes faced by Russia and its people.
Spring, first	Russia – Lenin's new society 1917-1924 Students will study how the Bolshevik's under the leadership of Lenin and Trotsky were able to overthrow the Provisional Government in the November Revolution of 1917 but then consolidate their power during the Russian Civil War 1918-1921 and establish a Bolshevik state through policies like War Communism and the New Economic Policy (NEP).	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests' on the social, political and economic changes that occurred for Russia and its people.
Spring, second and Summer, first	Russia – Stalin's USSR 1924-1945 Students will study the power struggle that took place following the death of Lenin in 1924 and how Stalin was able to consolidate his power through the development of a cult of personality, propaganda, state control of the arts and sciences and authoritarian control through terror. They will also evaluate the impact of the economic policies Stalin introduced such the Five-Year Plans and the collectivisation of agriculture.	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests' on the social, political and economic changes that occurred for Russia and its people during Stalin's rule.
Summer, second	Conflict and Tension – Peacemaking 1919-1920 Students will study the peace treaties designed to resolve the end of the First World War. They will study the challenges faced by the peace makers, the terms of the treaties and the impact of these terms on the defeated nations and the wider world.	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'.



Groupings

History is taught in mixed ability groups.

Homework information

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key historical skills. One piece of homework is set each week for History: this will be a research or learning piece (key words, facts, dates etc.) one week and a more written piece the next. While these tasks may average around 40 minutes, they will vary in length depending on the activity and topic.

Homework tasks in Year 9 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on historical events and individuals. There will also be practice questions for the GCSE.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home. We would also encourage you to ask your son or daughter about what they have studied in History as this will enrich the discursive element of the subject. Additional reading lists are also made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch to acquire more knowledge of specific topics studied. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today.

Equipment needed

A pencil, ruler and writing pens (green pen for 'improvement work') are essential in every History lesson. It may also be useful to have the following items: sharpener, eraser, colouring pencils, compass, calculator, highlighter, glue stick, scissors.

Visits/Extra-curricular opportunities

A film club is planned from October half-term onwards which will show documentaries to further consolidate and challenge the student's studies in GCSE history.

Subject contact name

Head of History – Mr A. Jackson



Curriculum booklet Key Stage 4– Food, preparation and and Nutrition

MER 2017-18

Overview statement about subject – Key stage 4 GCSE

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

It offers valuable preparation for those wishing to progress to further or higher education, leading to careers in teaching, food science, dietetics, manufacturing or a role within the hospitality industry. It also develops vital life skills which will enable students to feed themselves and others affordably and nutritiously, both now and later in life.

COURSE CONTENT

A. Nutrition

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

B. Food

Food provenance

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

Food choice

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

C. Cooking and food preparation



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

ASSESSMENT

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

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

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

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

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

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

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



Curriculum booklet Key Stage 4– Health and Social care

MER 2017-18

Overview statement about subject – Key stage 4 GCSE

Component 1: Human Lifespan Development

Delivery of this component

Component 1 underpins the learning in Components 2 and 3. In this component, in Learning aim A, students are introduced to the life stages and the areas of development: physical, intellectual, emotional and social (PIES). Students must understand the key aspects of development at each life stage. They must then consider factors that can affect different aspects of development. It is helpful for students to draw on knowledge of self and family members for them to grasp this topic, supported by case studies and video clips. Learning aim B explores life events – expected and unexpected – their impact and how individuals cope. Students will need to apply higher order thinking skills to avoid making assumptions, understanding that events may affect individuals differently depending on age, available support and other factors. Timelines are useful to help students to explore expected events across life stages. Speakers such as counsellors or social workers who are invited to talk to the students, would be beneficial.

Component 1 should be taught first or alongside Component 2, followed by Component 3. This enables students to apply their knowledge of human development to the context of care service provision and values (Component 2) and will support their understanding of the influences on, and implications for, individuals' health and welfare needs (Component 3).

Assessment guidance

This unit is internally assessed. Teachers should provide students with an assignment brief at the end of a period of learning. For this component, it is recommended that the first assignment is given after the delivery of Learning aim A and the second assignment after the delivery of Learning aim B. Assignments must be the students' own work and could be completed either within classroom hours or for homework. It should be made clear to students when they undertake formal assessment on which they will be assessed and graded that they must work independently to demonstrate their own knowledge and understanding.

Assignment briefs should have a vocational context so it is advisable that they are introduced through case studies. Questions should be clear and unambiguous to enable students to apply their learning and achieve all criteria listed in the component. Although all content must be taught, assessment may not necessarily cover all aspects, for instance, a case study assessing Learning aim A may be based on individuals from three life stages.

Pearson provides authorised briefs available on the Pearson qualifications website but these may be adapted to meet local needs and the individual needs of students. Students may present their evidence through written tasks, oral presentation supported by questioning or a combination of these. Where oral presentations or questioning are used, teachers must consider how they can clearly present evidence on which they base their decisions, for example, video or audio recording and/or detailed notes against the criteria.



Component 2: Health and Social Care Services and Values

Delivery of this component

Students will start this component by learning about the wide range of health and social care services. This links closely to Component 1 because they will learn about health and social care services that are available for individuals across all the life stages. Sometimes, although services may be available, there can be barriers for some individuals in accessing them. Students will explore barriers that some individuals face and will learn how these barriers may be overcome.

Individuals who access health and social care services are often vulnerable and it is for this reason that a set of values exists. Students will learn how to adopt compassionate and caring behaviours and will learn to apply these values to individuals who are using health and social care services. Students will learn about the importance of reviewing their practice, which will help them to develop and improve their skills in relation to upholding care values.

Student access to real health or social care environments would be preferable, but it is recognised that this may not be possible for many students. It is for this reason that many opportunities have been given for students to practise and demonstrate their skills using role play with realistic scenarios.

Component 2 could be taught alongside Components 1 and 3; this would enable students to effectively demonstrate application of care values while having a maximum knowledge base.

Assessment guidance

This unit is internally assessed. Teachers should provide students with an assignment brief at the end of a period of learning. For Component 2, it is recommended that the first assignment is given after the delivery of Learning aim A and the second assignment after the delivery of Learning aim B. It should be made clear to students when they are undertaking formal assignments on which they will be assessed and graded that they must work independently to demonstrate own knowledge and understanding.

Assignment briefs should have a vocational context and therefore it is advisable that they are introduced through case studies. Questions should be clear and unambiguous, enabling students to apply their learning and achieve all criteria listed in the component.

Pearson provides authorised briefs available on the Pearson qualifications website but these may be adapted to meet local needs and the individual needs of students. Students may present their evidence through written tasks, oral presentation supported by questioning or a combination of these. Where oral presentations or questioning and role play are used, students must be adequately prepared and teachers must consider how they can clearly present evidence on which they base their decisions, for example, video or audio recording and/or detailed notes against criteria.

Component 3: Health and Well-being

Delivery of this component

Students will start by studying the factors that affect health and well-being. This links to Component 1 but it is important that students understand that the focus in this component is on health and well-being, i.e. the effects of various factors on the physical, intellectual, emotional and social (PIES) **needs** of a person. This is in contrast to when they were



introduced to PIES in Component 1 where the focus was on the PIES **changes** in an individual as they grow and develop. Students will then learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health. Finally, they will learn how to design a health and well-being improvement plan and understand how obstacles that individuals may face when implementing such a plan might be overcome.

Because this unit builds on the knowledge, understanding and skills acquired and developed during Components 1 and 2, this component is best studied after the other components. There is overlap with factors and life events from Component 1 and services and care values from Component 2.

They will need to revise the content of this component carefully before their final assessment so they need to be given opportunities to consolidate their learning throughout the teaching of this component. The suggested activities in this Scheme of Work have been made as varied as possible in order to engage and maintain the interest of the students. However, you may want to adapt them to suit your particular cohort of students.

Assessment guidance

This component is externally assessed and synoptic, so builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2. The assessment is based on a case study. Students will be asked to assess an individual's health and well-being, drawing on their understanding of life events from Component 1 and design a health and well-being improvement plan, drawing on their knowledge of services and care values from Component 2.

The supervised assessment is available twice a year, in February and May/June. It will last for a maximum of 3 hours and will be worth 60 marks. It is important that students are taught revision strategies and given ample practice at tackling the designing of a health and well-being improvement plan based on their assessment of an individual's health and well-being. Sample assessment material is available on the Pearson website to help prepare students for their own assessment.



Key stage 4 H&SC	Year 9 (TBC)
Term 1	Component 1: Human Lifespan Development
Term 2	Component 2: Health and Social Care Services and Values
Term 3	Component 3: Health and Well-being



Curriculum booklet Key Stage 4– Design & Technology

MER 2017-18

Overview statement about subject – Key stage 4 GCSE

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. There are close links to mathematics, science, engineering, computing and art.

Specification at a glance

The qualification is linear, meaning students sit all their exams at the end of the course.

Students will learn

- Imaginative practical work is at its heart. Students explore, design, create and evaluate prototypes to solve real world problems.
- Students gain a broad understanding of technical, designing and making principles.
- No restrictions on materials when making prototypes.
- Question paper split into three sections, which mirror the three content areas of the specification.

How the new assessment will work

- 50% exam (maths and science knowledge contributes 15%).
- 50% non-exam assessment (NEA), one practical activity (students develop a brief in response to a contextual challenge set by AQA, released on 1 June in the year before submission).

3.1 Core technical principles:

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

All of this section must be taught and all will be assessed.



3.2 Specialist technical principles

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Each specialist technical principle should be delivered through **at least one** material category **or** system. Not all of the principles outlined above relate to every material category or system, but all must be taught.

The categories through which the principles can be delivered are:

- Papers and boards, timber based materials, metal based materials, polymers, textile based materials and electronic and mechanical systems.

3.3 Designing and making principles

Students should know and understand that all design and technology activities take place within a wide range of contexts.

They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.

They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas



- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

Students follow an iterative design approach. They will undertake a range of research tasks to influence design, including product investigation and identify user needs. Students are encouraged to be creative and generate original ideas based on their research to produce a high quality prototypes. Students will understand workshop safety and will use a range of hand tools and machinery to create their work. The projects examine creative and practical skills using a range of materials and processes. Students will use computers to develop their hand drawn design as well as modelling in 3d. They will use CAD/CAM such as the laser cutter and 3d printer.

Students will learn and understand relevant theory relating to the subject in preparation for the final exam as well as undertake a range of design and make projects throughout the course to develop their practical skills for NEA.

The main specialist material areas we will cover are: Papers and boards, Timber based materials and Polymers.



Key stage 4 DT	Year 9	Year 10	Year 11
Term 1	Introduction to course – Unit 1 Theory – New and emerging technologies systems approach to designing Practical - Design and make smart watch project.	Unit 3 Theory - Materials and their working properties. Practical - Extended making task	Continuation of NEA and revision of theory
Term 2	Unit 2 Theory - energy generation and storage developments in new materials Practical - Smart watch packaging and make	Unit 4 Forces and stresses, Ecological and social footprint Sources and origins, using and working with materials Stock forms Types and sizes Scales of production Specialist techniques and processes Surface treatments and finishes. Practical - Extended making task	Completion of NEA and revision of theory. Preparation for examination. <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles
Term 3	Unit 2 Theory - mechanical devices, materials and their working properties. Practical skills tasks using a range of materials and processes.	NEA and revision of theory. Students will prepare and undertake their final NEA. Criteria to be set by AQA from June 1 st .	Exam preparation <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles
Exam	Paper 1 What's assessed <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 100 marks • 50 % of GCSE 	Questions Section A: Core technical principles (20 marks) Multiple choice and short answer questions assess broad technical knowledge and understanding. Section B: Specialist technical principles (30 marks) Several short answer questions (2 – 5 marks)	



		<p>and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C: Designing and making principles (50 marks) Short and extended response questions, includes a 12 mark design question.</p>	
Non Exam Assessment (NEA)	<p>What's assessed Practical application of:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment (NEA) approximately 30 – 35 hours • 100 marks • 50 % of GCSE <p>What should students produce</p> <ul style="list-style-type: none"> • Substantial design and make task. • Assessment criteria to include the following: <ul style="list-style-type: none"> • investigating • designing • making • analysing and evaluating. 	<p>Task(s)</p> <ul style="list-style-type: none"> • Contextual challenges to be released annually by AQA on 1 June, in the year before submission. • Students will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate the assessment criteria above. • Work will be marked by teachers and moderated by AQA. 	<p>In the spirit of the iterative design process, marks should be awarded throughout each stage of the design process.</p>

Groupings

The Technology groups are not set on ability. Groups are mixed and students will be required to work independently and in teams. Students are encouraged to be independent and are expected to work effectively to meet deadlines. The subject has formal links with Maths and Science as well as expected competence in Literacy.



Homework information

Weekly homework to support class activities – Research, Analysis, drawing skills and communication skills will be the focus. Students will be expected to spend at least 30 minutes on their homework.

Extended study info

Students are encouraged to spend time in the department outside of lesson time under supervision to extend their outcomes. We link closely to other departments such as Science, Maths and Art. Students are encouraged to see the links with other subject areas. Students will be encouraged to enter competitions and get involved in technology in the school and wider community.

Equipment needed

A3 plastic sleeve portfolio, AQA DT GCSE textbook, a small sketchbook. Black/Blue pen, pencils (HB, 2B), 300 mm ruler, fine liner pen, coloured pencils, scissors, glue sticks, green pens. Students may wish to buy quality marker pens for use in graphics. Lab coats for use in the technology workshop.

Visits/Extra-curricular opportunities

Technology Club, Design Club and visiting professionals from the design and manufacturing industry. STEM activities will be offered.

Future visits that have a Technology focus will be encouraged such as the Design Museum and New Designers Exhibition.

Subject contact name

Mr C Bradley – Head of Technology (MER)



Curriculum booklet Key Stage 4– Visual Communications – Technical Award

MER 2017-18

Overview statement about subject – Key stage 4 Technical Award – Visual Communications – creating promotional products and materials

This is a practical qualification with a focus on developing practical design and layout skills, learners will have the opportunity to use traditional skills, such as drawing and sketching in 2D and 3D and also modern technologies, including web design.

This qualification enables learners to:

- develop a broad knowledge of materials, components and technologies
- develop practical skills to produce high quality functional prototypes and/or products
- develop decision making skills through both independent, team and collaborative work
- communicate their decisions effectively to a third party
- produce, read, interpret and work from drawings, briefs and instructions
- present ideas and proposals to a near professional standard
- develop an understanding of quality, and how this can be achieved using a variety of techniques, both traditional and digital
- use materials efficiently in relation to cost and environmental impact
- demonstrate safe working practices
- use key technical terminology related to materials and processes
- develop the knowledge and understanding to evaluate and refine their own skills
- develop an awareness of industrial practices and employment opportunities
- be able to design and make products that demonstrate creativity and originality
- develop an understanding of digital software applications.

All learners will be taught and assessed in the same way, and there is no need to split your class into Level 1 and Level 2.

Assessment structure

There are two internally-assessed units, and a third unit that is externally assessed.

Unit 1: Skills Demonstration (30%)

Learners have the chance to carry out a number of bite-sized projects to demonstrate their competency in the core skills outlined in the specification. They'll record their work in a portfolio.

Skills include:

- drawing and sketching in 2D and 3D



- using digital software
- understanding typography
- colour theory
- publishing layout
- surface development and card engineering
- photography
- web design
- printing processes
- finishing techniques
- team work and collaboration.

Unit 2: Extended making project (30%)

For this unit learners will undertake an extended project that showcases the skills they have developed in unit 1.

Example briefs learners might receive:

- A client has asked you to produce a point-of-sale display for products associated with a major sporting event.
- Design a webpage to promote a new product of your choice aimed at teenagers.
- A new hotel is opening in your town or city. Produce a set of promotional materials for the launch.

The project will be marked against the following criteria:

- planning and development, making, testing and evaluation and communication

Unit 3: External assessment (written exam – 40%) Learners will be assessed on the following topics:

- Business organisation and activity
- Career opportunities
- Intellectual property
- Planning
- Visual communication techniques
- Consideration of commercial aspects
- Processes and skills
- Social, environmental, cultural and economic issues
- Health and safety
- Materials and stock forms
- Tools and equipment



Key stage 4 Visual Communications	Year 9	Year 10	Year 11
<p>Term 1</p>	<p>1. Drawing and sketching in 2D and 3D 2. Application of colour theory and using typography 3. Producing publishing layouts and web-based design 4. Application of surface development and card engineering using hand tools</p> <p>Practical skills tasks – See below for a selection of design briefs</p>	<p>Practical skills tasks – See below for a selection of design briefs – Consolidation of prior learning.</p> <p>1. Drawing and sketching in 2D and 3D 2. Application of colour theory and using typography</p>	<p>Preparation for summative assessment – Exam.</p> <p>Consolidation of prior learning.</p> <p>7. Using CAD/CAM for model making</p> <p>8. Teamwork</p>
<p>Term 2</p>	<p>5. Image capture and manipulation and using digital editing</p> <p>6. Using printing processes and finishing techniques</p>	<p>Practical skills tasks – See below for a selection of design briefs – Consolidation of prior learning.</p> <p>3. Producing publishing layouts and web-based design 4. Application of surface development and card engineering using hand tools</p>	<p>Completion of NEA and revision of theory. Preparation for examination.</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles
<p>Term 3</p>	<p>7. Using CAD/CAM for model making</p> <p>8. Teamwork</p>	<p>Practical skills tasks – See below for a selection of design briefs – Consolidation of prior learning.</p> <p>5. Image capture and manipulation and using digital editing</p> <p>6. Using printing processes and finishing techniques</p>	<p>Exam preparation</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>Exam criteria shown above.</p>



Example tasks

This is a brand new course so theory will be delivered alongside practical projects that will be developed over time and with the release of appropriate guidance from AQA.

Here are example tasks that you may wish to follow. You're free to design your own tasks as long as they allow learners to access the skills, knowledge and understanding identified above and can be assessed against the criteria given in Internal assessment unit 2.

When following their chosen task, learners must produce both a digital **and** 3D outcome in order to fully meet the assessment criteria.

Example task 1

A client who owns a sportswear company has asked you to produce the branding and suitable packaging for one of their products.

Example task 2

Create an identity for a new travel company who specialise in adventure holidays aimed at teenagers. The company is keen to stand out from competitors and has asked you to develop promotional material that promotes their individuality.

Example task 3

A new boutique hotel is opening in your town/city taking bookings for weekend breaks, gift experiences and special occasions. Produce a set of promotional materials for the launch.

Example task 4

Come up with a poster campaign to raise awareness of a charity chosen by you. Consider how you can encourage participation when producing your fundraising pack.

Example task 5

'Everybody' is an ethical beauty brand interested in creating sustainable packaging. You have been commissioned to create the branding for a new range of beauty products along with suitable packaging for one of the products.

Groupings

Visual Communications groups are not set on ability. Groups are mixed and students will be required to work independently and actively encouraged to demonstrate teamwork. Students should aim to be independent and are expected to work effectively to meet deadlines.

Homework information

Weekly homework to support class activities – Research, Analysis, drawing skills and communication skills will be the focus. Students will be expected to spend at least 30 minutes on their homework.

Extended study info

Students are encouraged to spend time in the department outside of lesson time under supervision to extend their outcomes. We link closely to other departments such as Science, Maths and Art. Students are encouraged to see the links with other subject areas. Students will be encouraged to enter competitions and get involved in the visual communications in the school and wider community.



Equipment needed

A3 plastic sleeve portfolio, Visual Communications AQA textbook (tbc), a small sketchbook. Black/Blue pen, pencils (HB, 2B), 300 mm ruler, fine liner pen, coloured pencils, scissors, glue sticks, green pens. Students may wish to buy quality marker pens for use in graphics.

Visits/Extra-curricular opportunities

Design Club and visiting professionals from the design and manufacturing industry. STEM activities will be offered.

Future visits that have a Visual Communications focus will be encouraged such as the Design Museum and New Designers Exhibition.

Subject contact name

Mr C Bradley – Head of Technology (MER)



KS4 Core Physical Education

At Maiden Erlegh School in Reading the PE curriculum is designed to inspire and engage all student's to succeed and become more independent in their learning.

Students will:

- develop their competence in a broad range of physical activities
- be physically active for sustained periods of time
- fully engage in competitive sports and activities
- be taught to lead a healthy, active lifestyle

Students will be taught to:

- develop their technique and improve their performance in a range of competitive team sports
- perform a range of gym and dance styles and forms
- analyse their own and others performance

All students in year 9 have 2 lessons per week and activities change every half term and cover a wide variety of sports and activities

Year Group	Sports/Activities Covered	Overview of Assessment
Year 9 Boys	Compulsory performance of: Contact Rugby: Developing outwitting skills Football: developing outwitting skills Handball: developing outwitting skills Fitness: developing how to increase fitness Dance: developing expressive skills Badminton: developing outwitting skills Gymnastics: developing accurate replication Basketball: developing outwitting skills Cricket: developing outwitting skills Rounders: developing outwitting skills Tennis: developing outwitting skills Athletics: developing excelling skills	Assessment: Ongoing throughout, but final practical assessment at the end of every half term out of 10 which will contribute towards an overall level for the DCP. Performance ad capabilities are judged against performance indicators. At the start of every term the students perform a 12 minute cooper test to see how their fitness is progressing



	At the start of every lesson, students perform fitness as part of their aerobic warm up	
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Year Group	Sports/Activities Covered	Overview of Assessment
Year 9 Girls	Compulsory performance of: Netball: Developing outwitting skills Football: developing outwitting skills Handball: developing outwitting skills Fitness: developing how to increase fitness Dance: developing expressive skills Badminton: developing outwitting skills Gymnastics: developing accurate replication Basketball: developing outwitting skills Cricket: developing outwitting skills Rounders: developing outwitting skills Tennis: developing outwitting skills Athletics: developing excelling skills At the start of every lesson, students perform fitness as part of their aerobic warm up	Assessment: Ongoing throughout, but final practical assessment at the end of every half term out of 10 which will contribute towards an overall level for the DCP. Performance ad capabilities are judged against performance indicators. At the start of every term the students perform a 12 minute cooper test to see how their fitness is progressing

Grouping:

Students are taught in single sex groups for their games lessons and mixed/single sex groups for their other lesson. This is dependent upon the timetable and not set by ability.

Extended Extra-Curricular Study Information



Students are encouraged to participate in sporting clubs as extra-curricular activities. This include fixture and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication home.

The fixtures list can be found on the school website.

Equipment:

Students require the following equipment over the course of the year – all named.

Maiden Erlegh Navy blue polo shirt

Maiden Erlegh Navy blue long contact shirt – boys only

Maiden Erlegh Navy blue fleece – girls only

Maiden Erlegh Navy blue shorts/tracksuit bottoms

Maiden Erlegh Navy blue football/rugby socks

White sports socks

Sports Trainers (not canvas shoes)

Football boots

Shin pads – for football

Gum shield – recommended for contact rugby

Student should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

Further Contact Information

Mrs Nicole Roberts

Head of Physical Education



GCSE Physical Education

Board: EDEXCEL



Why Study GCSE Physical Education?

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

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

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

Course Content

Theoretical Component (60%)

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

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

Practical Component (40%)

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

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

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



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

Assessment

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

Course Overview

Term	Course Content	Overview of Assessment
Autumn 1	Health, Fitness and Well-being (Paper 2: Health and Performance) Physical, emotional and social health benefits. Lifestyle choices and impact on performance Balanced diet and diet in sport	End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit on reasons why people make choices
Autumn 2	Applied Anatomy (Paper 1: Fitness and Body Systems) Skeletal System – functions of skeleton, classification of bones, identification of bones, role of ligaments and tendons Muscular System – functions of muscles, location of muscles, how they work as pairs, types	End of unit topic test assessment (GCSE exam style questions) Short exam style questions throughout the unit and recall of bones and muscles
Spring 1	Applied Anatomy (Paper 1: Fitness and Body Systems) Cardiovascular System – functions, structure, vessels, vascular shunting, transport of blood Respiratory System – composition of air, lung volumes, location, structure and function of components, energy sources.	End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit and recall of structures and functions of heart and lungs



Spring 2	<p>Movement Analysis (Paper 1: Fitness and Body Systems)</p> <p>Lever systems in sport (first, second and third)</p> <p>Mechanical advantages in sport – loads, efforts and range of movement)</p> <p>Movements possible at joints</p> <p>Classification of joints – planes and axis</p>	<p>End of unit topic test assessment (GCSE exam style questions)</p> <p>Short questions of application of levers in sporting situations, full movement analysis of a sport of choice</p>
Summer 1	<p>Sports Psychology (Paper 2: Health and Performance)</p> <p>Goal setting, classification of skill, forms of practice, types of guidance</p>	<p>End of unit topic test assessment (GCSE exam style questions)</p> <p>Questions on goal setting, students devising their own goals for next years coursework</p>
Summer 2	<p>Sports Psychology (Paper 2: Health and Performance)</p> <p>Mental preparation, types of feedback, interpreting and analysis and graphical data</p>	<p>End of unit topic test assessment (GCSE exam style questions)</p> <p>End of year examination on all sections</p>

Grouping:

Students are taught in mixed sex classes dependent upon option choices

Homework:

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

Extended Extra-Curricular Study Information



Students are actively encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication home.

The fixtures list can be found on the school website.

Equipment:

Practical Lessons

Students require the following equipment over the course of the year – all named.

Maiden Erlegh Navy blue polo shirt

Maiden Erlegh Navy blue long contact shirt – boys only

Maiden Erlegh Navy blue fleece – girls only

Maiden Erlegh Navy blue shorts/tracksuit bottoms

Maiden Erlegh Navy blue football/rugby socks

White sports socks

Sports Trainers (not canvas shoes)

Football boots

Shin pads – for football

Gum shield – recommended for contact rugby

Student should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

Theoretical Lessons

A pencil, ruler, writing pens (green pen for 'improvement work') are all essential in every theoretical PE lessons. It may also be useful to have the following items: sharpener, eraser, colouring pencils, calculator, highlighter, glue stick and scissors.

Further Contact Information

Mrs Nicole Roberts

Head of Physical Education





Welcome to the Modern Foreign Languages department

In the MFL department at Maiden Erleigh School in Reading we are passionate about the value of learning languages in the world today. Pupils have the opportunity to learn French or Spanish up to GCSE level, as well as enjoy after school clubs and language competitions. We believe that knowing more than one language opens doors and offers a wealth of opportunities in life, both professionally and personally.

Spanish overview Year 8 and y9.

In the Spanish department at Maiden Erleigh School in Reading, the structure of the course is based on the topics seen in Mira 2 Express textbook. Lessons include a great variety of differentiated listening, speaking, reading and writing activities created by the teacher including pair work to encourage speaking confidence; text book exercises to embed language; games to engage and enthuse; independent learning and research skills; grammar exercises to develop language concepts; translation work to practise crucial skills. Grammar terminology is taught and used in class, and teachers consistently use and teach Spanish for classroom instructions and interactions, to increase pupil confidence in speaking Spanish.

Homework information in MFL – French and Spanish

Weekly homework may include differentiated written tasks to practise classroom-taught language, or vocabulary rote learning. The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in lessons, but also outside school. Students are usually given homework that covers the four skills: reading, listening speaking and writing. For most pupils this will average up to half an hour per week.

Equipment

A pencil, rubber, ruler and a couple of writing pens are always essential in every French and 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 as department we encourage students to use French and Spanish spontaneously and therefore avoiding the use of a dictionary.

Contacts

Mr G. Raso – Curriculum Leader For MFL

Mrs R, Clarke – French Teacher, SENCO and Purple Pathway

Mrs A. Sutton – French and English Teacher

Mr J. Winstanley – French and Spanish Teacher.



Spanish Year 8 and year 9 – List of topic and assessments (Mira Express 2).

Term 1 – Activities, describing yourself and friends, nationalities, places in town, television, films, invitations and making excuses.

- Expressing opinions about activities: *me gusta...*
- Descriptions of people: *el pelo, los ojos*
- Nationalities: writing an extended text
- Places in town: near future tense (*voy a* + infinitive)
- Television: opinions and new adjectives
- Films: *más...que..., menos...que...*
- Invitations : authentic Spanish expressions
- Making excuses : using *querer* and *poder*

Term 2 – Describing past holidays, saying what you did on holiday, learning about the Spanish speaking world, mealtimes, food, shopping for food, restaurants, meals

- Describing past holidays: preterite tense of *ser* and *ir*
- Spanish speaking world: increasing cultural knowledge
- Mealtimes: time expressions
- Shopping for food: using numbers up to 1000
- Restaurants: understanding the difference between *tú* and *usted*

Term 3- Clothes, school uniform, preferences, trips, health, body parts, ailments, healthy eating, lifestyle choices

- Clothes: adjectival agreement (*una falda roja*)
- School uniform: comparisons and superlatives
- Body parts: *me duele(n)*
- Ailments: *tengo catarro/tengo tos*
- Healthy eating: making resolutions for the future
- Lifestyle choices: using *para* to make more complex sentences

Overview Assessment

Assessment Term 1 (October and December) – Listening, Reading, Writing and Speaking.

Assessment Term 2 (February and March) – Listening, Reading, Writing and Speaking.

Assessment Term 3 (May and June) – Listening, Reading, Writing and Speaking



French Year 9– List of topic and assessments

Topics	
<p>Term 1 - Introductory lesson: Overview of the year and expectations. Introducing yourself and others using the present tense. Free time activities – challenge – use of different tenses. Discuss Tv preferences – revision of j’aime + infinitive Discuss what you do in your free time Discuss films – challenge – use of different tenses. Daily routine – reflexive verb using “ME”</p>	
DCP1: 18 Oct	
CHRISTMAS	
<p>Leisure time: discussing what you read/ see Me, my family and friends: Revising family members and describing people – challenge: what people say about me. Use of the present and imperfect tense. Talking about friends and what makes a good friend Talking about family relationships Free time activities Free time activities: Revising places in town and activities Making arrangements to go out – use of modal verbs – je dois/je veux ...</p>	
DCP2: 13 Dec	
CHRISTMAS	
<p>Term 2 – Describing a night out with friends Me, my family and friends: Talking about life when you were younger Talking about role models Using the imperfect tense to narrate events.</p>	
HALF TERM	
<p>Free time activities:</p> <ul style="list-style-type: none"> - Sports - Internet and technology - Using the mobile phone - My life online - Reading and TV habits <p>Main focus – using the 3 tenses.</p>	
EASTER	
<p>Term 3 - Talk about actors and films Preparation for yr9 exams Preparation for speaking assessment Revision: Talk about food and meals Discuss and shop for clothes</p>	
DCP5: 23 May	
HALF TERM	
<p>Describing your daily routine Talking about food for special occasions</p>	



Using polite language

Customs and festivals in French speaking countries:

Describing family celebrations and traditions.

Movie project

DCP6: 06 July

Overview Assessment

Assessment Term 1 (October and December) – Listening, Reading, Writing and Speaking.

Assessment Term 2 (February and March) – Listening, Reading, Writing and Speaking.

Assessment Term 3 (May and June) – Listening, Reading, Writing and Speaking



GCSE Music (new Edexcel specification)

GCSE Music is a very varied and exciting option to take. Students will study a range of musical techniques, including performing, composing and learning about different styles of music, why they are distinctive and how they are 'put together'.

60% of the overall qualification comes from coursework and students are encouraged to explore music from many different times and places.

GCSE Music lessons are very different from the lessons encountered in the foundation stage. Students learn a lot by studying the music of others (including their own work) and discussing it within the group. This enables them to see what can be effective in musical composition and also what doesn't work. We endeavour to perform music regularly either as a group or as individuals. There will be a considerable amount of work to be done using computers.

Homework is dependent on the unit, but students should expect at least one piece a week. This may take the form of listening back to work recorded in class, rehearsing their own work or writing about music they listen to. There is an expectation that all students practice at home at least three times a week for 20 minutes on their chosen instrument.

Extended study: Students will be given the opportunity to practise their music at home or after school in the Music Department. They may wish to listen to examples of music at home to extend their listening breadth and ability.

Equipment needed: None required, but if students wish to bring in their own musical instrument, then this is encouraged. Students may leave their instrument in the appropriate music cupboard.

Visits/Extra-curricular opportunities: There is a thriving extra curricular programme in the Music Department.

Instrumental lessons: It is important that all GCSE Music students take weekly instrumental lessons. At school, these are provided by Berkshire Maestros and occur after school. For more information or to sign up, please visit <http://www.berkshiremaestros.org.uk>

Subject contact name: Mr M Butchers.





The GCSE content for music falls into three parts, and these are studied throughout the three years:

1. **Performing (30% - Coursework)**
2. **Composing (30% - Coursework)**
3. **Listening and Appraising (40% - Exam)**

1. Performing (30%)

Students are required to perform on an instrument or as a singer and ***should be performed at grade 4 standard***. This can be on any instrument, and the two performances can be on different instruments if the student prefers. The performance can be any style of music.

Students are required to provide at least 4 minutes of performances. This must be a mixture of solo and ensemble performing (performing with other people). The ensemble can be anything from a piano duet or a string quartet to a rock band! There must be at least one minute of solo performance, and at least one minute of ensemble performance. These performances are teacher marked and moderated by the exam board.

2. Composing (30%)

Students are required to submit two compositions for this part of the GCSE. There must be at least three minutes' worth of music from both compositions.

One composition is written to a brief set by the board. That is, they will tell you what the music is for, and then you must compose for that situation.

The other composition is a completely free choice.

The compositions are completed under controlled conditions, and are marked by the teacher, and then sent to the board for moderation.

3. Listening (40%)

This is the only part of the GCSE that is an examination.

Over the two years, students study 8 pieces of music ranging in style from classical music to popular music and music from other cultures. They also learn about the general characteristics of various styles of music.

In this 1 $\frac{3}{4}$ hour exam, which takes place at the end of Year 11, students are played extracts of selected set works and answer questions on the music. Each piece is played 3, 4 or 5 times, with gaps to allow you to answer the questions. There is also a longer question where students are asked to compare a piece they know with a piece they don't know. This question will require a little more writing than the other questions.



These are the 8 Set Works, within 4 Areas of Study:

Instrumental Music 1700 – 1820		Vocal Music	
3 rd Movement from Brandenburg Concerto No 5	1 st Movement from Piano Sonata no 8 'Pathetique'	'Music for a While'	Killer Queen
J S Bach	L van Beethoven	H Purcell	Queen
			
Music for Stage and Screen		Fusions	
'Defying Gravity' from Wicked	Main Title / rebel blockade runner from Star Wars Episode 4: A New Hope	Release	Samba Em Preludio
S Schwartz	J Williams	Afro Celt Sound System	Esperanza Spalding
			



Programme of Study:

Year 9:

Performance

Students will perform one assessed piece per half term and will be working one lesson per week towards this performance.

Programme of performances:

Autumn Term 1: Solo performance

Autumn Term 2: Ensemble performance

Spring Term 1: Solo performance

Spring Term 2: *Musical Futures* performance, either ensemble or solo (without music)

Summer Term 1: Solo performance

Summer Term 2: Ensemble performance

Listening, appraising and composing

In Year 9, students will listen to, appraise, and compose in a variety of different styles.

Topics Covered	Overview of Assessment
<p>Autumn Term</p> <p>The History of Music</p> <p>Minimalism, repetition and associated compositional devices, including an understanding of harmonic devices.</p>	<p>Students will be assessed on the following:</p> <p>The ability to recognise and differentiate between different periods of music history by examining the elements of a piece of music.</p> <p>The ability to recognise how repetition is used and manipulated in music from different styles.</p> <p>The ability to recognise and differentiate between different styles of music.</p> <p>The ability to participate in a class piece of Minimalism</p> <p>The ability to compose using a given ground bass and be able to write effective harmonies</p> <p>The ability to compose a piece of minimalism</p>
<p>Spring Term</p> <p>Music for Stage and Screen, including a wide understanding of many compositional devices and how this can create an effect in both stage and screen</p>	<p>Students will be assessed on the following:</p> <p>The ability to recognise how different genres of film and musicals use instruments, style and other compositional techniques to affect a narrative.</p> <p>The ability to recognise how a leitmotif may be used effectively in music for stage or screen.</p> <p>The ability to compose a piece of music suitable for a musical.</p>
<p>Summer Term</p> <p>An introduction to the set works</p>	<p>Students will be assessed on the following:</p> <p>Ability to recognise musical features from each of the set works and place them in context historically and musically.</p>





Science

At Key Stage 4, the majority of students will either study double science or triple science.

In Year 9 all students commence a course leading towards double science. During the year they will carry out a mixture of assessed tasks, tests and an end of year examination. We will be using the results of all these assessments to decide on whether the individual students will gain the highest grades by continuing with double science or whether they have the capacity to maintain high grades while studying triple science in Years 10 and 11. From our current experience, students will need an aggregate grade of at least 5L in order to guarantee access to triple science. It is therefore important that students take all assessments seriously and work consistently hard throughout the year.

The double science course we teach is rigorous, covers all three sciences and allows students to gain the full range of grades from 1 to 9. Good grades at double science give access to the sciences at A'Level and beyond. No university has the requirement of triple science at GCSE for entry to any science, engineering or medical course.

Year 9

Topic	Course content: Knowledge and skills	Assessment
P1.1	Energy and Efficiency	Topic Test + Termly Test
P1.2	Forces	Topic Test + Termly Test
P1.3	Mechanics	Topic Test + Termly Test
P1.4	Simple Electric Motors	Topic Test + Termly Test
P1.5	Materials and Changes of State	Topic Test + Termly Test
C1.1	Atomic Structure	Topic Test + Termly Test
C1.2	Bonding Structure and Properties	Topic Test + Termly Test
C1.3	Quantitative (Chemical Calculations)	Topic Test + Termly Test
C1.4	Reactivity of Metals	Topic Test + Termly Test
C1.5	Reactions of Acids	Topic Test + Termly Test
C1.6	Periodic Table	Topic Test + Termly Test
B1.1	Animal Organisation	Topic Test + Termly Test
B1.2	Plant Organisation	Topic Test + Termly Test
B1.3	Cells	Topic Test + Termly Test
B1.4	Cell Transport	Topic Test + Termly Test
B1.5	Cell Division	Topic Test + Termly Test
B1.6	Infectious Disease	Topic Test + Termly Test

Groupings

Students are taught in mixed ability groups.



Homework Information

The type of homework tasks set during KS4 are online assessments, research tasks and consolidation exercises where the students will be expected to revise and build on their knowledge from class.

Homework will be set once a week

Equipment

Students are expected to have general stationary and a scientific calculator

Free Software

Google Apps for Education

Kerboodle – This will also provide the student with an online text book for home study which should be used for consolidating their understanding

Extra-Curricular opportunities

Students have access to a Science drop in support group on a Wednesdays 3 – 4pm with Mr Wallis.

There is also a science club as well as an environmental club available for pupils to join and expand their learning

Assessment Opportunities

Students will be assessed formatively during lesson times and as part of the assessment on homework and end of topic tests.

Students will need to improve work during most lessons, whether that be improving their basic understanding or improve their technique to answers to exam questions.

Students will experience summative assessment during PPEs and Assessment Weeks.

How can parents help?

Parents can encourage their child to spend time consolidating their learning, for example, reading around the subject content so they are able to make links with abstract concepts. They should practise examination questions regularly and encourage them to revise theory topics as an ongoing process and not to leave it until the end of Year 11.

Recommended Reading

BBC Bitesize Science

CGP Revision Guides

Cyberphysics.com

Contact



Mathematics Overview:

The mathematics curriculum is developed around promoting mastery and competence with key skills, in order to lay appropriate foundations for future success in the subject. Pupils who grasp concepts rapidly will be challenged through rich and sophisticated problems before acceleration through more advanced content. During the autumn and spring terms, students in Year 9 will complete our foundation mathematics course to extend their knowledge and ability to apply theory and skills through each of the six mathematical strands:

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

In the summer term students will commence the GCSE course which will develop these skills further and integrate greater problem solving opportunities and mathematical reasoning requirements.

Students will also continue to integrate Functional Skills into their learning. This will help develop important problem solving skills and develop links to other curriculum areas. These aforementioned skills are key to succeeding after leaving school as they encourage students to become independent learners and identify links between theory and real-life application.

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

Year 9 (Stage)	Topics Covered	Overview of Assessment
STAGE 2: Year 9 (Sets 3 and 4).	Number: Rounding and calculating with significant figures; standard form notation and calculations; prime factorisation; negative number arithmetic; advanced order of operations; terminating and recurring fraction and decimal conversions; percentage change calculations using multipliers (inc. financial problems linked to simple interest). Algebra: Index laws (inc. negative indices); simplifying algebraic expressions; factorising into a single bracket; changing the subject of formulae; generate and describe sequences (using position to term rules); solving equations with unknowns on both sides; recognise, plot,	Content from each of the six National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress. Year 9 will sit three termly assessments; one in the concluding weeks of the autumn term, one in the concluding weeks of the spring term and one at the end of the first summer term. The latter assessment will form the end of the foundation stage and will be comprised of two papers,



	<p>sketch and/or describe linear and quadratic functions; plot and interpret distance-time graphs; inequality notation and solving inequalities.</p> <p>Ratio, Proportion and Rates of Change: Unitary method; direct proportion problems; compound units (inc. speed and acceleration).</p> <p>Geometry and Measures: Plans, elevations and isometric drawings; scales and bearings; enlargements from a centre of enlargement; angles in parallel lines; interior and exterior angles; calculating space (circles and cylinders); Pythagoras' Theorem; constructing bisectors, RHS triangles and understanding loci.</p> <p>Statistics: Plot and interpret scatter graphs and histograms; constructing and interpreting grouped frequency tables; calculating averages from grouped frequency tables; discuss and analyse averages and their appropriateness.</p> <p>Probability: Venn diagrams; frequency trees; constructing and interpreting sample space diagrams; use theoretical and experimental probability to calculate expected outcomes.</p>	<p>one calculator paper and one non-calculator paper.</p> <p>Students will then sit a final 30min in-class assessment at the end of the academic year which will be the first assessment of the GCSE curriculum.</p> <p>End of topic review exercises will be done on a frequent basis (every 2-3 weeks) as part of the ongoing evaluation of student understanding.</p> <p>Students will receive feedback from their teachers on a regular basis and should expect to follow this feedback up with a targeted piece of improvement or extension work.</p>
<p>STAGE 3: Year 9 (Sets 1 and 2).</p>	<p>Number: Calculating with powers and indices; calculating with numbers written in standard form; identifying upper and lower bounds.</p> <p>Algebra: Expanding double brackets; factorising a quadratic expression; identifying equivalent algebraic expressions; creating formulae and expressions from problems; the Fibonacci sequence; quadratic sequences; recognise, plot, sketch and/or describe quadratic, cubic and reciprocal functions; finding equations of lines passing through two points; interpret gradients as a rate of change in a real-life context; derive and solve simultaneous equations.</p>	



	<p>Ratio, Proportion and Rates of Change: Direct and inverse proportion problems; graphs of direct and inverse proportion; congruence in shapes; compound units (speed, density and pressure).</p> <p>Geometry and Measures: Calculating arc lengths and areas of sectors, as well as surface area of cylinders; congruency in triangles; forming and deducing conjectures; know the structure of a mathematical proof and be able to produce proofs; trigonometric ratios and application to right-angled triangles.</p> <p>Statistics: Construct and interpret time series graphs; compare and construct compound bar charts; construct and interpret scatter graphs.</p> <p>Probability: Recap of frequency trees; probability tree diagrams (dependent and independent events); understand relative frequency; use and compare theoretical and experimental probability when calculating expected outcomes.</p>	
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Groupings

Students are placed into sets most suitable for their ability.

Students in lower ability groups are taught in smaller class sizes, hence allowing for greater support to be available to them.

At various points during the year, the Curriculum Leader, in collaboration with all relevant teaching staff, will review current data and may decide on appropriate set moves to be actioned where it is felt that a student will benefit in a positive way.

Homework Information

Students should expect to receive one or two pieces of mathematics homework per week which should last approximately 60mins in total. Homework tasks are set at the discretion of the class teacher and will be set based on the progress within a topic.

Tasks can range from question and answer based homeworks, to activities set on www.mymaths.co.uk, investigations, improvement work in response to feedback, revision for upcoming assessments, or end of topic review (BAM) tasks.

Equipment



In addition to the student's exercise book (issued at the start of the academic year) and vocabulary book (issued at the start of Year 7), the following pieces of equipment are essential in every mathematics lesson: black/blue ballpoint pen, green ballpoint pen, pencil, ruler, eraser, protractor, pair of compasses, scientific calculator (preferably the CASIO fx-83GT Plus or CASIO fx-85GT Plus; available in most supermarkets and stationary shops).

It may also be useful to have the following items: sharpener, colouring pencils, highlighter, glue stick, scissors.

Extended Study Information

Often the most valuable resource tool for students is their exercise book and students should be actively encouraged to review their work on a regular basis. When an assessment is approaching, students will be provided with a revision list which will outline all topics that could be assessed.

The school subscribes to the MyMaths website; www.mymaths.co.uk
All students will be given a personal login for this website; this resource can be used both to review learning done in class but also to complete online homework which a teacher can set on topics recently covered.

For a more open-ended selection of mathematics problems the nrich website is useful;
<http://nrich.maths.org>

If you click onto the 'Lower Secondary Student Home' section you will find a selection of problems suitable for a variety of levels and abilities. There is a live problems section titled 'Open for Solution' which provides opportunities for students to submit their own solution to a regularly updated mathematical problem. The website publishes the best solutions each month, referencing and recognising the achievement of the students who submitted these.

Extra-curricular opportunities

Students in the highest ability classes will have the opportunity to be entered for the UKMT (United Kingdom Mathematics Trust) Intermediate Maths Challenge which takes place in February.

Mathematics drop-in session is a weekly after school club for students who voluntarily would like extra help with a specific piece of mathematics work. Run by specialist mathematics staff, this after school club is also a place for students to work independently or with their peers on their mathematics homework, with the opportunity for help and guidance if required.

Contacts/any further information

Curriculum Leader: Miss L. Moran



Geography

At Key Stage 4 (GCSE), we follow the AQA specification. It is currently offered across all pathways.

Term	Course Content	Assessment
Autumn, first	Map Skills + Physical landscapes in the UK Students will develop their ability to use Ordnance Survey and other maps as well as learning how to draw and interpret a range of geographical graphs and data. They will then study the mountains and rivers that make up the United Kingdom.	End-of-unit topic assessment on Map Skills PLUS shorter 'tests' on UK landscapes.
Autumn, second	Tourism – an Issues Evaluation Exercise Students will study the nature of tourism worldwide, the Butler Model of tourism developments as well as the economic, social and environmental benefits and drawbacks that tourism can bring. Through a case study of Kenya safari tourism, they will then approach a decision-making pieces of writing (issues evaluation).	Pieces of extended writing on the case study of tourism in Kenya.
Spring, first	Coastal Landscapes Students will study coastal processes such as weathering, erosion, transportation and deposition and how these all lead to distinctive coastal features such as cliffs, bays, headlands, caves, arches, stacks and stumps etc. They will then examine how coasts can be managed to mitigate and adapt to erosion and sea level rises.	End-of-unit topic assessment on Coastal Landscapes (GCSE style).
Spring, second	Urban Issues Students study the increasing urbanisation of the world and factors causing this such as migration and natural increase of population. Two major case studies are included covering a low income country as well as the UK. Finally, students look at cities of the future and how they can be made more sustainable.	Case study GCSE style questions.
Summer, first	Urban Issues (continued) + River Landscapes See above. Students will then look at fluvial processes which produce distinctive landforms such as waterfalls, interlocking spurs, meanders, ox-bow lakes, levées, floodplains and estuaries. Flood risk is then examined and how this might be reduced in the future. The long and cross profiles of a river are also introduced which will help lead into the fieldwork in the next half term.	End-of-unit topic assessment on Urban Issues (GCSE style).
Summer, second	River Landscapes fieldtrip + complete River Landscapes Fieldwork is compulsory at Geography GCSE and students will all spend one-day measuring characteristics of the River Tillingbourne in Surrey. Students will then write this up as a piece of preparation work for their written examinations. Any outstanding work on River Landscapes is then completed prior to the summer holidays.	Field work write-up using the 'route to enquiry' approach PLUS River Landscapes assessment (GCSE style).



Groupings

Geography is taught in both set and mixed ability groups depending on the Options Block.

Homework information

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key geographical skills. One piece of homework is set each week for Geography: this will be a research or learning piece (key words, facts, countries, maps etc.) one week and a more written piece the next. While these tasks may average around 40 minutes, they will vary in length depending on the activity and topic.

Homework tasks in Year 9 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on geographical events and processes. There will also be practice questions from former GCSE examination papers.

Extended study information

Geography is topical, so encouraging your child to watch the news and read newspapers will help inform them of the issues facing the world. Good sources include the BBC Science & Environment pages, relevant documentaries on the BBC and Channel 4 in addition to quality newspaper articles. Geography is full of opinions, so debating controversial topics is a way of training the Geographer within!

Buy your child an atlas, or a map of the world, or a globe: not only will it help with their studies, but also you can look at the location of places you have travelled to, find unknown places in the news, or ask them to locate places they have studied.

Download Google Earth and take a virtual journey to any location in the world. Explore 3D buildings, imagery and terrain. Find cities, places and local features. It is a great way to explore places you have been or places you dream of travelling to.

There are websites such as BBC Bitesize (www.bbc.co.uk/schools/gcsebitesize/geography) and S-Cool Geography (www.s-cool.co.uk/gcse/geography) which will help students consolidate learning in the classroom and practise examination questions.

Equipment needed

A pencil, ruler and writing pens (green pen for 'improvement work') are essential in every Geography lesson. It may also be useful to have the following items: sharpener, eraser, colouring pencils, compass, calculator, highlighter, glue stick, scissors.

Visits/Extra-curricular opportunities

There will be a one-day field trip to the Juniper Hall Field Studies Centre near Boxhill, Surrey. Here, students will carry out their primary data collection on the River Tillingbourne.

Subject contact name

Head of Humanities – Mr D. Harrison



RELIGIOUS EDUCATION

At Key Stage 4 (GCSE), we follow the EDEXCLE B specification (Beliefs in Action). It is currently offered across all pathways.

Topic	Course Content
Belief in God (Christianity)	Students study the following: - <ul style="list-style-type: none">• The Trinity and the creation of the universe and of humanity;• The Incarnation;• The last days of Jesus' life: the Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus;• The nature and significance of salvation and the role of Christ within salvation;• The problem of evil/suffering and a loving and righteous God;• Christian beliefs about eschatology.
Living the Christian Life (Christianity)	Students study the following: - <ul style="list-style-type: none">• Christian worship;• The role of the sacraments in Christian life and their practice in two denominations;• The nature and purpose of prayer;• Pilgrimage: the nature, history and purpose of pilgrimage;• Christian religious celebrations;• The future of the Christian Church;• The role and importance of the local church in the local community;• The role and importance of the Church in the worldwide community.
Crime and Punishment (Christianity)	Students study the following: - <ul style="list-style-type: none">• Christian attitudes towards justice;• Christian attitudes towards crime;• Christian teachings about good, evil and suffering;• Christian attitudes towards punishment;• Christian teachings about forgiveness;• Christian teachings about the treatment of criminals;• Christian attitudes towards the death penalty.
Believing in Allah (Islam)	Students study the following: - <ul style="list-style-type: none">• The six Beliefs of Islam;• The five roots of 'Usul ad-Din in Shi'a Islam (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection);• The nature of Allah• RiSalah: the nature and importance of prophethood for Muslims;• Muslim holy books (kutub);• Malaikah: the nature and importance of angels for Muslims;• al-Qadr: the nature and importance of Predestination for Muslims;• Akhirah: Muslim teachings about life after death.



Living the Muslim Life (Islam)	Students study the following: - <ul style="list-style-type: none">• Ten Obligatory Acts of Shi'a Islam;• Shahadah as one of the Five Pillars;• Salah as one of the Five Pillars;• Sawm as one of the Five Pillars;• Zakah as one of the Five Pillars and Khums;• Hajj as one of the Five Pillars;• Jihad: the origins, meaning and significance of jihad in Islam;• The nature, origins, activities, meaning and significance of the celebration/commemoration of Id-ul-Adha.
Marriage and the Family (Islam)	Students study the following: - <ul style="list-style-type: none">• The importance and purpose of marriage in Islam;• Muslim teaching about the importance of sexual relationships;• Muslim teaching about the purpose and importance of the family;• Support for the family in the ummah: how and why the community tries to support families;• Muslim teaching on contraception;• Muslim teaching about divorce;• Muslim teaching about the equality of men and women in the family;• Muslim teachings about gender prejudice and discrimination.
Assessments: - <p>During each half-term unit of work, there will be opportunities for both intermediate and terminal assessments (or milestones) – these will be based on the new GCSE examination command words and will often end with an 'evaluation' question. The reason behind this structure is to prepare students so they become familiar with the rigours of the new GCSE question papers. Former GCSE examination questions will be used as part of assessments and milestones.</p>	

Groupings

Religious Education is taught in mixed ability groups.

Homework information

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key RE evaluative skills. One piece of homework is set each week for RE: this will be a research or learning piece (key words, facts, evaluation questions etc.) one week and a more written piece the next. While these tasks may average around 40 minutes, they will vary in length depending on the activity and topic.

Homework tasks in Year 9 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on religious beliefs. There will also be practice questions from former GCSE examination papers.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home; we would also encourage you to ask your son or daughter about what they have studied in RE as this will enrich the discursive element of the subject. Additional reading lists may also be made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch, to garner more knowledge of specific subjects. Additionally, all students should try to watch



or access international, national and local news in some form at least once a week to help them develop an understanding of the issues facing many people in the wider communities.

Equipment needed

A pencil, ruler and writing pens (green pen for 'improvement work') are essential in every RE lesson. It may also be useful to have the following items: sharpener, eraser, colouring pencils, highlighter, glue stick, scissors.

Visits/Extra-curricular opportunities

Visits are also planned to local places of worship during the year. Speakers will also be invited to speak in assemblies or in extra-curricular sessions after school.

Subject contact name

Head of Humanities – Mr D. Harrison