



Maiden Erlegh
School in Reading

Key Stage 4 Curriculum Handbook

Class of 2015-2020



For courses starting in September 2017

KEY STAGE 4 PROSPECTUS

Index

	Page
Key Stage 4 Core Curriculum and Optional Curriculum	1
Key Stage 4 Pathways	2-5
Non-Examination Subjects	6
English Language	7-8
English Literature	9
Mathematics	10-11
Science	12
Religious Studies	13
Design & Technology	14-16
Food, Preparation and Nutrition	17-18
Computer Science	19
Health and Social Care	20
ICT	21
Visual Communication Technical Award	22-24
French	25
Spanish	26
Geography	27-28
History	29-30
Business Studies	31-32
Economics	33-34
Drama	35-36
Art, Craft and Design	37-38
Photography	39-41
Music	42
Physical Education	43-44

KEY STAGE 4 CORE CURRICULUM

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

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

In addition, they will have lessons in

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

OPTIONAL CURRICULUM

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

It is important for students to consider the courses most suitable for them, taking into account their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about courses at the Year 8 Options Evening on Wednesday 1 March 2017.

We believe that the curriculum pathway recommended for your child will offer the best route to success at KS4. Students should find that within the recommended pathway they will be able to choose the subjects that they believe are appropriate for them.

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Green Pathway

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

Route One

Students will choose from the following:

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

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

Route Two

Students will choose the following:

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

All students must indicate two courses as reserve choices.

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

	SUBJECTS
GREEN PATHWAY OPTIONS	<p> ART BUSINESS STUDIES DESIGN AND TECHNOLOGY DRAMA FOOD PREPARATION AND NUTRITION FRENCH GEOGRAPHY HEALTH & SOCIAL CARE HISTORY ICT MUSIC PHOTOGRAPHY PE SPANISH* TECHNOLOGY: VISUAL COMMUNICATION </p> <p>*Spanish is only available to students currently studying the language in Year 8.</p>

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Blue Pathway

Students on the blue pathway will make the following choices:

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

All students must indicate two reserve choices.

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

SUBJECTS	
BLUE PATHWAY OPTIONS	ART
	BUSINESS STUDIES
	COMPUTER SCIENCE
	DESIGN AND TECHNOLOGY
	DRAMA
	ECONOMICS
	FOOD PREPARATION AND NUTRITION
	FRENCH
	GEOGRAPHY
	HISTORY
	ICT
	MUSIC
	PHOTOGRAPHY
	PE
	SPANISH*
TECHNOLOGY: VISUAL COMMUNICATION	

*Spanish is only available to students currently studying the language in Year 8.

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Yellow Pathway

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

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

	SUBJECTS
YELLOW PATHWAY OPTIONS	<p>ART BUSINESS STUDIES CERTIFICATE OF PERSONAL EFFECTIVENESS (ASDAN) DESIGN AND TECHNOLOGY DRAMA FOOD PREPARATION AND NUTRITION HEALTH & SOCIAL CARE ICT PE TECHNOLOGY: VISUAL COMMUNICATION</p>

SUBJECT COMBINATIONS AND ENTRY CRITERIA

The following combinations are not permitted:

Design and Technology **and** Visual communication

Economics **and** Business Studies

ICT **and** Computer Science

Art **and** Photography

ENTRY CRITERIA

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

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

In order to study GCSE Spanish, students must have been studying Spanish in Year 8.

NON-EXAMINATION SUBJECTS

PHYSICAL EDUCATION

BOYS CURRICULUM

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

Years 9 Boys Curriculum
Rugby
Football
Fitness
Badminton
Basketball
Gymnastics
Dance
Handball
Athletics
Rounders
Tennis
Cricket

GIRLS CURRICULUM

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

Years 9 Girls Curriculum
Netball
Football
Fitness
Badminton
Basketball
Gymnastics
Dance
Handball
Athletics
Rounders
Tennis

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

Year 10 and 11 Boys and Girls Curriculum
Junior Sports Leaders Award (JSLA)
Games
Dance /Fitness

ENGLISH – Year 9, 10 and 11

Students will continue to consolidate and develop their skills in Reading, Writing and Speaking and Listening, with the aim of ensuring that they are well-equipped for the GCSE courses which we will begin in year 9.

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

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.

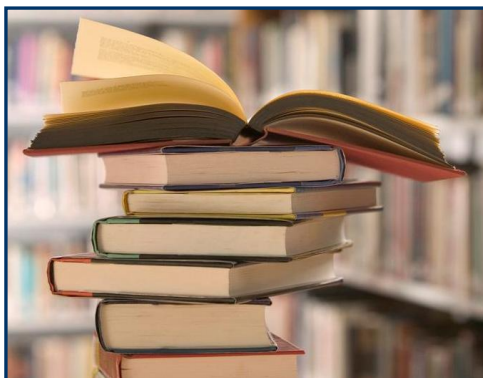
For Section B, students will develop transactional writing skills for a variety of forms, purposes and audiences. They will learn to use spelling, punctuation and grammar accurately.

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.

**Years 9, 10 and 11
ENGLISH LITERATURE GCSE
(Board: EDEXCEL)**



ASSESSMENT OBJECTIVES

A01

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

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

A02

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

A03

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

A04

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

Course Content

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

- a Shakespeare play
- a post-1914 British play or novel
- a 19th century novel
- a poetry collection.

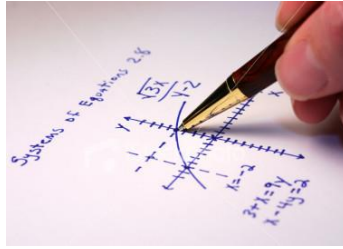
Assessment Structure

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.

MATHEMATICS GCSE

(Board: EDEXCEL)



WHY STUDY MATHEMATICS?

Mathematics will always be an important, core subject to study in school, particularly as more and more subjects come to depend upon mathematical tools in order to access the greater demands of their new specifications. There is a national shortage of people with mathematical qualities and skills; studying this course will equip you with some of the necessary skills and knowledge to succeed in a variety of jobs and higher education courses, particularly those with an underlying scientific, technical or management emphasis.

COURSE 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.

Applications of mathematics and solving non-routine problems will be tested across all topic areas and will make up 25%-30% of the exam paper questions.

ASSESSMENT

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

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

Paper 2 *(Calculator): 1 hour 30 minutes

Paper 3 *(Calculator): 1 hour 30 minutes

All unit examinations will take place in the Summer Term of Year 11.

CONTROLLED ASSIGNMENT

Mathematics is 100% examination based.

ENRICHMENT OPPORTUNITIES

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

Additionally, more able mathematicians will have the opportunity to take part in the UKMT Intermediate Mathematics Challenge which will allow them to solve problems and test themselves nationally against the most able mathematicians.

*Please note that the recommended calculator for GCSE examinations is the Casio fx-83GT Plus or CASIO fx-85GT Plus.

SCIENCE AT KEY STAGE 4



SCIENCE at GCSE

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

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

THE COURSES

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

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

ASSESSMENT

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

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

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



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

Year 9 units of work:

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

Year 10 units of work:

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



Year 11 units of work:

- Crime and Punishment from a Christian perspective
- Revision

Important skills are developed over the course including:

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

Religious Studies will help students to:

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

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

DESIGN AND TECHNOLOGY



GCSE: Design and Technology (AQA)

GCSE Design and Technology is a brand new course that is being delivered from 2017. It will be taught in our state of the art technology rooms and fully equipped workshop to produce practical work. We also have a suite of computers running industry standard software such as Adobe Creative Suite, Corel Draw, 2d Design, ProDesktop and other creative software. The department has the facility to develop hand drawn communication and rendering skills, 3d modelling as well as develop CAD/CAM skills through the use of a laser cutter and 3d printer.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The new course incorporates the range of subject areas that include resistant materials, textiles, graphics and systems. This course replaces the existing separate technology subjects with one DT course where students will be taught a wide range of specialist areas from which they will select a focus area for their final assessment.

WHY STUDY DESIGN AND TECHNOLOGY?

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

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

Specification at a glance

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

Paper 1 - What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- 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) and one extended response to assess a more in depth knowledge of technical principles.

Section C: Designing and making principles (50 marks). Short and extended response questions, includes a 12 mark design question.

Non-exam assessment (Previously known as coursework).

What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA) approximately 30 – 35 hours
- 100 marks
- 50 % of GCSE

What should students produce

- Substantial design and make task.
- Assessment criteria to include the following:
 - investigating
 - designing
 - making
 - analysing and evaluating.

In the spirit of the iterative design process, the above should be awarded throughout each stage of the design process.

Task(s)

- 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.
- Opportunity to explore a particular material area in greater depth.
- Students can also take a product design type approach and use multiple materials.
- AQA have highlighted good areas to integrate relevant maths and science skills.

Key themes of the course:

- 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, on 1 June in the year before submission).

Links to Maths and Science

Through the assessment of their knowledge and understanding of technical principles students must demonstrate an understanding of the mathematical and scientific requirements. There is more of an emphasis on the practical application of number in relation to the study of Design and Technology. This has increased compared with the outgoing GCSE's and links closer to the A Level.

FOOD, PREPARATION AND NUTRITION GCSE (Board: AQA)



WHY STUDY GCSE FOOD, PREPARATION AND NUTRITION?

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

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

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

COURSE CONTENT

A. Nutrition

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

B. Food

Food provenance

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

Food choice

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

C. Cooking and food preparation

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

ASSESSMENT

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

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

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

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

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

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

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

COMPUTER SCIENCE GCSE

(Board: AQA Syllabus 8520)



WHY STUDY GCSE COMPUTER SCIENCE?

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

COURSE CONTENT

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

Assessment

Paper 1: Computational thinking and problem solving

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

- 80 marks
- 40% of GCSE

Paper 2: Written assessment

Written exam: 1 hour 30 minutes

- 80 marks
- 40% of GCSE

Non-exam assessment

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

Report: detailing 20 hours of NEA work

- 80 marks
- 20% of GCSE

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

PREREQUISITES

Computer Science is very difficult and only two classes will operate. Students will only be considered if they have achieved a level 3M in both Maths and English in the February reporting cycle.

HEALTH AND SOCIAL CARE



WHY STUDY THIS COURSE?

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

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

KEY FEATURES OF THIS QUALIFICATION

This qualification:

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

ICT

Information and Communications Technology

(Board: OCR - Cambridge National Certificate J810)



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

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

COURSE CONTENT

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

ASSESSMENT

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

PREREQUISITES

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

Visual Communication Technical Award: creating promotional products and materials (AQA)



This is a brand new course to Maiden Erlegh Reading for 2017. It will be taught in our state of the art technology rooms with a suite of computers running industry standard software such as Adobe Creative Suite, Corel Draw, 2d Design and other creative software. We also have fully equipped workshops to produce practical work. The department has the facility to develop hand drawn communication and rendering skills as well as develop CAD/CAM skills through the use of a laser cutter and 3d printer.

The course is designed for young learners who want to study graphics in a practical and imaginative way, developing the graphic design skills needed to create materials for marketing and promotion of a range of products. The course offers a wide variety of options for students to study the practical application of graphics.

The Technical Award in Visual Communication which, along with the new GCSE in Design and Technology, replaces the outgoing Graphic Products GCSE. AQA have taken this opportunity to refresh the content, including the introduction of digital techniques. Technical Awards are practical, vocational qualifications available to 14-16 year olds. A single award will be equivalent to a GCSE qualification.

Course content

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. It will encourage students to develop a range of communication and practical skills.

Key Visual Communication skills

The new qualification enables learners to study graphics in depth:

- 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.

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 will 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
- teamwork 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
 - 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

Where this award leads

This Technical Award is designed to equip learners with the practical skills in visual communication that they need to progress to further general or vocational study. They will develop a broad understanding of the sector, so they can make informed decisions about their career opportunities. Learners will also develop valuable transferable skills including communication and collaboration. It is a practical course that has transferable skills to improve communication and visual appreciation in the wider world. We hope to build links with industry and professional designers as well as plan trips and opportunities to extend the learning opportunities.

Please contact Mr C Bradley, Head of Design and Technology for further information.

FRENCH GCSE (Board: AQA)



WHY STUDY FRENCH?

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

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

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

THEMES AND TOPICS

There are three broad themes:

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

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

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

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

DIFFERENTIATION

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

SPANISH GCSE

(Board: AQA)



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

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

THEMES AND TOPICS

There are three broad themes:

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

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

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

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

DIFFERENTIATION

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

ENRICHMENT OPPORTUNITIES

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

GEOGRAPHY GCSE

(Board AQA: 8035)



Why study Geography?

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

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

Course Content:

- My place in the world.
- Development in Ghana.
- Glaciation, climate change and renewable energy.
- Sustainable tourism.
- Challenge of natural hazards (earthquakes and volcanoes).
- Physical landscapes in the UK (coasts and rivers).
- The Living world (ecosystems, tropical rainforests, and cold environments).
- Urban issues and challenges (urban growth and sustainable living in a city),
- The changing economic world (development and economic activity),
- The challenge of resource management (food, water and energy management),
- Geographical skills (cartographic, graphical, numerical, statistical skills)

Assessment:

There are three main parts to the GCSE assessment structure:

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

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

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

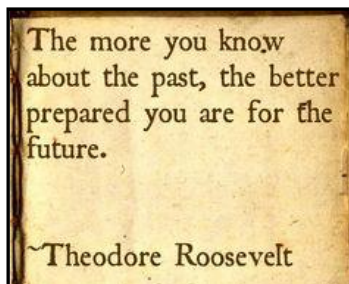
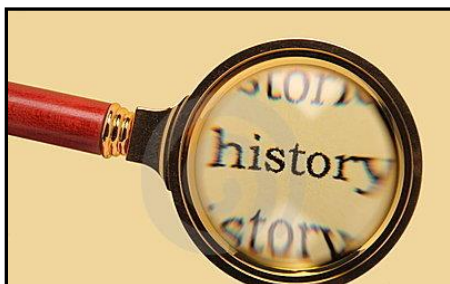
This is a 1 hour 30-minute written examination that assesses all the human modules of the course. It is in 3 sections, section A is worth 33 marks, section B is worth 30 marks and section C is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

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

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

HISTORY GCSE (Board: AQA 8145)



Why study History?

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

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

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

Content and Assessment:

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

Paper 1: Understanding the modern world

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

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

Paper 2: Shaping the nation

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

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

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

Skills:

At GCSE Students will:

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

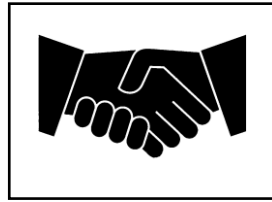
Elements:

The GCSE History content comprises the following elements:

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

BUSINESS STUDIES GCSE

(Board: OCR J204)



WHY STUDY BUSINESS STUDIES?

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

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

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

Business Paper 1

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

Business Paper 2

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

COURSE CONTENT

Year 9	Term 1	The role of business enterprise and entrepreneurship Business planning Business ownership Business aims and objectives Class projects and examination practice
	Term 2	Stakeholders in business Business growth The role of marketing Market research Class projects and examination practice
	Term 3	Market segmentation The marketing mix The role of human resources

Organisational structures and different ways of working
Class projects and examination practice

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

ASSESSMENT

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

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

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

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

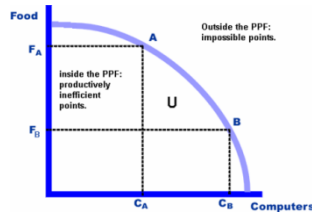
This examination is based on 4 units of study. These include Operations, Finance, Influences on Business and The Independent nature of Business. This examination is also worth 80 marks and splits into two sections, assuming knowledge of the 4 units mentioned above. Section A and Section B are the same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

ENRICHMENT OPPORTUNITIES

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

ECONOMICS GCSE

(Board: Board: OCR J205)



WHY STUDY ECONOMICS?

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

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

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

Economics Paper 1: Introduction to Economics

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

Economics Paper 2: National and International Economics

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

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

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

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

ASSESSMENT

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

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

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

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

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

ENRICHMENT OPPORTUNITIES

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

DRAMA GCSE

(Board: AQA. Syllabus code: 8261)



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

COURSE CONTENT

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

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

- Understanding drama
- Devising drama
- Texts in practice

The GCSE Drama Curriculum in Year 9

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

Term 1

Building excellent group dynamics.

Undertaking a baseline 'Duologue' Assessment.

Revising knowledge, skills and strategies.

Learning about theatre terminology and roles in the theatre.

Introduction to the demands of GCSE Devising and Script work.

Term 2

First 'mock' assessment of Devised work – rehearsal period begins.

Compilation of a 'working notebook' or portfolio.

Performance of Mock Devised work to the peer group with assessment, according to the exam criteria.

Term 3

Study of a script, from a performance perspective.

Performance of a script to the peer group with assessment, according to the exam criteria.

Writing about a play script to begin to prepare for the written examination.

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

ASSESSMENT

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

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

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

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

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

ENRICHMENT

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



ART, CRAFT AND DESIGN

(Board: AQA Syllabus Code: 4201, 4205)



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 your 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.**

What should The Portfolio (Component 1) contain? 60% of mark

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 you do will be produced in the Art room under the guidance of your teachers and will reflect the breadth of the course. ***You must be able to confirm anything produced outside lessons as your own work, not that of anyone else.***

As well as projects that you 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 you do during the course.

Careful selection, clear organisation and smart presentation will be made in Year 11 in consultation with your 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 you can:

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

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

The type of project you 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.

Component 2 The Externally Set Task 40% of mark

This is issued in January of Year 11.

This is the **examination** element of the course. You will receive an examination paper with a number of alternative starting points that are written specifically for your endorsement. Art and Design students will have a different paper from 3D Design students for example, so if you are taking two endorsements you will be given two different examination papers and will sit two exams over twenty hours.

You will need to select one starting point.

The preparatory time will start as soon as the paper is issued and you 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 your 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. You must be thoroughly prepared for the examination and know exactly what you will create as your final outcome over the ten hours. It is your responsibility to get all the materials and resources you will need ready.

You must have all your preparatory work in school with you ready to hand in at the end of the examination.

The end of the ten hour period signifies the end of Component 2 and you may not return to preparatory work after this time. You may, however, mount and present your work for examination after this time and could return to The Portfolio if there are areas which could be refined ready for final marking, moderation and exhibition.

GCSE PHOTOGRAPHY

(Board: AQA)



In Component 1 and Component 2 students are required to work in **one or more** area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

- Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to photography and their selected area(s) of study.
- The way sources inspire the development of ideas, relevant to photography including:
- how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements
- how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.
- The ways in which meanings, ideas and intentions relevant to photography can be communicated.
- use photographic techniques and processes, appropriate to students' personal intentions, for example: use media and materials, as appropriate to students' personal intentions, for example:

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 your 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.**

What should The Portfolio (Component 1) contain?

60% of mark

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 you do will be produced in the Art room under the guidance of your teachers and will reflect the breadth of the course. ***You must be able to confirm anything produced outside lessons as your own work, not that of anyone else.***

As well as projects that you 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 you do during the course. Careful selection, clear organisation and smart presentation will be made in Year 11 in consultation with your 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 you can:

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

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

The type of project you 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.

Component 2 The Externally Set Task

40% of mark

This is issued in January of Year 11.

This is the **examination** element of the course. You will receive an examination paper with a number of alternative starting points that are written specifically for your endorsement. Art and Design students will have a different paper from 3D Design students for example, so if you are taking two endorsements you will be given two different examination papers and will sit two exams over twenty hours.

You will need to select one starting point.

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

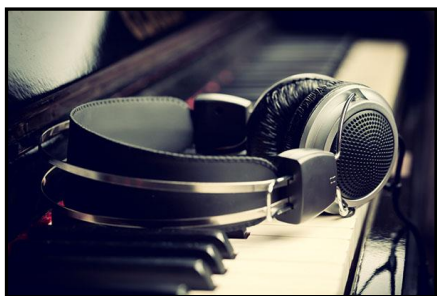
There will be milestones set along the way to assist you in formulating your ideas towards a final realisation.

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. You must be thoroughly prepared for the examination and know exactly what you will create as your final outcome over the ten hours. It is your responsibility to get all the materials and resources you will need ready.

You must have all your preparatory work in school with you ready to hand in at the end of the examination.

The end of the ten hour period signifies the end of Component 2 and you may not return to preparatory work after this time. You may, however, mount and present your work for examination after this time and could return to The Portfolio if there are areas which could be refined ready for final marking, moderation and exhibition.

MUSIC GCSE (Board: EDEXCEL)



GCSE Music (new Edexcel specification)

GCSE Music is a very varied and exciting option to take. There are a wide range of activities tied up with the subject, 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.

Music lessons at GCSE are very different from the lessons in year 7&8. 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: This depends 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.

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.

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.

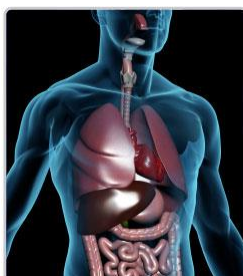
Visits/Extra-curricular opportunities: There is a thriving extra curricular programme in the Music Department.

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/lessons_school.html

Subject contact name: Mr M Butchers.

PHYSICAL EDUCATION GCSE

(Board: EDEXCEL)



WHY STUDY GCSE PHYSICAL EDUCATION?

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

Key Dates

Friday 10 February	Full Reports Home
Friday 10 February	Key Stage 4 Options Handbook Home
13 – 17 February	<i>HALF TERM HOLIDAY</i>
Wednesday 1 March	Key Stage 4 Options Evening
Tuesday 7 March	8G1, 8G2, 8P1 Progress Meetings
Thursday 9 March	8P2, 8T1, 8T2 Progress Meetings
Monday 13 March	Options Surgeries with Mr Johnson
Tuesday 14 March	Options Surgeries with Mr Johnson
Friday 17 March	Deadline for submission of Options Forms

