



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL IN READING

Maiden Erlegh School in Reading
CURRICULUM BOOKLET
KS4



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Curriculum Intent

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

Key Principles

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

Key Stage Four (Years 9, 10 and 11)

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

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

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

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

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

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

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

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



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



Curriculum Allocation

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

Supporting literacy and numeracy across the curriculum

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

Other strategies for literacy recovery are:

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

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

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

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

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

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

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



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

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

Enrichment curriculum

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

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

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

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

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

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

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

ICT to support learning

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

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

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

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

SEND provision

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



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

More and Exceptionally Able provision

Principles

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

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

EAL provision

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

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

How can parents support their child?

Each subject has provided some ideas as to how parents can support their children at home. In addition parents can support their children by providing them with a quiet time and place to complete their homework. Ensuring that your child has enough sleep each evening is vital for their progress at school.



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.

Students who take Art will be looking to pursue A Level's in Art, Media and Photography. They will also be able to gain entry onto a range of Art and Design diplomas and BTECs.

The Creative industries is an industry that continues to expand and houses a variety of jobs including;

- Advertising and marketing.
- Architecture.
- Crafts.
- Design: product, graphic and fashion design.
- Film, TV, video, radio and photography.
- IT, software and computer services.
- Publishing.
- Museums, galleries and libraries

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.

ASSESSMENT STRUCTURE

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.**

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.

ENRICHMENT 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 CHILDREN?

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

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

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

www.tate.org.uk

www.vam.ac.uk

www.tate.org

www.studentartguide.com

Google Classroom codes can be found in Student Handbooks

TEXTBOOKS OR REVISION GUIDES



There are no specific revision guides or online content for GCSE Art and Photography. You can more detailed information and previous papers on the AQA website - <https://www.aqa.org.uk/>

We also encourage students to visit galleries and museums regularly to develop their knowledge of the subject.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss Jordan

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	MASTERY OF SKILLS: Exploring Drawing and Painting techniques	Coursework – Unit 1 Begin Independent Project 1	Coursework – Unit 1 Independent Project 2
ASSESSMENT OPPORTUNITIES	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment
2	MASTERY OF SKILLS: Exploring Print techniques	Coursework – Unit 1 Independent Project 1	Coursework – Unit 1 Independent Project 2
ASSESSMENT OPPORTUNITIES	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment – Final Deadline for Coursework
3	MASTERY OF SKILLS: Exploring Photography and Digital Manipulation	Coursework – Unit 1 Independent Project 1	Unit 2 - Exam Paper
ASSESSMENT OPPORTUNITIES	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	FINAL EXAMINATION
4	MASTERY OF SKILLS: Exploring 3D materials and textiles techniques	Coursework – Unit 1 Independent Project 1	
ASSESSMENT OPPORTUNITIES	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	
5	MASTERY OF SKILLS: Exploring 3D materials and textiles techniques	Coursework – Unit 1 Begin Independent Project 2	
ASSESSMENT OPPORTUNITIES	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	
6	Coursework – Unit 1 Begin Independent Project 1	Coursework – Unit 1 Independent Project 2	
ASSESSMENT OPPORTUNITIES	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	

**OVERVIEW**

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

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

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

ASSESSMENT OBJECTIVES

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

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

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

ASSESSMENT STRUCTURE

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

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

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

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

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

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

GROUPINGS

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

HOMEWORK INFORMATION

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

ENRICHMENT OPPORTUNITIES

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



EQUIPMENT NEEDED

Black and Green pen
Calculator
Ruler
Pencil

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom code: Yr 9 g1bakb8, Yr 10 92dps33, Yr 11 ng7nq1v

TEXTBOOKS OR REVISION GUIDES

OCR GCSE (9-1) Business, Third Edition
Alan Williams, Mike Schofield
ISBN: 9781471899362
Published: 30/06/2017

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs L Nave



	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Personal awareness The students will have a knowledge and understanding of personal awareness. They will be required to understand self-concept</p>	<p>GCSE Business Studies course unit 1 Business Activity: 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth 2.3 Market segmentation</p>	
ASSESSMENT OPPORTUNITIES	End of topic test.	End of unit milestone	
2	<p>Healthy lifestyles for work-life balance Students understand the need for a healthy lifestyle in order to maintain a good work-life balance.</p>	<p>GCSE Business Studies course unit 2 Marketing: Topics covered: 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation</p>	
ASSESSMENT OPPORTUNITIES	End of topic test.		
3	<p>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.</p>	<p>GCSE Business Studies course unit 2 Marketing: Topics covered: 2.4 The marketing mix</p>	
ASSESSMENT OPPORTUNITIES		Marketing milestone	
4	<p>The changing world of work The students will have a knowledge and</p>	3.1 The role of human resources	



	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.	3.2 Organisational structures and different ways of working 3.3 Communication in business	
ASSESSMENT OPPORTUNITIES		End of unit milestone	
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.	GCSE Business Studies course unit 3: People Topics covered: 3.4 Recruitment and selection 3.5 Motivation and retention	
ASSESSMENT OPPORTUNITIES	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.	.6 Training and development 3.7 Employment law	
ASSESSMENT OPPORTUNITIES		End of Unit Milestone	FINAL EXAMINATION
	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.		
	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.		



COMPUTER SCIENCE: AQA

OVERVIEW

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

Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

ASSESSMENT OBJECTIVES

To enable students to:

Understand and apply fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.

Analyse problems in computational terms, through the practical experience of solving problems, including designing, writing and debugging programs

Think creatively, innovatively, analytically and logically.

Apply mathematical skills relevant to Computer Science.

ASSESSMENT STRUCTURE

Two written examinations (2 x 40%) and a coursework project (NEA – Non examined assessment) (20%).

GROUPINGS

Students are taught in high ability groups due to the complex and academically demanding nature of the course. Computer Science is offered to students on the Blue Pathway.

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)

ENRICHMENT OPPORTUNITIES

Visits to computing museums and an opportunity to visit Bletchley Park.

EQUIPMENT NEEDED

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

Free Software available for download:

Google Apps for Education

Geany

Python 3

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

TEXTBOOKS OR REVISION GUIDES

AQA GCSE (9-1) Computer Science. Authors: Robson & Heathcote. ISBN: 9781910523094

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr B Hanson



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Algorithms and programming	Fundamentals of computer networks and programming	Programming project assessment
ASSESSMENT OPPORTUNITIES	End of topic test	End of topic test	Coursework
2	Algorithms and programming	Fundamentals of computer networks and programming	Programming project assessment
ASSESSMENT OPPORTUNITIES	End of topic test	End of topic test	Coursework
3	Data representation and programming	Cyber security and programming	Revision
ASSESSMENT OPPORTUNITIES	End of topic test	End of topic test	Past papers
4	Data representation and programming	Cyber security and programming	Revision
ASSESSMENT OPPORTUNITIES	End of topic test	End of topic test	Past papers
5	Fundamentals of computer systems and programming	Ethical, legal and environmental impacts of digital technology on wider society, including privacy and programming	Revision
ASSESSMENT OPPORTUNITIES	End of topic test	End of topic test	FINAL EXAMINATION
6	Fundamentals of computer systems and programming	Preparing for programming project.	
ASSESSMENT OPPORTUNITIES	End of topic test	Practice tasks	



OVERVIEW

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, literacy, science, engineering, computing and art. Students will study a core range of materials and can then specialise in a chosen material such as Timber, plastics, metals, paper and board (Graphics), Textiles or systems and control. The AQA exam specification has 15% Maths element, which is the application of number in technical situations. Students are encouraged to explore design development through iterative design, showing evidence of development of ideas through models and testing.

Theory lesson will be taught alongside relevant practical projects to underpin learning.

Technology students could progress into careers in Graphic Design, Product Design, Architecture, Engineering, Theatre/TV Set Design or associated creative industries.

ASSESSMENT OBJECTIVES

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

GCSE Design and Technology 8552. GCSE exams June 2019 onwards.

Visit aqa.org.uk/8552 for the most up-to-date specification, resources, support and administration. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- **AO1:** Identify, investigate and outline design possibilities to address needs and wants.
- **AO2:** Design and make prototypes that are fit for purpose.
- **AO3:** Analyse and evaluate:
 - design decisions and outcomes, including for prototypes made by themselves and others
 - wider issues in design and technology.
- **AO4:** Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles.

Assessment objective weightings for GCSE Design and Technology

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	NEA	
AO1	0	10	10
AO2	0	30	30
AO3	10	10	20
AO4	40	0	40
Overall weighting of components	50	50	100

ASSESSMENT STRUCTURE

- 50% exam (maths and science knowledge contributes 15%). **Paper 1** Written exam: 2 hours 100 marks
 - 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.
- 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).
approximately 30 – 35 hours 100 marks
Practical application of:
 - Substantial design and make task.
 - Assessment criteria to include the following:
 - investigating
 - designing
 - making
 - analysing and evaluating.

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. Students would be expected to add value to their projects outside of lesson times.

EXTENDED STUDY INFORMATION

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. We will also link with UTC DT department.

ENRICHMENT OPPORTUNITIES

Technology Club, Design Club and visiting professionals from the design and manufacturing industry. STEAM activities will be offered. 3M competition, Teentech Awards competition and Starpack Packaging competition.
Future visits that have a Technology focus will be encouraged such as the Design Museum and New Designers Exhibition.

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. A calculator is required for the exam.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can support by ensuring that homework is completed on time and to a good standard. Check for resources on Google Classroom. There is Free CAD software such as Sketchup is available online. Visits to design museums, galleries and exhibitions help with the course content. Access to YouTube videos on production processes often help with knowledge. Any use of tools, equipment and workshops are helpful but not essential.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.technologystudent.com

<http://www.mr-dt.com/>

www.Core77.com

<https://designmuseum.org/>

App for smartphone – Design and Technology New specification – Grades 9-1.

Google Classroom = GCSE DT – MER Class code - m2cuqgx



TEXTBOOKS OR REVISION GUIDES

Design and Technology. AQA GCSE (9-1) By M J Ross, published by PG Online. ISBN: 978-1-910523-10-0. Recommended for students who wish to study technology at KS4 – GCSE.

CGP – Revision Guide – Design and Technology 9-1 Guide. CGP Books - ISBN-139781782947523

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr C Bradley



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Introduction to course – Unit 1 Theory – New and emerging technologies, systems approach to designing</p> <p>Practical – Communication skills through hand drawn rendering and introduction to CAD design software – Adobe Illustrator, 2D Design and Sketchup. Building confidence.</p>	<p>Unit 3 Theory - Materials and their working properties.</p> <p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE. Speaker design project using sustainable materials and using electronics.</p>	<p>Continuation of NEA and revision of theory. NEA and revision of theory.</p> <p>Design development – Iterative design approach and recording and testing. Begin making.</p>
ASSESSMENT OPPORTUNITIES	<p>Assessment booklet - Formative and summative review of assessment. Assessment 9-1 scale.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>
2	<p>Mobile phone holder design and make project. Iterative design in action – design by hand and develop models to create a final product to scale. Continued theory – Sustainability. Using range of modelling techniques to scale and plastics and timber. Introduction to CAD/CAM to produce design elements.</p>	<p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE. Developing skills and use of CAD/CAM including the laser cutter and 3d printer.</p>	<p>Continuation of NEA and revision of theory. NEA and revision of theory.</p> <p>Design development – Iterative design approach and recording and testing. Continue making.</p>
ASSESSMENT OPPORTUNITIES	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>
3	<p>Extended mini NEA project using choice of materials. Based on brief set by 3M or Starpack. Competition entry with deadlines.</p> <p>Unit 2 Theory - energy generation and storage developments in new materials.</p>	<p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE.</p> <p>Unit 4 Forces and stresses, Ecological and social footprint Sources and origins, using and working with materials Stock forms Types and sizes</p>	<p>Completion of NEA and revision of theory. Evaluation and testing of final products. Preparation for examination.</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles



		<p>Scales of production Specialist techniques and processes Surface treatments and finishes. Practical - Extended making task</p>	
ASSESSMENT OPPORTUNITIES	PPE – Full mock GCSE exam paper.	PPE – Full mock GCSE exam paper.	PPE – Full mock GCSE exam paper.
4	<p>Continuation of mini NEA project using choice of materials. Based on brief set by 3M or Starpack. Competition entry with deadlines.</p> <p>Understanding and use of CAD/CAM including the laser cutter and 3d printer.</p>	<p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE.</p>	<p>Completion of NEA and revision of theory. Evaluation and testing of final products. Preparation for examination.</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles
ASSESSMENT OPPORTUNITIES	Formative and summative review of assessment. Assessment 9-1 scale.	Formative and summative review of assessment. Assessment 9-1 scale.	Formative and summative review of assessment. Assessment 9-1 scale.
5	<p>Extended mini NEA . Memphis inspired clock design project – (Half GCSE NEA content – 10 pages of A3 folder work and evidence of iterative design leading to final full scale working product.) Unit 2 Theory - mechanical devices, materials and their working properties. Practical skills tasks using a range of materials and processes</p>	<p>NEA and revision of theory. Students will prepare and undertake their final NEA. Criteria to be set by AQA from June 1st. Establish design brief, target market, specification and detailed product analysis. Students to work independently to write own design brief. Exam revision.</p>	<p>Exam preparation</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles. <p>Final GCSE Exam – 2 hours.</p>
ASSESSMENT OPPORTUNITIES	Extended research activities – target market, working to scale, cutting lists - accuracy.	Formative and summative review of assessment. Assessment 9-1 scale.	
6			
ASSESSMENT OPPORTUNITIES	Study of historical design movements and the work of designers and their influence.	<p>NEA and revision of theory. Design development – Iterative design approach and recording and testing.</p>	



OVERVIEW

AQA GCSE in Drama encourages students to:

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

ASSESSMENT OBJECTIVES

		% in GCSE
A01	Create and develop ideas to communicate meaning for theatrical performance	20%
A02	Apply theatrical skills to realise artistic intentions in live theatre	30%
A03	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	25%
A04	Analyse and evaluate their own work and the work of others	20%
	TOTAL	100%

ASSESSMENT STRUCTURE

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

Written exam 1 hour and 45 minutes

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

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

Internally assessed and externally moderated by AQA

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

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

 - ✓ Section 1: Response to a stimulus
 - ✓ Section 2: Development and collaboration



✓ Section 3: Analysis and evaluation

- ▶ AO1: “Create and develop ideas to communicate meaning for theatrical performance.”
- ▶ AO2: “Apply theatrical skills to realise artistic intentions in live performance.”
- ▶ AO4: “Analyse and evaluate their own work and the work of others.”

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

Examined by a visiting AQA examiner

Performance of TWO extracts: (20%)

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

- ▶ AO2: “Apply theatrical skills to realise artistic intentions in live performance”

GROUPINGS

Mixed ability

HOMEWORK INFORMATION

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

Homework may involve:

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

Critically analysing and evaluating another groups work or a production seen

EXTENDED STUDY INFORMATION

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

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

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

ENRICHMENT OPPORTUNITIES

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

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

- ✓ The Hexagon, Reading
- ✓ South Street Theatre, Reading



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

EQUIPMENT NEEDED

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

Plain black t-shirt

Plain black jogging bottoms or trousers

Black or Blue Pen

Green Pen

Highlighters

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

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

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

National Theatre YouTube Channels – great videos about productions, acting techniques and styles.

Technical theatre and tutorials

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

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

Google Classroom:

Year 9: **mxo2qq**

Year 10: **ohtfrp**

Year 11: **nqvh3ra**

TEXTBOOKS OR REVISION GUIDES

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

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

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs J Tolman



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



OVERVIEW

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

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

ASSESSMENT OBJECTIVES

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

ASSESSMENT STRUCTURE

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

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

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

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

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

GROUPINGS

To study GCSE Economics you must have already achieved a level 3M in English and Mathematics by the time the Year 8 Reports are published in February. We have 2 classes of 25-30 students.

HOMEWORK INFORMATION

Complete Unit 1, Unit 2 and Unit 3 past examination papers

Economics online specific tasks

Research examples to put concepts into context

Encouragement of reading around the subject

Taking an interest in current affairs e.g. watching BBC news, Channel 4 News and the Guardian.

Explore the Bank of England website Complete different exercises using the following websites:

- www.timesonline.co.uk
- <http://www.hm-treasury.gov.uk>
- <http://www.ft.com>
- <http://www.euroemu.co.uk>



- <http://www.bankofengland.co.uk>
- <http://www.ifs.org.uk/>.

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

EXTENDED STUDY INFORMATION

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

ENRICHMENT OPPORTUNITIES

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

EQUIPMENT NEEDED

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Test students on subject vocabulary
Provide newspaper cuttings / links to news websites of relevant articles
Help them to research
Work through the Unit 1 and Unit 2 revision guides. Students can work through the questions and complete summaries of the material covered.
Encourage active revision (doing exercises and answering exam questions) is better than passive revision (reading a revision guide).
Read the examiners reports and mark schemes with your child. Talk to your child about what they are learning.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom code: Yr 9 6k4h62o, Yr 10 530hn2, Yr 11 1yan730

TEXTBOOKS OR REVISION GUIDES

OCR GCSE (9-1) Economics
Clive Riches, Christopher Bancroft, Jan Miles-Kingston
ISBN: 9781471888342
Published: 28/04/2017

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: **Mrs Nave**



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	GCSE Economics course unit 1: What is the Economic Problem? Topics covered: <ol style="list-style-type: none"> 1. Defining the economic problem 2. Scarcity, choice and opportunity cost 3. Approaches to the economic problem 4. What is specialisation? 	GCSE Economics course unit 4: What are the Economic Objectives of the Government? Topics covered: <ol style="list-style-type: none"> 1. Objectives of government policy 2. Economic growth 3. Costs and benefits of economic growth 4. 	GCSE Economics course unit 7: The UK Economy and Globalisation. Topics covered: <ol style="list-style-type: none"> 1. Globalisation 2. Multinationals 3. International specialisation and trade 4. The World Trade Organization 5. Patterns of trade 6. Protectionism 7. China and India
ASSESSMENT OPPORTUNITIES	End of unit milestone	Exam questions	
2	GCSE Economics course unit 2: What are Competitive Markets? Topics covered: <ol style="list-style-type: none"> 1. Markets 2. Monopoly and monopoly power 3. Demand 4. The demand curve – rise or fall? 5. Price elasticity of demand 6. Supply 	<ol style="list-style-type: none"> 7. Employment and unemployment 8. Inflation Consequences of inflation 	<ol style="list-style-type: none"> 8. The World Trade Organization 9. Patterns of trade 10. Protectionism China and India
ASSESSMENT OPPORTUNITIES		End of Unit Milestone	
3	<ol style="list-style-type: none"> 1. Price elasticity of supply 2. Determination of price in competitive markets (1) 3. Determination of price in competitive markets (2) 	GCSE Economics course unit 5: How does the UK Government Raise and Spend Money? Topics covered: <ol style="list-style-type: none"> 1. Government income and expenditure 2. Distribution and redistribution of incomes 	Revise



ASSESSMENT OPPORTUNITIES			
4	GCSE Economics course unit 3: How do Firms Operate in Competitive Markets? Topics covered: 1. Costs, revenues and profit 2. Productivity	3. Taxes and redistribution in income 4. Correcting market failure	
ASSESSMENT OPPORTUNITIES			
5	1. Growth of firms 2. Economies and diseconomies of scale	GCSE Economics course unit 6: Which Policies can the UK Government Use? Topics covered: 1. Fiscal policy 2. Money and interest rates 3. Monetary and interest rate policy	
ASSESSMENT OPPORTUNITIES			
6	GCSE Economics course unit 3: How do Firms Operate in Competitive Markets? Topics covered: 3. Rewards for labour 4. Differences in wage rates	4. Supply-side policies 5. Government policies and conflicts	
ASSESSMENT OPPORTUNITIES			FINAL EXAMINATION



OVERVIEW

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 is essential for all careers. Being able to read with understanding, write clearly and accurately and communicate verbally with colleagues will be part of any job. Careers asking for English as a possible, specific qualification include teaching, publishing, journalism, copywriting, lexicography or writing. English would also be a useful qualification for those who want to be a librarian, or work in advertising, administration, the film industry, the media, marketing, public relations or social media/ web writing.

ASSESSMENT OBJECTIVES

Reading

A01

Identify and interpret explicit and implicit information and ideas.

Select and synthesise evidence from different texts.

A02

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

A03

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

A04

Evaluate texts critically and support this with appropriate textual references.

Writing

A05

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

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

A06

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

Spoken Language

A07

Demonstrate presentation skills in a formal setting.

A08

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

A09

Use spoken Standard English effectively in speeches and presentations.

ASSESSMENT STRUCTURE

Assessments will cover the following areas and types of question:-



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 extract (practising analysis of unseen extracts).

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

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 (analysing non-fiction texts).

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 (writing letters, reports, articles, speeches).

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: students will develop presentational skills for a talk to an audience on a topic of their choice. Spoken language marks will be reported as a separate grade (pass, merit or distinction) on the GCSE certificate.

GROUPINGS

Students are organised into mixed ability groupings based on their performance in years 7 & 8. There will be 2 support groups for students who may need a slower pace for their work or support in their lessons by studying in a smaller group. 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 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.

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.

ENRICHMENT OPPORTUNITIES

- 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 creative writing club.

EQUIPMENT NEEDED

- 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 CHILDREN?



- 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>

TEXTBOOKS OR REVISION GUIDES

CGP Revision guides are bought by the department and sold to students for a cheaper price than they are available in shops.

Revision guides are available on:-

- Language for Grades 1 -9

There is also a matching work books.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs J Escott-New

ENGLISH LITERATURE: EDEXCEL

OVERVIEW

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 is essential for all careers. Being able to read with understanding, write clearly and accurately and communicate verbally with colleagues will be part of any job. Careers asking for English as a possible, specific qualification include teaching, publishing, journalism, copywriting, lexicography or writing. English would also be a useful qualification for those who want to be a librarian, or work in advertising, administration, the film industry, the media, marketing, public relations or social media/ web writing.

ASSESSMENT OBJECTIVES

A01

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



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

A02

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

A03

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

A04

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

ASSESSMENT STRUCTURE

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

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.

GROUPINGS

Students are organised into mixed ability groupings based on their performance in years 7 & 8. There will be 2 support groups for students who may need a slower pace for their work or support in their lessons by studying in a smaller group. 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 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.

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.

ENRICHMENT OPPORTUNITIES

- 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.

EQUIPMENT NEEDED

- 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 CHILDREN?

- 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>

TEXTBOOKS OR REVISION GUIDES

Students will need their own copy of the set texts. The school will buy the required editions and sell them to students at the appropriate time in the programme of study. Edexcel provides an anthology of set poems. CGP Revision guides are bought by the department and sold to students for a cheaper price than they are available in shops.

Revision guides are available on:-

- *An Inspector Calls*
- *Macbeth*
- *A Christmas Carol*
- Unseen poetry

There are also matching work books for each of these topics.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs J Escott-New



TERM	COURSE CONTENT: Knowledge and skills For Language and Literature		
	Year 9	Year 10	Year 11
Students will usually complete 2 formal reading and writing assessments per half term. These will usually be completed in class. See below for a guide to the types of assessment students will undertake. In addition, students will practise for the oral presentation they will give at GCSE.			
1	Travel writing –a range of non-fiction	A Christmas Carol Literature set text	Revisit Christmas Carol
ASSESSMENT OPPORTUNITIES	Practice with exam style questions on non-fiction extracts	Practice with exam style questions on characters and themes	Practice with exam style questions on characters, themes and extracts
2	An Inspector Calls Literature set text	Unseen C19 fiction extracts	Revisit other literature texts
ASSESSMENT OPPORTUNITIES	Practice with exam style questions on characters and theme	Practice with exam style questions	Practice with exam style questions on characters and themes
3	Gothic literature extracts Including unseen C19 extracts	Finish poetry unit including unseen poetry	Language paper 1 revision
ASSESSMENT OPPORTUNITIES	Practice with exam style questions on characters and themes Creative writing	Practice with exam style questions - themes	Practice with exam style questions - themes
4	Macbeth Literature set text	Fiction writing	Language paper 2
ASSESSMENT OPPORTUNITIES	Practice with exam style questions on characters and themes	Practice with exam style questions	Practice with exam style questions - themes
5	Cont. Macbeth Literature set text	Finish Macbeth	Literature revision
ASSESSMENT OPPORTUNITIES	Practice with exam style questions on characters and themes	Practice with exam style questions on characters and themes	Practice with exam style questions on characters and themes
6	Poetry – set theme from Edexcel anthology Literature set text	Non-fiction texts – the generation gap	Revision
ASSESSMENT OPPORTUNITIES	Practice with exam style questions on poetry comparisons	Practice with exam style questions	FINAL EXAMINATION



OVERVIEW

This new and exciting course aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating to what they have made. This course also looks at the food choices that affect peoples choices of food plus giving students and understanding of where food comes from and a range of different cooking methods.

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 STRUCTURE



All Non Exam assessments (NEA) which count towards the final GCSE grade take place in Year 11. There will be two NEA's during Year 11 plus an exam in the summer of Year 11

Assessment structure

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

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

GROUPINGS

Mixed Ability

HOMEWORK INFORMATION

How long should it take? 60 mins

How often will it be set? Weekly (some weeks there may be two homework's one for the theory lesson and an evaluation for the practical they have produced)

What sort of tasks will be set?

- Exam practice
- Produce revision cards/ mind maps
- Reading up on a topic before a lesson
- Question and Answer worksheets
- Research Tasks
- Extended writing piece of work
- Supermarket visits
- Use of internet
- Cooking a product at home
- Writing a time plan for a practical

EXTENDED STUDY INFORMATION

Make use of:

- Supermarket websites
- www.nhs.uk/livewell
- Read food magazines and newspaper articles relating to changes in the food industry.
- Watch cookery programmes and short documentaries about food production.

ENRICHMENT OPPORTUNITIES



Master chef competition. The opportunity to get a Level 2 Food hygiene certificate (afterschool commitment needed)

EQUIPMENT NEEDED

- Named containers to take the food products home in
- Cake tin (20cm) which will be used in numerous practical's
- Piping bag and nozzle set
- Food ingredients will need to be purchased when required for practical. Students will be given a weeks notice when ingredients are needed
- A named leak proof container needs to be provided for practical lessons

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage students to visit food outlets and supermarkets, to raise awareness of products, costs and packaging.
- Encourage students to cook healthy dishes on a regular basis and practice assessed work.
- Ask students when they are cooking and then provide them with the ingredients.
- Discuss the outcome of practical work completed at school, including any written feedback required.
- Read through the recipe the night before to make sure students understand what they are doing
- Help to produce revision cards for the material that is covered in Year 9 and 10 as this content may not be repeated due to the NEA's in year 11.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

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

<https://www.bbcgoodfood.com>

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

<https://www.jamieoliver.com>

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

Google classroom;

Year 9 Food - au7w5cl

Year 10 Food - 6lnk5j9

TEXTBOOKS OR REVISION GUIDES

- Anita Tull, Gary Littlewood AQA GCSE Food Preparation and Nutrition ISBN;9781908682789
- CGP GCSE Food Preparation and Nutrition for AQA . The Revision Guide ISBN: 9781782946496
- AQA GCSE 9-1 Food Preparation and Nutrition All-in-One Revision and Practice (Collins GCSE 9-1 Revision) Paperback – ISBN-10: 000816634X

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Bradley



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Introduction to nutrition</p> <p>Macronutrients</p> <p>Eatwell guide and healthy eating</p> <p>Cereals introduction</p>	<p>Diet nutrition and health</p> <p>Nutrition changing throughout life</p> <p>Raising agents</p> <p>Why food is cooked/cooking methods</p> <p>Heat transfer in food</p>	<p>NEA 1</p> <p><u>September to November</u></p> <p><u>NEA 1. Food Investigation Task- 15% of final GCSE grade- (carried out under supervised conditions)</u></p> <p>Title set by AQA</p> <p><u>PPE Examinations</u></p>
ASSESSMENT OPPORTUNITIES	<p>End of topic test</p> <p>Past Exam Questions</p> <p>Practical assessment</p>	<p>End of topic test</p> <p>Past Exam Questions</p> <p>Practical assessment</p>	<p>NEA 1 – Deadline November</p> <p>(1500-2000 words including graphs, charts and diagrams)</p>
2	<p>Starchy carbs continued; pasta, potatoes.</p> <p>Pastry making</p> <p>Fruit and vegetables</p> <p>Sugars</p> <p>Fats and oils</p> <p>Pasta theory</p> <p>Gelatinisation</p>	<p>Energy needs</p> <p>Nutritional analysis</p> <p>Meal planning</p> <p>Modifying recipes to meet different needs</p>	<p>NEA1</p> <p><u>September to November</u></p> <p><u>NEA 1. Food Investigation Task- 15% of final GCSE grade- (carried out under supervised conditions)</u></p> <p>Title set by AQA</p>
ASSESSMENT OPPORTUNITIES	<p>End of topic test</p> <p>Past Exam Questions</p> <p>Practical assessment</p>	<p>End of topic test</p> <p>Past Exam Questions</p> <p>Practical assessment</p>	
3	<p>Protein foods- meat, eggs, fish. pulses</p> <p>Sauce theory</p> <p>Function of ingredients</p> <p>Food Hygiene</p> <p>Coagulation</p> <p>Food labelling</p>	<p>Functional and chemical properties if food – protein</p> <p>Functional and chemical properties if food – carbohydrates</p> <p>Functional and chemical properties if food – fat</p> <p>Factors affecting food choice</p> <p>Food allergies and intolerance</p>	<p>NEA2</p> <p><u>November to March</u></p> <p><u>NEA 2 Food Preparation task- 35% of final GCSE grade(carried out under supervised conditions)</u></p> <p>Title set by AQA</p>
ASSESSMENT OPPORTUNITIES	<p>End of topic test</p> <p>Past Exam Questions</p> <p>Practical assessment</p>	<p>End of topic test</p> <p>Past Exam Questions</p> <p>Practical assessment</p>	<p>NEA 2 – Deadline March</p> <p>(portfolio of no more than 20 sides of A4)</p>
4	<p>Dairy foods- milk, cheese,</p> <p>Sensory analysis</p> <p>Food Additives</p>	<p>Food provenance – free range/intensive farming and GM foods</p> <p>Food and the environment</p>	<p>NEA 2</p> <p><u>November to March</u></p> <p><u>NEA 2 Food Preparation task- 35% of final GCSE</u></p>



		Sustainability of food Technological developments of food Food labelling Food additives	<u>grade(carried out under supervised conditions)</u> Title set by AQA
ASSESSMENT OPPORTUNITIES	End of topic test Past Exam Questions Practical assessment PPE	End of topic test Past Exam Questions Practical assessment NEA 1 PPE	
5	Revision for PPE Exam Vitamins theory Egg theory	Primary processing – meat and fish Primary processing – fruit and vegetables Primary processing – cereals Secondary processing – fruit into jam Secondary processing flour into bread Secondary processing flour into pasta	NEA2 revision
ASSESSMENT OPPORTUNITIES	End of topic test Past Exam Questions Practical assessment	End of topic test Past Exam Questions Practical assessment	
6	Why food is cooked Summer Holiday work: Bacteria and micro organisms	NEA1 Preparation NEA2 Preparation	
ASSESSMENT OPPORTUNITIES	End of topic test Past Exam Questions Practical assessment NEA 2 Practical PPE	End of topic test Past Exam Questions Practical assessment NEA 2 PPE	FINAL EXAMINATION



OVERVIEW

Having a French GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

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

COURSE CONTENT

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

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

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

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

There are three broad themes:

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

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

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

ASSESSMENT OBJECTIVES

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

ASSESSMENT STRUCTURE

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

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

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

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

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

GROUPINGS

Mixed ability

HOMEWORK INFORMATION

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

The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in



lessons, but also outside school. Students are usually given one week for vocabulary learning and written homework. For most pupils this will average up to an hour per week.

EXTENDED STUDY INFORMATION

- Guide them towards extra vocabulary and grammar practice eg:
<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
<http://www.bbc.co.uk/schools/gcsebitesize/french>
<http://www.gcse.com/french>
<http://www.frenchteacher.net/free-resources/samples>
- Encourage them to read about their favourite celebrity, music, sport in French by googling them on www.google.fr
- Get them interested in current affairs using the Journal des Enfants: <http://www.jde.fr>
- Get them interested in wider French/Francophone culture eg: reading translations of French language novels, finding out about key periods in French history
- Go to France and make them do all the transactions!

ENRICHMENT OPPORTUNITIES

After school catch up and revision

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

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

EQUIPMENT NEEDED

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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

Test them on the meanings of French words/sentences when they have to learn vocab or grammar

For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write

Ask them to show you where they have included the elements required by the markscheme to get the grade they are aiming for.

If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?

Ask them what certain words mean – how spontaneously can they answer you?

If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.linguascope.com (password and username to be shared in class).

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

TEXTBOOKS OR REVISION GUIDES

Studio AQA gcse French

https://www.cgpbooks.co.uk/Student/books_gcse_french

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr G. Raso



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Introducing yourself and others Free time activities: TV, books, films Daily routine Describe and discuss relationships with friends and family Making arrangements to go out <u>Grammar:</u> <i>Present, near future and perfect tense</i> <i>Giving opinions and justifications</i> <i>Reflexive verbs</i> <i>Using direct object pronouns</i> <i>Possessives</i></p>	<p><u>Theme 1: Identity & Culture</u> <u>Module 1</u> Revising family & describing people Revising places in a town and activities Friends and relationships <i>Irregular verbs in the present tense</i> Family relationships <i>Reflexive verbs in the present tense</i> Arrangements to go out <i>Near future tense</i> Describing a night out <i>Perfect tense</i> When you were younger <i>Imperfect tense</i> Role models <i>Present, perfect & imperfect tenses</i> <u>Module 2</u> Revising sport and music Revising technology, films & TV Sports <i>Depuis + present tense</i> Life online <i>Comparatives</i> Reading <i>More imperfect tense</i> TV programmes <i>Direct object pronouns (le, la, les)</i> Cinema <i>Superlative adjectives</i></p>	<p>Comparing French and English schools Talking about school rules Talking about future plans Discussing money and jobs Talking about part-time jobs Talking about problems at work Talking about holidays The weather Hotels and travelling Holiday plans Using a range of tenses</p>
ASSESSMENT OPPORTUNITIES	<p>Writing assessment (two short pieces and one translation) Writing Assessment (one longer piece and one translation) Speaking (the role play) Reading and listening assessments</p>	<p>Module 1: Listening & Speaking Module 2: Reading & Writing</p>	<p>Controlled writing / speaking assessment Listening and reading past papers Controlled writing / speaking assessment</p>



<p>2</p>	<p>Describing a night out Talking about life when you were younger Discuss role models Discuss sports Discuss technology <u>Grammar:</u> <i>The imperfect tense</i> <i>Saying how long you have been doing something</i> <i>Using comparatives</i> <i>Using relative pronouns "qui" and "que"</i></p>	<p><u>Module 3</u> Revising food and meals Revising shopping for clothes Daily life <i>Pouvoir & devoir + infinitive</i> Food for special occasions <i>The pronoun en</i> Polite language <i>Asking questions in the tu & vous form</i> Family celebrations <i>Venir de + infinitive</i> Festivals & traditions <i>Combining tenses</i></p>	<p>Talking about food and drink Talking about parts of the body Health and fitness Addiction and health problems The environment</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Writing assessment (one longer piece and one translation) Reading and listening assessments Speaking assessment (the conversation)</p>	<p>Module 3: Listening, speaking, reading & writing</p>	
<p>3</p>	<p>Discuss films and actors Food and meals Shopping for clothes Daily routine Food and special occasions Customs and festivals in French speaking countries <u>Grammar:</u> <i>Using superlatives</i> <i>Using partitives</i> <i>Using "en"</i> <i>Modal verbs</i></p>	<p><u>Theme 2: Local, national, international and global areas of interest</u> <u>Module 4</u> Revising weather & transport Revising asking the way Describing a region <i>Pronoun y</i> Describing a town <i>negatives</i> Seeing the sites <i>Asking questions with quel/quelle/quels/quelles</i> Plans for excursions / weather <i>Future tense</i> Community projects <i>Present, perfect & future tense</i> <u>Module 5</u> Revising holidays Revising past, present & future holidays Ideal holidays <i>conditional</i> Using a hotel <i>Reflexives in the perfect tense</i> Visiting a restaurant <i>En + present tense</i></p>	



		Travelling <i>Avant de + infinitive</i> Buying souvenirs <i>Demonstrative adjectives</i> Holiday disasters <i>Pluperfect tense</i>	
ASSESSMENT OPPORTUNITIES	Speaking assessment (the photo card) Reading and listening assessments	Module 4: Listening & Speaking Module 5: Reading & Writing PPE 1: specimen exam papers All skills	FINAL EXAMINATION



OVERVIEW

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

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

COURSE CONTENT

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

- Yr9 Coastal landscapes in the UK (Physical Landscapes in the UK);
- Yr9 Urban issues and challenges;
- Yr9 River landscapes in the UK (Physical Landscapes in the UK);
- Yr9 Field trip – physical investigation based around rivers;
- Yr10 The Changing Economic World;
- Yr10 Ecosystems and tropical rainforests (The living World);
- Yr10 Cold Environments (The Living World);
- Yr10 Tectonic Hazards (The Challenge of Natural Hazards);
- Yr10 Field trip – human investigation based around urban issues;
- Yr10 Geographical Skills (cartographic, graphical, numerical, statistical skills).

ASSESSMENT OBJECTIVES

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

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

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

ASSESSMENT STRUCTURE

There are three main parts to the GCSE assessment structure: -

Paper 1: Living with the Physical Environment (35%)

This is a 1 hour 30 minute written examination that assesses all the physical modules of the course. It is in 3 sections, Section A (The Challenge of Natural Hazards) is worth 33 marks, Section B (UK Physical Landscapes) is worth 30 marks and Section C (The Living World) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.



Paper 2: Challenges in the Human Environment (35%)

This is a 1 hour 30 minute written examination that assesses all the human modules of the course. It is in 3 sections, section A (Urban Issues and Challenges) is worth 33 marks, section B (The Changing Economic World) is worth 30 marks and section C (The Challenge of Resource Management) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

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

FIELDWORK

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on two fieldtrips which covers these requirements, which will cost around £40. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.

GROUPINGS

Mixed ability classes

HOMEWORK INFORMATION

Tasks may include:

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

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

EXTENDED STUDY INFORMATION

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

- <http://www.gatm.org.uk/>
- <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- <http://earthquake.usgs.gov/learn/topics/?topicID=63>
- http://www.ined.fr/en/homepage_of_ined_website/

EQUIPMENT NEEDED

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can:

- Help with case study revision (map mapping / recall)
- Check understanding of key terms
- Help with revision
- Check homework

USEFUL ONLINE INFORMATION/ONLINE RESOURCES



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

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

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

TEXTBOOKS OR REVISION GUIDES

Main textbook: ISBN: 9781471859939 Hodder Education, July 2016

Main Revision guide: ISBN13: 9781782946106 CGP Books

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

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Harrison



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Physical Landscapes In The UK: Coasts	The Changing Economic World	
ASSESSMENT OPPORTUNITIES	Baseline test Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	
2	Urban Issues and Challenges	The Changing Economic World	
ASSESSMENT OPPORTUNITIES	Series of past paper questions used in lessons (timed) and for homework.	PPE1 Series of past paper questions used in lessons (timed) and for homework.	
3	Urban Issues and Challenges	The Living World: Ecosystems and Tropical Rainforests	
ASSESSMENT OPPORTUNITIES	Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	
4	Physical Landscapes in the UK: Rivers	The Living World: Cold Environments	
ASSESSMENT OPPORTUNITIES	Year 9 assessment week Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	
5	Physical Landscapes in the UK: Rivers	The Challenge of Natural Hazards: Tectonic Hazards	
ASSESSMENT OPPORTUNITIES	Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	
6	Geographical Skills and Fieldtrip	Geographical Skills and Fieldtrip	
ASSESSMENT OPPORTUNITIES	Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	



OVERVIEW

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

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

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

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. There are many careers that are linked with this subject. This course is perfect for students to enter the Health care profession along with social care and support roles.

On completing this course students can move onto study A levels or Level 3 vocational qualifications.

ASSESSMENT OBJECTIVES

The course is made up of three components: Two internally assessed and one that's externally assessed.

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

AO2 Interpret health indicators

AO3 Design a person-centred health and wellbeing improvement plan

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

ASSESSMENT STRUCTURE

The course is made up of three components: Two internally assessed and one that's externally assessed.

Component 1: Human Lifespan Development

Aim: understand how we grow and develop throughout our lives

This assignment would be completed in Year 10 and is worth 30% of the total course.

Component 2: Health and Social Care Services and Values

Aim: Get to know how the health and social care sector works and the care values that lie at the core of it

This assignment would be completed in Year 10 and is worth 30% of the total course



Component 3: Health and Wellbeing

Aim: Help improve someone's health and wellbeing

This written exam would take place in February of Year 11 and worth 40% of total course.

This is a TWO hour exam

Students would be awarded from Level 1 pass to Level 2 Distinction* on completing this course.

GROUPINGS

This course is taught in mixed ability groups

HOMEWORK INFORMATION

Homework will be set weekly and it is expected that there will be half an hour a week for component 1 and 2 totally ONE hour.

Homework will be a mix of completing classwork, research tasks, exam practice questions as well as extended writing and PowerPoint presentations

EXTENDED STUDY INFORMATION

- To have an interest in the news and what is happening around the world in terms of health and social care will be greatly beneficial.
- Additional research using Magazines Books Internet.
- Watch suggested Health & Social Care documentaries.

ENRICHMENT OPPORTUNITIES

As we continue to develop the course we are looking at inviting speakers into the classroom to extend students knowledge plus to have greater links with the local health and social care institutions.

EQUIPMENT NEEDED

All students need access to the google classroom.

Basic stationary will be needed

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Check planners.
- Proof read assignment work
- Encourage to research the topics outside of the classroom
- Ensure students safely store any notes made in lessons
- Read through and discuss the task and feedback with your child so they understand what they need to do.
- Go through the task sheet and assessment criteria to help them plan.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

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

www.ageuk.org.uk/

www.nhs.uk

www.carersuk.org

www.actiononhearingloss.org.uk

www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx

www.bbc.co.uk/news/health

GOOGLE CLASSROOM CODE

Year 9 B: 7kw93l

Year 9 C: x7iq6g



Year 10: 8bctv0n

TEXTBOOKS OR REVISION GUIDES

BTEC Tech Award Health and Social Care Student Book

by [Mrs Brenda Baker](#) (Author), [Colette Burgess](#) (Author), [Ms Elizabeth Haworth](#) (Author)

ISBN-10: 1292200928

CONTACTS / ANY FURTHER INFORMATION

Curriculum Support in Health and Social Care: Mrs Barnikel

Curriculum leader: Mr Bradley

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Introduction to health and social care Primary, Secondary and Tertiary care	Component 1 Assignment on the development of different life stages – First assignment Component 2 Assignment on the different types of health and social care providers – First assignment	Component 3 - Healthy living Factors affecting unhealthy diets
ASSESSMENT OPPORTUNITIES	Extended writing questions	Report writing Presentation	Exam practice
2	Life stages From infancy to late adulthood	Component 1 Assignment on the development of different life stages – First assignment Component 2 Assignment on the different types of health and social care providers – First assignment	Monitoring and creating individual health care plans
ASSESSMENT OPPORTUNITIES	Exam questions PowerPoint presentation	Report writing Presentation	Exam practice
3	Types of communications - Verbal - Non verbal	Component 1 Assignment on the development of different life stages – First assignment Component 2 Assignment on the different types of health and social care	Revision



		providers – First assignment	
ASSESSMENT OPPORTUNITIES	Group work Exam Questions	Component 1 and 2 First Assignment due	FINAL EXAMINATION
4	Barriers to health and social care	Component 1 Assignment on the development of different life stages – Second assignment Component 2 Assignment on the different types of health and social care providers – Second assignment	Revision
ASSESSMENT OPPORTUNITIES	Presentation and group work	Role play scenario	PPE Exam Questions
5	Component 1 and 2 preparation PPE - Become familiar with paperwork - Expectations - Trial run	Component 1 Assignment on the development of different life stages – Second assignment Component 2 Assignment on the different types of health and social care providers – Second assignment	Revision
ASSESSMENT OPPORTUNITIES	Exam Questions	Component 1 and 2 Second Assignment due	FINAL EXAMINATION
6	Physical, Intellectual, Emotional and Social aspects of development	Component 3 Introduction Health and wellbeing	
ASSESSMENT OPPORTUNITIES	Exam questions	Exam questions	



OVERVIEW

History is continuously changing the world around us and historic events have helped to shape our society.

Studying GCSE History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multi-cultural society?

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

You'll learn valuable skills...

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

... and useful facts

- Ever wondered why people wear poppies in November?
- Did you know that until 1928 not all women could vote?

Look ahead at possible future careers

Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching.

ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives:

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

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

ASSESSMENT STRUCTURE

Paper 1: Understanding the modern world

In Section A there is a choice of **four** period studies, each with a focus on two key developments in a country's history over at least a 50 year period.



In Section B there is a choice of **five** wider world depth studies. These focus on international conflict and tension.

How it's assessed

Written exam: 1 hour 45 minutes

84 marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE

Questions

Section A – six compulsory questions (40 marks)

Section B – four compulsory questions (40 marks)

Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation **What's assessed**

In Section A there is a choice of **three** thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of **four** British depth studies incorporating the study of a specific historic environment.

How it's assessed

Written exam: 1 hour 45 minutes

84 marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE

Questions

Section A – four compulsory questions (40 marks)

Section B – four compulsory questions (40 marks)

Plus 4 marks for spelling, punctuation and grammar

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.

ENRICHMENT OPPORTUNITIES

A trip to a medical museum is being planned to supplement the students learning in the second half term of Year 9.

EQUIPMENT NEEDED

A pencil, 30 cm 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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

One of the keys to success at GCSE and developing an in depth knowledge of the topic is the ability to learn facts to support student judgements about historical individuals, events and developments.

Developing the skill of having an opinion about a topic or individual and being able to support that view with evidence and explanation will support their critical thinking in history.

Equally learning to make inferences and forming interpretations from text and images is a key historical skill. Being able to read between the lines is something that students can struggle with. You can support your child by engaging them in discussions about the different messages that exist in modern product advertising and political campaigning.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

- <http://www.aqa.org.uk/subjects/history/gcse/history-8145>
 - Contains the full AQA GCSE History specification

Individual class Google Classrooms are created to support the students in homework tasks and provide wider reading and support materials.

TEXTBOOKS OR REVISION GUIDES

The following are the textbooks that we use in school that are approved by the examination board.

- For Paper 1
 - Understanding the Modern World, David Ferriby, Dave Martin & Ben Walsh. ISBN 9781471862946.
- For Paper 2
 - Health and the People, Alf Wilkinson. ISBN 9781471864216.
 - **Medieval England: the reign of Edward I, 1272-1307**, Alf Wilkinson. ISBN 9781471864261.

Currently there is not a single revision guide to cover the whole of the GCSE AQA specification the following cover some of the individual units your child will study.

- GCSE AQA History, CGP. ISBN 9781782946045.
 - Covers Conflict and tension, 1918-1939 (Paper 1) and Britain: Health and the people: c1000 to the present day (Paper 2).
- My Revision Notes AQA GCSE (9-1) History, Simon Beale, Carmel Bones, David Ferriby, Adele Fletcher, Lizzy James and Tim Jenner. ISBN 9781510404045.
 - Covers Conflict and tension, 1918-1939 (Paper 1) and Britain: Health and the people: c1000 to the present day (Paper 2).
- Workbooks to practise and perfect the knowledge and skills that students need to achieve their best grade.
 - Conflict and Tension, 1918-1939, Adele Fletcher, Kate Harker, Tim Jenner and Alex Stonehouse. ISBN 9781510418622.
 - Health and the People, Adele Fletcher, Kate Harker, Tim Jenner and Alex Stonehouse. ISBN 9781510418974.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr A. Jackson



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Health and the People: Medicine stands still Students will study the nature of medical diagnosis and treatment in Medieval England and what led to these types of treatment. They will also study developments that were made in this period with a case study on the Black Death.</p>	<p>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</p>	<p>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.</p>
ASSESSMENT OPPORTUNITIES	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content ‘tests’		
2	<p>Health and the People: Beginnings of change. Students will study the impact of the Renaissance on medical diagnosis and treatment in Britain. They will also study developments that were made in this period such as William Harvey and John Hunter with a case study on the Great Plague of 1665.</p>	<p>Russia – Stalin’s USSR 1924-1945 Students will study how Stalin was able to rise to power and consolidate his position. They will also evaluate the impact of the economic policies Stalin introduced such the Five-Year Plans and the collectivisation of agriculture.</p>	<p>Conflict and Tension – The League of nations and international peace. Students will study the creation of the League of Nations and how it attempted to maintain peace in the 1920s and 1930s with a focus on crises in Manchuria 1931 and Abyssinia 1935.</p>
ASSESSMENT OPPORTUNITIES	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content ‘tests’		
3	<p>Health and the People: Beginnings of change. (Continued)</p> <p>A revolution in medicine, c1800-c1900. Students will study the impact of the revolution that occurred in surgery, improvements in public health and the development of germ term.</p>	<p>Russia – Stalin’s USSR 1924-1945 (Continued)</p> <p>Medieval England: The reign of Edward I</p> <p>Government: the rights of King and people Students will study the developments in government during the reign of Edward I and his methods of ruling</p>	<p>Conflict and Tension – The League of nations and international peace. (Continued)</p> <p>Conflict and Tension – The origins and outbreak of the Second World War Students will study the Hitler’s ideology and rise to power in Germany. They will also examine German foreign policy</p>



		England and its territories in the thirteenth century.	actions from 1933-1939 that ultimately led to the outbreak of the Second World War.
ASSESSMENT OPPORTUNITIES	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'		
4	<p>A revolution in medicine, c1800-c1900. (Continued)</p> <p>Modern medicine</p> <p>Students will study the impact of the World Wars on developments in surgery, the treatment of disease and modern public health with a focus on the NHS.</p>	<p>Government: the rights of King and people (Continued)</p> <p>Life in Medieval England</p> <p>Students will study the society of thirteenth century England and how life in the towns differed to that of the villages. They will also examine the development of a legal system.</p>	<p>Conflict and Tension – The origins and outbreak of the Second World War (Continued)</p>
ASSESSMENT OPPORTUNITIES	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'		
5	<p>Modern medicine (Continued)</p> <p>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.</p>	<p>Life in Medieval England (Continued)</p> <p>Edward I's military campaigns in Wales and Scotland.</p> <p>Students will study thirteenth century warfare and Edward I's conquest of Wales and wars with Scotland.</p>	Revision for final examinations
ASSESSMENT OPPORTUNITIES	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'		
6	<p>Russia – The end of Tsardom 1894-1917 (Continued) Students will study 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.</p>	<p>Edward I's military campaigns in Wales and Scotland. (Continued)</p>	Revision for final examinations
ASSESSMENT OPPORTUNITIES	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'.		FINAL EXAMINATION



OVERVIEW

The creative use of ICT is essential for many careers. The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

ASSESSMENT OBJECTIVES

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

ASSESSMENT STRUCTURE

There is one examination that is usually conducted at the end of Year 10.

There are three other course works. These are commenced in Year 10 and completed throughout Year 11.

Unit R081: Pre-production skills

Unit R082: Creating Digital Graphics

Unit R085: Creating a multi-page website

Unit R091: Creating a game concept

GROUPINGS

All classes are taught as mixed ability sets.

HOMEWORK INFORMATION

Homework is set according to the department policy and is generally fortnightly.

EXTENDED STUDY INFORMATION

Students are encouraged to explore graphical design packages and websites. This subject has a strong link to Art and visual creativity.

ENRICHMENT OPPORTUNITIES

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

EQUIPMENT NEEDED

It is not necessary to have access to any specialist equipment or computer devices at home. The school has a very robust and up to date computer network with industry standard software.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents should encourage their students to use home computers for academic purposes. If parents work in the ICT industry then they should engage with their children about how they use computer systems for product design and marketing.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom

<https://www.ocr.org.uk/qualifications/by-type/cambridge-nationals/>

TEXTBOOKS OR REVISION GUIDES



My Revision Notes: OCR Cambridge Nationals in Creative iMedia L 1 / 2: Pre-production skills and Creating digital graphics. Author: Kevin Wells. ISBN: 9781471886683

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr B Hanson

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Developing software skills and literacy	Designing a game concept	Pre-production skills
ASSESSMENT OPPORTUNITIES	Topic test	Board set coursework assignment	Topic review
2	Developing software skills and literacy	Designing a game concept	Creating graphics
ASSESSMENT OPPORTUNITIES	Topic test	Coursework	Coursework
3	Developing software skills and trial project	Designing a game concept	Creating graphics
ASSESSMENT OPPORTUNITIES	Topic test	Coursework	Coursework
4	Developing software skills and trial project	Creating graphics	Creating graphics
ASSESSMENT OPPORTUNITIES	Topic test	Topic test	Coursework
5	Creating a multi-page website	Pre-production skills	Pre-production skills / coursework
ASSESSMENT OPPORTUNITIES	Board set coursework assignment	Mock papers	Completion of coursework and past papers
6	Creating a multi-page website	Pre-production skills.	Pre-production skills and coursework
ASSESSMENT OPPORTUNITIES	Coursework.	Examination	FINAL EXAMINATION



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.

ASSESSMENT OBJECTIVES

		% Foundation	% Higher
AO1	<p>Use and apply standard techniques</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures or set tasks requiring multi-step solutions 	50	40
AO2	<p>Reason, interpret and communicate mathematically</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • make deductions, inferences and draw conclusions from mathematical information from mathematical information • construct chains of reasoning to achieve a given result • interpret and communicate information accurately • present arguments and proofs • assess the validity of an argument and critically evaluate a given way of presenting information <p>Where problems require students to ‘use and apply standard techniques’ or to independently ‘solve problems’ a proportion of those marks should be</p>	25	30



	attributed to the corresponding Assessment Objective.			
AO3	<p>Solve problems within mathematics and in other contexts</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • make and use connections between different parts of mathematics • interpret results in the context of the given problem • evaluate methods used and results obtained • evaluate solutions to identify how they may have been affected by assumptions made <p>Where problems require students to ‘use and apply standard techniques’ or to ‘reason, interpret and communicate mathematically’ a proportion of those marks should be attributed to the corresponding Assessment Objective.</p>	25	30	

ASSESSMENT STRUCTURE

Two tiers are available: Foundation and Higher (content is defined for each tier).

- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.

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 by the EEDI Diagnostic Questions application and are geared towards identifying misconceptions within a topic. Student progress can be monitored directly by parents. This facility will be rolled out from October.

Additional tasks can be set by class teachers including revision for upcoming assessments, or end of year examinations.

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.

ENRICHMENT 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.

EQUIPMENT NEEDED

In addition to the student's exercise book (issued at the start of the academic year), 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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

We encourage parents to sign-up to the EEDI project when it is made available to parents in October. This will provide detailed feedback on your child's progress through their GCSE Mathematics course.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

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

<https://connect.collins.co.uk/school/MAIDENER2/Student/>

www.mymaths.co.uk

<http://nrich.maths.org>

TEXTBOOKS OR REVISION GUIDES

Textbooks

Collins GCSE Maths - GCSE Maths Edexcel Foundation Student Book ISBN: 978-0-00-811382-7

Collins GCSE Maths - GCSE Maths Edexcel Higher Student Book ISBN: 978-0-00-811381-0

Collins GCSE Maths - GCSE Maths Edexcel Foundation Reasoning and Problem Solving Skills Book ISBN: 978-0-00-811390-2

Collins GCSE Maths - GCSE Maths Edexcel Higher Reasoning and Problem Solving Skills Book ISBN: 978-0-00-811389-6

Revision Guides

Collins GCSE 9-1 Revision - Edexcel GCSE 9-1 Maths Foundation All-in-One Revision and Practice ISBN: 978-0-00-811249-3

Collins GCSE 9-1 Revision - Edexcel GCSE 9-1 Maths Higher All-in-One Revision and Practice ISBN: 978-0-00-811036-9

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr A Davis



TERM	FOUNDATION COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Number 1; numbers and the number system.</p> <p>Number 2; calculating using formal written methods (inc. negative numbers).</p> <p>Algebra 1; algebraic manipulation, substitution and index laws.</p>	<p>Algebraic manipulation: terms and expressions, simplifying expressions, indices, expanding and factorising.</p> <p>Formulae: Substituting into an expression. Substituting into a formula. Using word formulae. Writing an algebraic formula.</p> <p>Lines, Angles and Polygons: angles and lines, triangles and quadrilaterals, congruence and similarity, polygon angles.</p>	<p>Similarity and Congruence</p> <p>Area, perimeter & volume</p> <p>Circles & cylinders</p> <p>Area and Volume: Units and Unit Conversion</p> <p>Transformations - incl. fractional and negative scale factors for enlargements</p>
2	<p>Geometry and Measures 1; visualising and constructing.</p> <p>Number 3; interchangeable work with fractions, decimals and percentages.</p>	<p>Handling Data 1: sampling, organising and representing data, spread and averages.</p> <p>Constructions, Loci, Bearings & Scale</p> <p>Drawings: Measuring and drawing angles. Constructing triangles and bisectors. Use these to construct given figures and solve loci problems.</p> <p>Bearings. Maps and scale drawings.</p>	<p>Pythagoras' theorem</p> <p>Trigonometry</p> <p>Solving linear equations & inequalities</p> <p>Standard Index Form</p> <p>Percentages 2</p>
3	<p>Ratio and Proportion 1; proportional reasoning (inc. compound units).</p> <p>Algebra 2; generating and describing sequences.</p> <p>Geometry and Measures 2; investigating angles.</p> <p>Number 4; calculating percentage change.</p>	<p>Factors, Powers and Roots: factors and multiples, powers and roots, prime factor decomposition.</p> <p>Working in 3D: plans and elevations, 3D shape terminology, symmetry.</p>	<p>Direct and Indirect Proportion</p> <p>Quadratics</p> <p>Simultaneous Equations</p> <p>Drawing and Interpreting Graphs - incl. cubic, reciprocal, quadratics and turning points</p>
4	<p>Algebra 3; graphs of linear functions and distance-time graphs.</p> <p>Geometry and Measures 3; calculating space; circles and cylinders.</p>	<p>Estimates & Reading Scales: Reading scales. Time. Solve problems involving time and timetables.</p> <p>Metric, Imperial & Compound units: Metric units. Change between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts. Use compound units such as speed, rates of pay, unit pricing, density and pressure.</p>	<p>Vectors</p> <p>Upper and Lower Bounds - incl. accuracy and compound measures</p> <p>Algebraic Manipulation 2 - incl. SUVAT, unknowns on both sides and powers</p> <p>Proof</p>

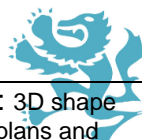


		<p>Scatter Graphs & Correlation: use and interpret scatter graphs of bivariate data; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends while knowing the dangers of so doing</p> <p>Using a calculator: use a calculator to work out complex calculations</p> <p>Probability: experimental vs. theoretical probability, sample space diagrams, mutual exclusivity. Frequency and probability tree diagrams.</p>	
5	<p>Algebra 4; solving linear equations.</p> <p>Probability 1; understanding risk (theoretical and experimental probability).</p> <p>Statistics 1; analysing and comparing the distributions of data sets.</p> <p>Statistics 2; presentation of data.</p>	<p>Averages: Finding the mode, median and the mean. Knowing advantages and disadvantages, finding the range. Using stem and leaf to find the averages and range. Using frequency tables to find averages for discrete data. Working from grouped data. Estimating the mean from grouped data.</p> <p>Percentages 1: Converting between percentages, fractions and decimals and ordering them. Finding percentages of quantities. Using multipliers to determine percentage increase and decrease. Using percentages. Writing one quantity as a percentage of another. Working out percentage increase and decrease.</p> <p>Ratio & Scale: Introducing ratio, solving ratio problems, sharing in a ratio, using the unitary method. Applying ratio. Express a multiplicative relationship between two quantities as a ratio or a fraction. Relate ratios to fractions and to linear functions.</p>	<p>Examination preparation; past papers, examination walkthroughs.</p>
6	<p>Integers and Decimals; see numbers in a context, be able to increase and decrease numbers by integers, four operations with integers and negative numbers - include wordy problems, rounding to nearest 10, 100, 1000, integers, dp, sf. , estimating, manipulating decimals, place value, ordering decimals, four operations with decimals</p> <p>Fractions and Reciprocals; understanding fractions, equivalent fractions (including mixed), ordering fractions, four operations with fractions, reciprocals.</p>	<p>Patterns and Sequences: Generate term from a term-to-term or a position-to-term rule. Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions. nth term of a linear sequence.</p> <p>Linear graphs: Plot graphs of equations that correspond to straight-line graphs; use the form $y = mx + c$ to identify parallel lines. Find the equation of the line through two given points or through one point with a given gradient. Identify and</p>	



		interpret gradients and intercepts of linear functions graphically and algebraically. Recognise and interpret graphs that illustrate direct and inverse proportion. Drawing & Interpreting Graphs: Real-life graphs (containers), conversion graphs, distance-time graphs. Interpret the gradient of a straight line graph as a rate of change.	
ASSESSMENT OPPORTUNITIES	Topic Tests, End OF Year Examination	Topic Tests, PPE1 & 2	PPE 1 & 2, FINAL EXAMINATION

TERM	HIGHER COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Number 1; calculating; standard form, rounding and indices. Geometry and Measures 1; calculating space; arc lengths and areas of sectors. Algebra 1; algebraic vocabulary and factorising.	Algebraic Manipulation: simplifying expressions, indices, expanding and factorising, algebraic fractions. Shapes 1: angles and lines, triangles and quadrilaterals, congruence and similarity, polygon angles, tessellation. Handling Data 1: sampling inc. stratified, organising and representing data, capture/recapture method, histograms.	Trigonometry for non-right-angled triangles Standard form Cones, pyramids and spheres Circle geometry and circle theorems; proof of circle theorems as extension Probability
2	Ratio and Proportion 1; direct and inverse proportion. Algebra 2; quadratic sequences.	Construction and Bearings: constructing bisectors, use to solve loci problems, bearings, scale diagrams, using maps. Factors, Multiples, Indices and Surds: prime factor decomposition, HCF/LCM inc. Venn diagrams, powers/roots inc. negative & fractional indices, simplifying surds, rationalising the denominator.	Upper & lower bounds; incl. percentage errors and using inequalities to express bounds. Direct and inverse proportion; equations, reciprocals and exponential graphs. Proportion and Graphs Similar Shapes; area and volume.
3	Geometry and Measures 2; introduction to trigonometry. Geometry and Measures 3; conjecturing.	Sequences: linear, quadratic, Fibonacci, geometric progressions, quadratic nth term. Graphs 1: plot graphs, identify parallel/perpendicular lines, equation given a point and gradient or two points, real-life graphs, interpret gradients and y-intercepts.	Vectors Quadratic Equations Simultaneous equations Curved Graphs; inc gradient of curve as rate.



		Shapes 2: 3D shape properties, plans and elevations, area, perimeter, simple volume and surface area.	
4	Algebra 3; plotting and interpreting graphs (inc. kinematics). Probability 1; tree diagrams (dependent and independent events).	Percentages: percentage of an amount, percentage change, reverse percentages, compound interest. Formulae: substituting, deriving, changing the subject. Equations and Inequalities: harder algebraic manipulation, proof, quadratics equations, simultaneous equations, solve inequalities, set notation.	Graphical Inequalities; inc. regions from quadratics, set notation Composite functions Solving equations using iteration Transforming graphs
5	Probability 1 (cont.); tree diagrams (dependent and independent events). Algebra 4; simultaneous equations. Statistics 1; scatter graphs and time series graphs.	Ratio and Proportion: ratio and scales, direct and inverse proportion. Metric Units: unit conversion inc. area and volume, compound units, using SUVAT equations. Circles: circumference, area, arcs, sectors, composite shapes. Handling Data 2: scatter graphs & correlation, averages & spread.	Examination preparation; past papers, examination walkthroughs.
6	Decimals; calculating and manipulating decimals. Fractions; adding and subtracting fractions, multiplying and dividing fractions, solving fraction problems, reciprocals. Converting fractions to decimals; conversion between fractions and decimals, converting recurring decimals to fractions. Introduction to algebra; definition for expression, equation, function, formula and identity, collecting like terms and using substitution.	Handling Data 2 cont'd: median, interquartile range, box plots. Shapes 3: transformations, similarity/congruence, 2D Pythagoras & trigonometry, 3D Pythagoras & trigonometry.	
ASSESSMENT OPPORTUNITIES	Topic Tests, End OF Year Examination	Topic Tests, PPE1 & 2	PPE 1 & 2, FINAL EXAMINATION



OVERVIEW

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'.

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.

Students who study Music often go on to work in sound or music design, media production or as performers or composers.

ASSESSMENT OBJECTIVES

The Areas of Study (AOs) are set by the exam board and are reflected in the three main components as listed below.

ASSESSMENT STRUCTURE

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

1. Performing (30% - Coursework)

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% - Coursework)

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 and Appraising (40% - Exam)

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.

GROUPINGS

GCSE Music students study in small classes of fewer than 15 in a class in a mixed ability environment

HOMEWORK INFORMATION

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 INFORMATION

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.



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

ENRICHMENT 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>

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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents should support their child by actively listening to them rehearse their instrument. Parents should encourage good technique and encourage students to practise scales and technical studies.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

A significant amount of information, listening guides and own recordings can be found on the Google Classroom, code sqrs7f

TEXTBOOKS OR REVISION GUIDES

Step Up to GCSE Music, Rhinegold, ISBN 978-1-78558-175-5

Edexcel GCSE (9-1) Music, Pearson, ISBN 978-1-292-12314-1

Edexcel GCSE (9-1) Anthology of Music, Pearson 978-1-292-11838-3

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr M Butchers

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	The History of Music Minimalism, repetition and associated compositional devices, including an understanding of harmonic devices	Set works: <i>Killer Queen</i> , <i>Music for a While</i> Understanding the key musical characteristics of these two set works, each of which are from the Area of Study 2: Vocal Music	Wider listening skills
ASSESSMENT OPPORTUNITIES	Solo performance The ability to recognise and differentiate between different periods of music history by examining the elements of a piece of music. The ability to recognise how repetition is used and manipulated in music from different styles.	Solo performance The ability to identify, describe and contextualise the musical characteristics of each of the set works.	Solo performance The ability to compare and contrast set works with other unseen music



	<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>		
2		Composing music to a word setting.	Composition 1: To a brief given by the exam board
ASSESSMENT OPPORTUNITIES	Ensemble performance	Ensemble performance, Developing a composition that demonstrates an understanding of effective word setting and melodic writing	Ensemble Performance Developing a composition that demonstrates an understanding of the given brief
3	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	Set works: <i>Release, Samba Em Preludio</i> Understanding the key musical characteristics of these two set works	Set work revision and wider listening
ASSESSMENT OPPORTUNITIES	<p>Solo performance</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>	Solo performance The ability to identify, describe and contextualise the musical characteristics of each of the set works.	Final performances: Solo and Ensemble
4		Composing music using current Edexcel Music briefs	Set work revision and wider listening Composition 2: A free composition
ASSESSMENT OPPORTUNITIES	<i>Musical Futures</i> performance, either ensemble or solo (without music)	Ensemble Performance Continuous assessment of composing work	Developing a composition that demonstrates good compositional techniques
5	An introduction to the set works	Set works: <i>Brandenburg Concert No 5</i> Understanding the key musical characteristics of this set work	Set work revision and wider listening, examination technique



ASSESSMENT OPPORTUNITIES	Solo performance Ability to recognise musical features from each of the set works and place them in context historically and musically.	Solo performance The ability to identify, describe and contextualise the musical characteristics of each of the set works.	Continuous assessment and in depth analysis
6		Composing given a free brief	Set work revision and wider listening, examination technique
ASSESSMENT OPPORTUNITIES	Ensemble performance	Ensemble Performance	FINAL EXAMINATION



OVERVIEW

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.

All students in year 9 have 2 lessons and year 10 have one lesson per week and activities change every half term and cover a wide variety of sports and activities.

Within these activities students will enhance their skills to use outside of school life and also any future jobs related to sport.

ASSESSMENT OBJECTIVES

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

ASSESSMENT STRUCTURE

Students will be assessed after every activity taught using the GCSE PE practical criteria. They will be given a score /10 which they continue to add to throughout the year.

GROUPINGS

Students are taught in single sex groups for all lessons which are set to ability. There are 4 groups per half of the year with a maximum of 28 students per group.

HOMEWORK INFORMATION

Student occasionally get homework which consists of finding out new tactics which enable them to have a greater understanding of how to play the game, as well as practising any skills they have been taught. This can also be visualising themselves performing a skill and writing down skills that they have learnt. The homework should not take any longer than 30 minutes to complete.

EXTENDED 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.

ENRICHMENT OPPORTUNITIES

We encourage students to take part in our extra-curricular programme throughout the year whether it be to continue to progress their skills further and/or to represent the school in competitive game situations. Each term consists of new sports and activities due to the nature of the Reading Schools leagues that we enter.

EQUIPMENT NEEDED

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

Navy blue shorts/tracksuit bottoms



Navy blue football/rugby socks

White socks

Sports Trainers (not canvas shoes)

Football boots

Shin pads – for football

*Gum shield – recommended for contact rugby (boys and girls)

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.

*This is compulsory if playing a competitive game for the school

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

You can support your child by making sure they are fully prepared to take part in all activities and to encourage them to be active outside of school life.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.bbc.com/education

www.bbc.co.uk/sport

Google Classroom code for PE – 20xwhu

TEXTBOOKS OR REVISION GUIDES

N/A

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs N Roberts

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1-3	<p>Students complete a compulsory half term on each of the following activities.</p> <p>Focus: Tactics and game strategies.</p> <p>Developing outwitting skills:</p> <ul style="list-style-type: none"> Contact Rugby Football Basketball Badminton Netball Cricket Rounders Tennis 	<p>Students in Year 10+11 will continue with some programmes of study from year 9. 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.</p> <p>Focus: Tactics, game strategies and keeping fit</p> <p>Mastering outwitting skills:</p> <ul style="list-style-type: none"> Contact Rugby Football Basketball Badminton Netball Cricket Rounders 	



	<p>Developing how to increase fitness: Fitness</p> <p>Developing expressive skills: Dance</p> <p>Developing accurate replication: Gymnastics:</p> <p>Developing excelling skills: Athletics:</p>	<p>Tennis Volleyball Handball</p> <p>Mastering fitness: Fitness</p> <p>Mastering expressive skills: Dance</p> <p>Mastering accurate replication: Gymnastics:</p> <p>Mastering excelling skills: Athletics:</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Ongoing throughout, but final practical assessment at the end of every half term out of 10 which will contribute towards an overall level. Performance and capabilities are judged against GCSE PE performance indicators.</p>	

PHYSICAL EDUCATION: EDEXCEL

OVERVIEW

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding other subjects, such as science. The practical components of the course ensure that even the most energetic and talented students are constantly challenged.

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

Both elements of this course are taught by an extremely enthusiastic team of teachers, who endeavour to bring lessons to life and enjoy excellent relationships with all students. There is also opportunities throughout the course for insights into future careers based on topics taught. For example, Physiotherapy, Sports Coach, working in the media, psychology

ASSESSMENT OBJECTIVES

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

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

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

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

ASSESSMENT STRUCTURE

The course has been designed to enable all students of varying ability to perform to their highest possible level. Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, volleyball, athletics and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school.

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

- skills in isolation



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

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

Theoretical Component (60%)

Component 1: Fitness and Body Systems

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

Content overview

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

Component 2: Health and Performance

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

Content overview

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

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

Practical Component (30%)

Component 3: Practical Performance

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

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

- The assessment consists of learners completing **three** physical activities from a set list.



- One must be a **team** activity.
- One must be an **individual** activity.
- The final activity can be a **free** choice.

Coursework Component (10%)

Component 4: Personal Exercise Programme (PEP)

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

Content overview

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

Assessment overview

- The assessment consists of learners producing a PEP.
- Learners will be required to analyse and evaluate their performance.
- These will be assessed by the tutor and moderated by Pearson.

GROUPINGS

Students are taught in mixed sex classes dependent upon option choices

HOMEWORK INFORMATION

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

EXTENDED STUDY INFORMATION

The aims and objectives of this qualification are to enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and well-being
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

ENRICHMENT OPPORTUNITIES

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 NEEDED

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
Navy blue shorts/tracksuit bottoms
Navy blue football/rugby socks
White socks
Sports Trainers (not canvas shoes)
Football boots
Shin pads – for football
*Gum shield – recommended for contact rugby (boys and girls)

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.

*This is compulsory if playing a competitive game for the school

THEORETICAL LESSONS:

A folder, 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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage an enquiring mind towards sport and the media.

Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.

Discuss relevant issues in sport and the media. Example could be who should host the next Olympics and why? Encourage your child to get actively involved in sport and activities to promote a healthy lifestyle

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.bbc.com/education

www.bbc.co.uk/sport

Students have access to My PE Exam which is an online revision tool

TEXTBOOKS OR REVISION GUIDES

Edexcel GCSE (9-1) Physical Education
ISBN: 978-1-292-12988-4

Revise Edexcel GCSE (9-1) Physical Education Revision Guide
ISBN: 978-1-29213-512-0

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs N Roberts



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Health, Fitness and Well-being (Paper 2: Health and Performance) Physical, emotional and social health benefits.</p>	<p>Physical Training (Paper 1: Fitness and Body Systems) Components of fitness and fitness testing</p> <p>Coursework: Plan, carry out and review 6 week training programme</p>	<p>Theory: All topics are recover through revision. Focus is on examination questions and exam techniques.</p> <p>Practical: Student focus on their chosen sports and prepare for assessments.</p>
ASSESSMENT OPPORTUNITIES	<p>End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit on reasons why people make choices</p>	<p>End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit on fitness</p>	<p>Theory: Examination techniques Past papers Timed assessment</p> <p>Practical: Assessments take place in March/April and the moderator will</p>
2	<p>Health, Fitness and Well-being (Paper 2: Health and Performance) Lifestyle choices and impact on performance Balanced diet and diet in sport</p>	<p>Physical Training (Paper 1: Fitness and Body Systems) Components of fitness and fitness testing</p> <p>Coursework: Plan, carry out and review 6 week training programme</p>	<p>Theory: All topics are recover through revision. Focus is on examination questions and exam techniques.</p> <p>Practical: Student focus on their chosen sports and prepare for assessments.</p>
ASSESSMENT OPPORTUNITIES	<p>End of unit topic test assessment (GCSE exam style questions) Short exam style questions throughout the unit and recall of bones and muscles</p>	<p>End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit on fitness</p>	<p>Theory: Examination techniques Past papers Timed assessment</p> <p>Practical: Assessments take place in March/April and the moderator will</p>
3	<p>Applied Anatomy (Paper 1: Fitness and Body Systems) Skeletal System – functions of skeleton, classification of</p>	<p>Physical Training (Paper 1: Fitness and Body Systems) Long and Short term effects of training and injuries</p>	<p>Theory: All topics are recover through revision. Focus is on examination questions and exam techniques.</p>



	bones, identification of bones, role of ligaments and tendons		Practical: Student focus on their chosen sports and prepare for assessments.
ASSESSMENT OPPORTUNITIES	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	End of unit topic test assessment (GCSE exam style questions) Long 9 mark essay questions on relationships of body systems	Theory: Examination techniques Past papers Timed assessment Practical: Assessments take place in March/April and the moderator will
4	Applied Anatomy (Paper 1: Fitness and Body Systems) Muscular System – functions of muscles, location of muscles, how they work as pairs, types	Component 1, Topic 2: Movement Analysis (Paper 1: Fitness and Body Systems) Lever systems and planes of movement	Theory: All topics are recover through revision. Focus is on examination questions and exam techniques. Practical: Student focus on their chosen sports and prepare for assessments.
ASSESSMENT OPPORTUNITIES	End of unit topic test assessment (GCSE exam style questions) Short questions of application of levers in sporting situations, full movement analysis of a sport of choice	End of unit topic test assessment (GCSE exam style questions) Short and long scenario questions throughout unit on levers in sport	Theory: Examination techniques Past papers Timed assessment Practical: Assessments take place in March/April and the moderator will
5	Applied Anatomy (Paper 1: Fitness and Body Systems) Cardiovascular System – functions, structure, vessels, vascular shunting, transport of blood	Component 2, Topic 2: Sport Psychology (Paper 2: Health and Performance) Classification of skill, types of guidance and feedback	
ASSESSMENT OPPORTUNITIES	End of unit topic test assessment (GCSE exam style questions) Questions on goal setting, students devising their own goals for next years coursework	End of unit topic test assessment (GCSE exam style questions) Questions on feedback and practical scenarios	
6	Applied Anatomy (Paper 1: Fitness and Body Systems) Respiratory System – composition of air, lung	Component 2, Topic 2: Sport Psychology (Paper 2: Health and Performance)	



	volumes, location, structure and function of components, energy sources.	Classification of skill, types of guidance and feedback	
ASSESSMENT OPPORTUNITIES	End of unit topic test assessment (GCSE exam style questions) End of year examination on all sections	End of unit topic test assessment (GCSE exam style questions) Questions on feedback and practical scenarios	FINAL EXAMINATION



RELIGIOUS STUDIES: EDEXCEL B (Beliefs in Action)

OVERVIEW

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

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

COURSE CONTENT

Year 9 units of work:

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

Year 10 units of work:

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

Important skills are developed over the course including:

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

ASSESSMENT OBJECTIVES

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

ASSESSMENT STRUCTURE

There are two examinations, both 1 hr 45 minutes.

Paper 1- Religion and Ethics from a Muslim perspective

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

GROUPINGS

Mixed ability groupings, with approximately 24 students per group.

HOMEWORK INFORMATION

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

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

EXTENDED STUDY INFORMATION

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



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

ENRICHMENT OPPORTUNITIES

Speakers are invited to speak in lessons and assemblies. In the second half of year 10, revision corridor sessions are planned up until the examination in May to support students' revision.

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.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Students are issued with detailed booklets for all units of study. Please familiarise yourself with these and monitor the completion of activities.

Engage in discussion with the student about different ethical issues.

Encourage students to share with you what they have learnt in the lesson and question their understanding.

Provide a quiet, focused environment for completion of essays. Help monitor time restrictions when necessary.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom code: 0aczvzk

TEXTBOOKS OR REVISION GUIDES

Revision guide recommended: Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide: (with free online edition) (Revise Edexcel GCSE Religious Studies 16) Paperback ISBN: 9 781292 148823

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr A. Greener



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



OVERVIEW

At Key Stage 4, the majority of students will either study Combined Science or Single Science. In Year 9 all students commence a course leading towards combined 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 combined science or whether they have the capacity to maintain high grades while studying single 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 single sciences. It is therefore important that students take all assessments seriously and work consistently hard throughout the year.

The combined 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 combined science gives access to the sciences at A Level and beyond. No university has the requirement of single science at GCSE for entry to any science, engineering or medical course.

ASSESSMENT OBJECTIVES

Objective	Requirements	Weighting
	Demonstrate knowledge and understanding of:	
AO1	<ul style="list-style-type: none"> scientific ideas 	40%
	<ul style="list-style-type: none"> scientific techniques and procedures Apply knowledge and understanding of:	
AO2	<ul style="list-style-type: none"> scientific ideas 	40%
	<ul style="list-style-type: none"> scientific enquiry, techniques and procedures Analyse information and ideas to:	
	<ul style="list-style-type: none"> interpret and evaluate 	
AO3	<ul style="list-style-type: none"> make judgements and draw conclusions 	20%
	<ul style="list-style-type: none"> develop and improve experimental procedures 	

ASSESSMENT STRUCTURE

Triple Award Science

Biology Paper 1 (1hr 45) Paper 2 (1hr 45)
Physics Paper 1 (1hr 45) Paper 2 (1hr 45)
Chemistry Paper 1 (1hr 45) Paper 2 (1hr 45)

Combined Science (Dual Award)

Biology Paper 1 (1hr 15) Paper 2 (1hr 15)
Physics Paper 1 (1hr 15) Paper 2 (1hr 15)
Chemistry Paper 1 (1hr 15) Paper 2 (1hr 15)

Triple Award Science (sometimes known as 'Separate Sciences' or 'Single Sciences') is where students study all three sciences and end up with three GCSEs.

Double Award Science (also known as 'Combined Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs.



The majority of GCSE students in England follow the Double Award course, which covers approximately two thirds of the content covered by Triple Award Science students. They are awarded two GCSE grades based on their overall performance across all three science subjects

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

EXTENDED STUDY INFORMATION

GCSE Extension Science AQA Revision Guide

ENRICHMENT 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

EQUIPMENT NEEDED

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

BBC Bitesize Science

Cyberphysics.com

www.kerboodle.com

TEXTBOOKS OR REVISION GUIDES

CGP Revision Guides

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr R Wallis



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Energy and Efficiency Atomic Structure Animal Organisation		
ASSESSMENT OPPORTUNITIES	Topic Tests	Topic Tests	
2	Forces Bonding Structure and Properties Plant Organisation		
ASSESSMENT OPPORTUNITIES	Topic Tests + Termly Test 1	PPE 1	
3	Mechanics Quantitative (Chemical Calculations) Cells		
ASSESSMENT OPPORTUNITIES	Topic Tests + Termly Test 2	Topic Tests	
4	Simple Electric Motors Reactivity of Metals Cell Transport		
ASSESSMENT OPPORTUNITIES	Topic Tests + Termly Test	PPE 2	
5	Materials and Changes of State Reactions of Acids Cell Division		
ASSESSMENT OPPORTUNITIES	Topic Test + Termly Test	Topic Tests	
6	Periodic Table Infectious Disease Energy Efficiency		
ASSESSMENT OPPORTUNITIES	End of Year Test	PPE 3	FINAL EXAMINATION



OVERVIEW

Having a SPANISH GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose Spanish.

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

COURSE CONTENT

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

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

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

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

There are three broad themes:

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

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

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

ASSESSMENT OBJECTIVES

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

ASSESSMENT STRUCTURE

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

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

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

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

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

GROUPINGS

Mixed ability

HOMEWORK INFORMATION

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

The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in



lessons, but also outside school. Students are usually given one week for vocabulary learning and written homework. For most pupils this will average up to an hour per week.

EXTENDED STUDY INFORMATION

Guide them towards extra vocabulary and grammar practice eg:

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

<https://www.spanishplayground.net>

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

www.linguascope.com

ENRICHMENT OPPORTUNITIES

After school catch up and revision

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

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

EQUIPMENT NEEDED

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

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

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

Test them on the meanings of Spanish words/sentences when they have to learn vocab or grammar

For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write

Ask them to show you where they have included the elements required by the markscheme to get the grade they are aiming for.

If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?

Ask them what certain words mean – how spontaneously can they answer you?

If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.linguascope.com (password and username to be shared in class).

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

TEXTBOOKS OR REVISION GUIDES

MIRA AQA GCSE Spanish

https://www.cgpbooks.co.uk/Student/books_gcse_spanish

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr G. Raso



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



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



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

