

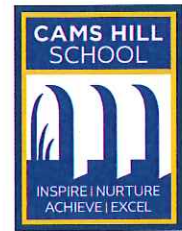


Cams Hill School

Key Stage 4 Guided Choices Handbook

Core Curriculum and Guided Choices

INTRODUCTION FOR PARENTS/CARERS



Dear Parent/Carer

This is an exciting time for our Year 9 pupils; leaving behind Key Stage 3, they will become senior pupils within the school, wear a slightly different uniform and embark on their GCSE courses. I am delighted that so many of you attended the recent Colleges Evening and I am sure that pupils will now be starting to think about future career paths.

Key Stage 4 is a very important time for pupils. Your son/daughter is required to take GCSE courses in English Language, English Literature, Mathematics, Science and Religious Studies (RS), thus fulfilling the statutory requirement at Key Stage 4. A large number of pupils will choose a Modern Foreign Language and study a Humanities subject (History or Geography) to GCSE level, fulfilling the EBACC requirements. In addition, the core curriculum for all pupils includes Physical Education (PE).

Pupils moving into Key Stage 4 will have a total of three 'guided' choices. All pupils will be expected to choose either a language, History or Geography. They will then have two further 'guided' choices. This could be a second Humanities subject or one from the range of choices identified in this booklet.

We encourage you and your son/daughter to note the content of this Handbook and to look at **all** the courses being offered. Past experience has shown that for the vast majority of pupils, preferences are able to be positively considered and a best 'fit' is achievable fairly quickly; in some cases a discussion will need to take place with the pupils and parents / carers will be kept informed of any details as appropriate.

It is vital that you attend the Courses Evening on 8 February 2018 from 1800 to 2000. GCSE courses have changed specification and expectations are vastly different. During this evening, key information will be provided for you around the core curriculum and guided choices. Speaking to subject specialist staff will help inform and guide your child's choices appropriately.

Mr Hudson and I will be presenting the school's curriculum, vision and rationale surrounding this year's guided choices at 1830 and 1930. During the rest of the evening you are invited to visit all subject areas around the school to find out appropriate information to 'guide' your choices.

Please ensure that the Key Stage 4 Guided Choices Preference Slip is **fully** completed and returned to your child's form tutor by Wednesday 7 March 2018. Tutors will return incomplete forms and this could cause a delay in placing your son/daughter. We strongly recommend that you keep a copy of the completed form for your reference.

Yours sincerely

Mrs G Harrison-Jones
Headteacher

FOR YEAR 9 PUPILS



Dear Pupil

As you start to make these exciting and important decisions, it is our pleasure to tell you about the wide range of information, support and guidance available to you. For some of you this will be a long awaited chance to study subjects which will help you on your way to a specific career but for others it may well be a bit confusing. If you have no idea which career path you would like to follow, or even what would be the best option for you when you leave us at the end of Year 11, Key Stage 4 Course choices can be tough. However, no matter the outcome, you will experience a broad and balanced curriculum that will help prepare for the future whatever you may choose to do.

It also a good chance to make you aware that GCSEs have changed;

- new English and Mathematics GCSEs started in September 2015 for the first examinations in 2017;
- these were followed by new GCSEs in most other subjects which commenced in September 2016 and the remaining subjects will follow in 2017 (Technology and Business);
- all exams will now be taken at the end of the course (Year 11);
- new Grades 9 – 1 replace A* - G;
- tiers of entry in Mathematics, Science and languages only;
- many subjects are now 100% external exams and no longer have a controlled assessment/ internally assessed element.

Whilst no-one will be able to tell you exactly which subjects you should take, there are ways to make your decisions easier.

The most important criteria for selecting a course are:

- what courses do you most enjoy and would you be willing to work at over the next two years?
- are you an effective independent learner? If so, a heavier weighted controlled assessment pathway may be suitable.
- do you already have a career ambition and will your course selection best support that future pathway?
- which courses do you want to continue studying at college and beyond? Have you selected the best combination of courses to support this choice?

This booklet should put you in a relatively good position to make an informed decision about the most appropriate choices to make. **In exceptional circumstances we do, however, allow up to four weeks into the Autumn Term for a change of pathway to be requested. The cut-off date for any changes is the end of September 2018.**



The English Baccalaureate is an additional certificate awarded to pupils who secure GCSE passes at grades 9 - 5 in all of the following subjects:

- English Language/ English Literature;
- Mathematics ;
- the Sciences (which can include) Computing Science;
- an Ancient or Modern Foreign Language and
- History or Geography.

To be able to achieve the English Baccalaureate you must study the subjects shown above, including a Humanity and a language.

Modern Foreign Languages

Aside from the new English Baccalaureate we, as a school, have always acknowledged the importance of studying an additional Modern Foreign Language, we believe that gaining a GCSE qualification in a Language is vital and forms an important part of a rounded education. The reasons for this are:

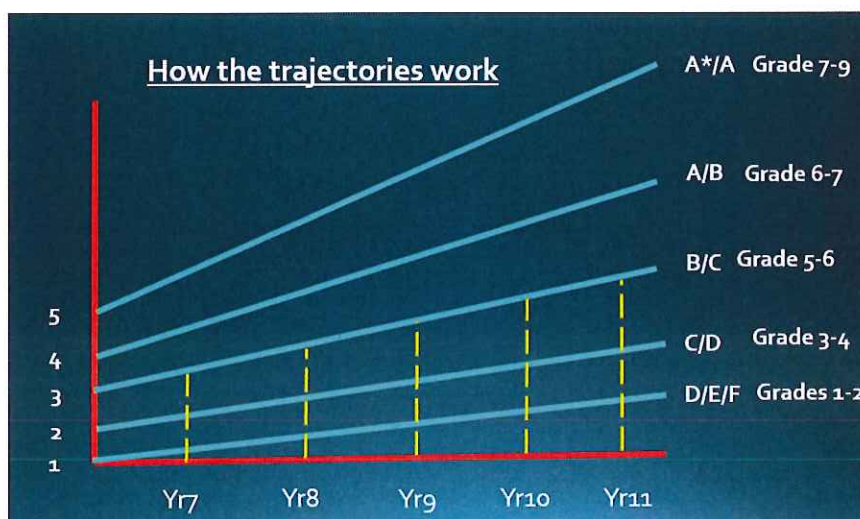
1. there are over 300 languages spoken in the UK;
2. taking a language at GCSE will increase your future opportunities. Entrance requirements for many universities encourage a 9 – 5 grade in a language other than English, regardless of the subject being studied. Go to www.russellgroup.ac.uk and follow the student links for further information;
3. learning a language involves specific thinking skills and the use of memory as well as logic; these learning styles may well be needed in later life;
4. the study of one foreign language makes the study of a second foreign language easier. Although the use of English is widespread, there are still many places in the world where a foreign language is needed, whether for business or for pleasure;
5. when you study a foreign language you also study the culture of the country; you will gain an awareness of other parts of the world;
6. many employers favour the applications of individuals who have studied a Modern Foreign Language, they also earn more on average than those who have not studied one;
7. You may be in competition for Higher or Further Education courses against students who have a language qualification and this may disadvantage if you have not taken a language through to GCSE.

ADVICE AND SUPPORT

We offer you advice and support in the following ways:

- the personalised guided choices letter which you will have received outlining the pathway that we believe is best for your son/daughter;
- Year 9 Guided Choices Evening on Thursday 8 February 2018;
- this Guided Choices booklet which gives detailed information about each course, how it is delivered and how assessment is carried out;

For more specific advice with reference to a certain career you can book an appointment with our Careers Advisor (Mr Purslow) and there are college prospectuses in the Careers Office and online if you have ideas about your future studies. It is also worth considering how you are currently performing in each subject and where that might mean you end up. The trajectory graph below shows what you are likely to achieve in your GCSEs in comparison to the trajectory you are on. You have received an Assessment Tracker already this year and there will also be a copy of this available for you at the Guided Choices Evening to help with your decision making.

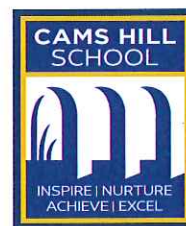


The most important thing to remember is that the choices you make now will not automatically and irreversibly determine your future study and career. What is certain is that you will be studying these subjects for two school years, so you need to make your decisions for the right reasons: choose subjects you enjoy, that you will be willing to work hard to succeed in and not just the ones your friends are doing – there will be a good chance you won't end up in their class anyway!

Good luck and keep calm!

Mr I Hudson
Assistant Headteacher

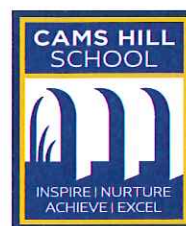
Miss J Cochran
Head of Year 9



Key Stage 4 Course Calendar of Events

Date

Thursday 8 February 2018	Year 9 Guided Choices Evening
W/c 19 February 2018	Guided Choices forms sent home via pupils and email
Wednesday 7 March 2018	Deadline for the return of Guided Choices forms <i>Please retain a copy for your reference and give one copy to your tutor.</i>
March—May 2018	<p>During this period, a lengthy process of computation and consultation takes place until we are satisfied that we have done our very best to match your preferred choices.</p> <p>There are a number of limitations which will always lead to a need for negotiation and compromise. We endeavour to get pupils their preferred choices but cannot guarantee this. This is why we ask for four preferences.</p>
June 2018	You will be notified of your Key Stage 4 programme of study in early June.



Guided Choices



GCSE Art Textiles



Exam Board: AQA

Subject Information.

(Please be aware that this has the same examination code as other art subjects so should not be chosen alongside Art or Photography without consultation with staff.)

Areas of study

Pupils are required to work in **one or more** area(s) of textile design, such as those listed below:

- art textiles;
- fashion design and illustration;
- costume design;
- constructed textiles;
- printed and dyed textiles;
- surface pattern;
- stitched and/or embellished textiles;
- soft furnishings and/or textiles for interiors;

Key Content Pupils receive five one-hour GCSE Art Textiles lessons per fortnight. Key Stage 4 pupils are offered extra-curricular opportunities to add to the work produced in lessons. We are also seeking to enrich the curriculum through working with artists or post-16 establishments which will help feed into the next stage of Further Education.

Assessment Component 1: Portfolio

A portfolio that shows coverage of the four assessment objectives.

It must include a sustained project evidencing the journey from initial ideas to the realisation of outcomes and a selection of further work undertaken by the student.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Component 2: Externally set assignment

Pupils respond to a chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA in June of Year 11.

Additional Information

It is hoped to include a trip to support work in Textiles at a cost of approximately £50. Pupils will find it useful to have drawing equipment and fine liners for the lessons as well as a memory stick.

A £10 contribution is also requested at the start of Year 10 towards the cost of materials.



GCSE Art, Craft and Design



Exam Board: AQA

Subject Information

GCSE Art, Craft and Design promotes learning across a variety of experiences, processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. It encourages pupils to explore an increased breadth of approach with a wide range of creative, exciting and stimulating opportunities. This course is a strong foundation for further progression to Art, Craft and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

Key Content - The two year course is made up of two components.

Component 1: Portfolio of Work (60%)

Pupils will study two projects during Years 10 & 11 which constitute a Portfolio of Work. Previous years' projects have included Fantastic & Strange, Expressive Portraits, Science in Art, Nature as Inspiration and Coastal Environments. Each project will result in a final piece which explores work associated with different pathways such as fine art, graphic communication, textile design, three-dimensional design and/or photography depending on each individual. During the course pupils will also prepare for a practical exam in Year 10 and a mock exam in the Autumn Term of Year 11. Work produced in these exams will be included in the portfolio of work. Component 1 forms 60% of the final grade.

Component 2: Externally set assignment (40%)

AQA will provide a separate externally set assignment where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Component 2 forms 40% of the final grade.

Assessment

Work produced for component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives. You can find out more about the GCSE Art, Craft and Design syllabus by following this link <http://www.aqa.org.uk/subjects/art-and-design/gcse> if you have any further questions or enquires please get in touch.

Additional Information

- Key Stage 4 pupils receive five one hour GCSE Art lessons per fortnight.
- Pupils are required to spend a minimum of two hours a week on their Art outside of lesson time. **Commitment is essential when studying this course.**
- Key Stage 4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework.
- We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.
- A £10 contribution is requested at the start of each year towards the cost of materials.



GCSE Art Graphics



Exam Board: AQA

(Please be aware that this has the same examination code as other art subjects so should not be chosen alongside Art or photography without consultation with staff.)

Subject Information - Pupils are required to work in **one or more** area(s) of graphic communication, such as those listed below:

- communication graphics;
- design for print;
- advertising and branding;
- illustration;
- package design;
- typography;
- interactive design (including web, app and game);
- multi-media;
- motion graphics;
- signage.

Pupils may explore combinations of areas or areas may overlap. They produce a variety of graphical outcomes to a high quality, professional standard.

Key Content - Pupils receive five one-hour GCSE Graphics lessons per fortnight. Key Stage 4 pupils are offered extra-curricular opportunities to add to the work produced in lessons.

We are also seeking to enrich the curriculum through working with artists or post-16 establishments which will help feed into the next stage of further education.

Assessment Component 1: Portfolio

A portfolio that shows coverage of the four assessment objectives.

It must include a sustained project evidencing the journey from initial ideas to the realisation of outcomes and a selection of further work undertaken by the student.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school and moderated by

Component 2: Externally set assignment

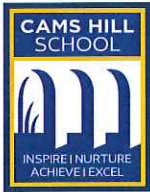
Pupils respond to a chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time

Additional Information Pupils will find it useful to have drawing equipment and fine liners for the lessons as well as a memory stick.

A £10 contribution is also requested at the start of Year 10 towards the cost of materials.



GCSE Business



Exam Board: Edexcel

Subject Information

If you enjoy watching programmes such as The Apprentice or Dragons' Den, communicating and explaining your ideas, thinking creatively, making decisions and solving problems, then GCSE Business may be the right course for you. Become skilled in finance, dealing with data, communicating and working as part of team. A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism.

Key Content

What will you learn?

Theme 1 'Investigating small businesses' this theme concentrates on the key business concepts, issues involving starting and running a small business. It provides a framework for pupils to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 'Building a business' this theme examines how a business develops beyond the start-up phase and considers the impact of the wider world on the decisions a business makes as it grows. Pupils will be introduced to national and global business contexts and will develop an understanding how these contexts impact business behaviour and decisions.

Assessment

Theme 2: Building a business (Paper code IBSO/02)

Written examination: 1 hour and 30 minutes
50% of the qualification
90 marks

Content Overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment Overview

The paper is divided into three sections:

Section A: 35 marks
Section B: 30 marks
Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended writing questions.

Theme 1: Investigating small businesses (Paper code: IBSO/01)

Written examinations: 1 hour and 30 minutes
50% of the qualification
90 marks

Content Overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Assessment Overview

The paper is divided into three sections

Section A: 35 marks
Section B: 30 marks
Section C: 25 marks

The paper will consist of calculations, multiple-choice, short-answer and extended writing questions.

Additional Information

In Year 10 pupils will take part in the National Young Enterprise 'Tenner Challenge'.



Cambridge National Level 1/2 Certificate in Child Development



Exam Board: OCR

Subject Information

The old GCSE content has been refreshed and updated, engaging, and suitable for the needs of Pupils in 2016 and beyond. The Pupils will gain the right combination of knowledge, understanding and practical skills required for the 21st century.

The two units, that are assessed by the school, have practical task-based opportunities where pupils can combine practical skills and common sense along with the theoretic content. The course will be a series of practical tasks that build on and apply the theory to deepen learning.

The examined unit covering topics such as: responsibilities of parenthood, contraception and reproduction, antenatal, health, delivery, postnatal checks, illnesses and child safety. This results in a focused qualification which complements a Key Stage 4 study programme alongside vocational qualifications and GCSEs. It will also lead onto vocational courses at college in Child Development or similar courses such as Health and Social Care or A Levels in Sociology or Psychology.

Key Content

Unit 1 The first unit underpins all of the other learning in this qualification. All pupils will learn the essential knowledge and understanding for child development; covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications.

Unit 2 In Unit 2, pupils will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices. Evaluation skills are transferable skills which would be of use in further studies in most areas.

Unit 3 Pupils will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development of children.

Assessment 1—R020 Understand the development of a child from birth to five years and
Assessment 2—R019: Understand the equipment and nutritional needs of children from birth to five years are **controlled assessment modules.**

Assessment 3—R018 Health and well-being for child development is the topic for the external examination.

Additional Information - there may be extra costs for any trips to visit placements to see good practice.



GCSE Computer Science



Exam Board: Edexcel

Subject Information

Are you interested in programming your own software applications?

Are you interested in Computer Systems, Networking and Cyber Security?

If so, GCSE Computing Science could be for you!

Key Content

Computer Systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wireless networks and topologies, system security and system software. Learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Computational Thinking, Algorithms and Programming

Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic and facilities of computing languages. Learners will also become familiar with computing related mathematics and complete a Programming Project.

Assessment

Paper 1: Principles of Computer Science (1 hour 40 minutes)

40% of the qualification 80 marks

Paper 2: Application of Computational Thinking (2 hours 00 minutes)

40% of the qualification 80 marks

Component 3: Project Final Internal Deadline

Non-examined assessment: 20 hours 20% of the qualification 60 marks

Additional Information

Trip to the National Museum of Computing. See 70 years of computing progress.

The National Museum of Computing, located on Bletchley Park, is an independent charity housing the world's largest collection of functional historic computers, including the rebuilt Colossus, the world's first electronic computer, and the WITCH, the world's oldest working digital computer. The museum enables visitors to follow the development of computing from the ultra-secret pioneering efforts of the 1940s through the large systems and mainframes of the 1950s, 60s and 70s, and the rise of personal computing in the 1980s and beyond.



Cambridge National Level 2 Creative iMedia



Exam Board: OCR

Subject Information

Course Code J817

This vocationally-related qualification is aimed at engaging learners interested in working in the creative and digital media sectors, including animation, digital graphics, film, gaming and web development.

The course offers knowledge in a number of key areas in the digital-media field such as pre-production skills through to a creative final product. Creative iMedia has a motivating, hands-on approach to teaching and learning, whilst using and learning industry standard software and techniques. The course is made up from a range of units which allow for flexibility and suiting the individual needs.

Key Content

The course is made up of 4 units: 25% exam based and 75% coursework based

We aim to suit individual needs and interests with the units we choose which will also be based on teacher specialism. Cams Hill school has been given special permission to modify exam board briefs to make the course content exciting and relevant for our learners.

The units of work are:

Unit 1: Pre-Production Skills: In this unit the student will learn about how to plan for digital media. The pupils will learn how to create moodboards, storyboards, visualization diagrams and audio scripts.

Unit 2: Creating Digital Graphics: In this unit the student will use industry standard graphic design tool Photoshop to design and create a realistic DVD cover for a film company. The pupils will learn to successfully manipulate bitmap and vector graphics up to a professional standard

Unit 3: Creating a Multipage Website: In this unit the pupils will use industry standard web design software to design and create a website. The pupils will learn how to create animated banners, rollover navigation buttons and video content and arrange into a website aimed at a particular audience and purpose

Unit 4: Designing a Computer Game Concept: In this unit the pupils will study the history of computer games and present ideas for a prototype game for a particular audience and purpose. The pupils will learn how to research, plan and present a creative idea for computer game characters, levels and in game presentation. **Please note, there is no coding required for this unit.**

Assessment

The course features 75% coursework and 25% exam.

The coursework is broken up into three units. Each unit is 25% of the final coursework mark.

Additional Information

This course is recommended for pupils who have an interest in a career in digital media. This may involve working within the graphics, web, gaming and animation industries.

Pupils need to be able to generate a variety of creative ideas and to be able to thoroughly analyse and evaluate digital products.



GCSE DANCE



Exam Board: AQA

Subject Information

Dance helps pupils to improve their confidence, creativity and ability to work with others.

It will enable them to access a range of Dance styles, as well as develop cultural understanding and the ability to identify and compare meaning and intent of different aspects that contribute to Dance.

Content

60% practical and 40% written exam.

Performance

Set phrases through a solo performance (approximately **one minute** in duration)

- Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

Choreography

Group dance for two to five dancers (**three to three and a half** minutes)

Appreciation

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Assessment

Practical

Performance of two of the set phrases as a soloist—recorded in school .

Choreography and performance of duet/trio using the remaining two set phrases and have a clear choreographic intent—this is recorded in school and must have a programme note of 150 words to go with it.

Practical work is marked by teacher and videoed to be sent off to an external moderator.

Written paper 1 hour 30 mins

Through written communication and use of appropriate terminology, pupils must be able to critically analyse, interpret and evaluate their work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works.

Additional Information

Pupils must be prepared to stay after school for extra theory revision, as well as give up their free time to choreograph their solos and duets/trios.



GCSE Design and Technology



Exam Board: AQA

Subject Information - This is the only Technology GCSE available now it replaces and combines the subject areas of Textiles, Resistant Materials and Systems and Control into a whole new subject. Pupils study all areas but may have the opportunity to explore a particular material area in greater depth. Pupils are encouraged take a product design type approach to projects and use multiple materials. It is an ideal course for pupils who like working in several material areas as there is no restrictions on materials used when designing.

Key Content - It allows pupils to explore, design, create and evaluate prototypes to solve real world problems but keeps imaginative practical work at its heart. They will gain a broad understanding of technical, designing and making principles. The new subject allows to them to integrate relevant maths and science skills in everyday practical applications.

Assessment

Paper 1	NON-exam assessment
<p>What's assessed</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours • 100 marks • 50% of GCSE <p>Questions</p> <p>Section A: Core technical principles (20 marks) Multiple choice and short answer questions assess broad technical knowledge and understanding.</p> <p>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.</p> <p>Section C: Designing and making principles (50 marks) Short and extended response questions, includes a 12 mark design question.</p>	<p>What's assessed</p> <p>Practical application of:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment (NEA) approximately 30-35 hours • 100 marks • 50% of GCSE <p>What does this cover?</p> <ul style="list-style-type: none"> • A substantial design and make task • investigating • designing • making • analysing and evaluating • Pupils will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate the areas above. Work will be marked by teachers and moderated by AQA.

Additional Information

A £10 contribution is also requested at the start of Year 10 towards the cost of materials.



GCSE Drama with LAMDA



Exam Board: OCR & LAMDA

Subject Information

Drama is a well-respected academic and vocational GCSE course which can lead directly to A-Level Performing Arts and Theatre Studies but also a desirable course for many other fields. Drama will create independent thinkers with skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organisation. Some of the GCSE material will also work for LAMDA. LAMDA is an additional qualification in acting skills, which also offers UCAS points at the highest levels.

Key Content

Components 1 and 2 (Devising Drama) Pupils explore a stimulus resulting in a final practical performance. Alongside the practical work they must create a journal that documents the creative process.

Component 3 (Presenting and Performing Texts) Pupils explore a play text and prepare two performances of extracts from the script. These can be monologues, duologues or group pieces.

Component 4 (Performance and Response) Pupils study the performance challenges of a set text. They will also go to see a live performance and will be required to write a live theatre evaluation. This work leads directly to the written examination.

LAMDA work will consist of performance and demonstration of background knowledge for three pieces of solo script.

Assessment

Components 1 and 2	Final devised performance and portfolio	30%
Components 3	Final performance of 2 extracts (marked by an external examiner)	30%
Components 4	Written exam	40%
LAMDA	Three practical performances	

Additional Information

Pupils work in groups in Drama and so some homework will need to be completed in the Drama studios after school. During practical work preparation, pupils need to commit to one after school performance rehearsal each week.

The portfolio required for Component 2 can be produced in various formats including notes, photographs, drawings and diagrams.

Pupils will be responsible for paying for LAMDA examinations, which take place around the south.



GCSE Geography



Exam Board: AQA

Subject Information

Geography studies the most essential and yet the most obvious topic in all our lives: the Earth. It seeks to understand our home planet, not just where places and features are, but how they came to be and how they have changed. Geography has been called 'the bridge between human and the physical science' and geographers use a range of skills to study a range of topics. As a result, they are highly-prized by colleges, universities and employers.

AQA describe their GCSE Geography course as an 'exciting and relevant course that studies geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and sustainable resource use.'

Key Content

The course is divided into four units:

1. living with the physical environment, which covers natural hazards (tectonic hazards and weather hazards), natural landscapes of the UK (rivers and coasts) and the living world;
2. challenges in the human environment, which covers urban issues (urban growth and redevelopment), economic change (industry and globalisation) and resource management (energy, water and food);
3. geographical applications, which covers fieldwork, and graphical, enquiry and numerical skills; and
4. geographical skills, which are examined in the other units.

Assessment

The GCSE has three exam papers, each with multiple-choice, short and extended answers:

1. living with the physical environment (1 hour and 30 minutes long; 35 per cent of the grade);
2. challenges in the human environment (1 hour and 30 minutes long; 35 per cent of the grade);
3. geographical applications and skills (1 hour and 15 minutes long, 30 per cent of the grade);

Additional Information

To support and further enthuse pupils in their study of the real world, a range of field visits will be offered, including two local area studies to collect data for the Geographical skills exam (Hengistbury Head in Dorset and Whiteley Shopping Centre), and an enrichment trip to a foreign destination such as Iceland or Italy. A detailed and thorough programme of revision will also be offered.



BTEC Level 1 Health and Social Care



Exam Board: Edexcel

Subject Information

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.

Study of this sector at Key Stage 4 will provide an opportunity for practical application alongside the theory side. There are also strong opportunities for post-16 progression in this important sector.

Key Content

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.

Assessment

Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External

Components 1 and 2 are assessed through internal assessment. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- knowledge and understanding of human growth and development
- knowledge and understanding of how people deal with major life events
- knowledge and understanding of health and social care services
- practical demonstration of care values, together with the ability to reflect on own performance.

Component 3 builds directly on Components 1 and 2 and brings them together and relates them to a real-life situation. *Component 3: Health and Wellbeing* requires learners to assess an individual's health and wellbeing and use this assessment to create a health and wellbeing improvement plan. The external assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by the exam board. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40 per cent of the total qualification time allocation. This will take place in Year 11.

Additional Information

Where possible the course will be support with off-site visits to see the theory in practice and there may be a cost involved for transport.



GCSE History



Exam Board AQA

Subject Information

All History specifications require pupils to study a mix of history across different time periods. The content will consist of: a thematic study; a British depth study; a study of a historic environment; a period study; and a modern depth study.

Key Content

Pupils will be asked to study the following topics:

Year 10

The Period Study: Germany, 1890-1945: Democracy and Dictatorship
Thematic Study: Britain, Health and the People, c1000 to Present Day

Year 11

British Depth Study: Elizabethan England, c1568-1603
Historic Environment: *location to be confirmed by AQA but will be linked to the British depth study*
Modern Depth Study: Conflict and Tension in Asia, 1950-1975

Assessment

Pupils will be expected to complete two exams at the end of Year 11.
Paper 1: Understanding the modern world, 1 hour 45 minutes (50% of their final grade)
Paper 2: Shaping the nation, 1 hour 45 minutes (50% of their final grade)

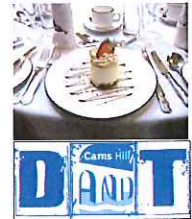
Additional Information

GCSE History is a demanding yet rewarding subject which is well regarded by colleges, universities and employers. Pupils will develop a broad knowledge and understanding of the past which will help them to explain the world in which we live today. The course involves a lot of reading and writing and those pupils who have opted for it in the past have found that they have experienced a very interesting, informative, thought-provoking and enjoyable two-year course. Furthermore, pupils who study GCSE History develop their critical and analytical thinking skills and the ability to construct supported arguments. These transferable skills are invaluable in many different situations and for many careers.

Pupils will have the opportunity to visit Berlin, Germany as part of the period study on Germany. Pupils may also have the opportunity to visit an Elizabethan site, including the Globe.



Hospitality and Catering



Exam Board EDUQAS

Subject Information

This is a new course that replaces the old style catering course. The WJEC Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

Unit 1-The Hospitality and Catering Industry

Unit 2- Hospitality and Catering in Action

This course develops the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Learners will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Key Content

The learning will take be a mixture of practical tasks that support the theory and maybe in the form of team work, individual tasks or whole class activity. They will also take part in planning, preparing and catering for some whole school events to model good practice. We are hoping to set up links with local colleges so pupils can see the career and further studies opportunities linked to this subject.

Assessment The WJEC Level 1/2 Award in Hospitality and Catering is assessed using a combination of internal and external assessment.

Unit 1: The Hospitality and Catering Industry will be externally assessed. The on-line external assessment (exam) will take place in June of Year 11. It will last 90 minutes and it will be a mixture of short and extended answer questions. Learners will be required to use different formats to respond to questions.

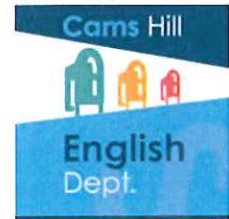
Unit 2: Hospitality and Catering in Action Learners will have knowledge of all aspects of the vocational sector industry and be able to propose new hospitality and catering provision for specific locations. They will learn about different types of establishment and job roles. They will then apply their learning in relation to front of house and kitchen operations and explain how this suits the chosen hospitality and catering provision. They will need to think about the legal and financial side to the company whilst meeting the needs of their potential market.

Additional Information This course equips pupils not only to be employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. It introduces them to the whole vocational area beyond the kitchen environment.

In Year 10 we will build up practical skills for the assessment in Year 11. This will involve a practical cooking session on average once a week which will have a financial implication as well as organisation.



GCSE Media Studies



Exam Board: Eduqas

Subject Information

Media Studies is a varied and interesting subject which has increasing relevance in today's technology driven world. Pupils will cover all aspects of media across a variety of forms ranging from television to video games. They will gain an overall and in-depth understanding of how media represents and influences the world.

Key Content

Pupils will study language, representation, industries and audience across a range of forms which include:

Newspapers

Music including video, online and social media.

Film

Video Games

Radio

Magazine

Advertising and Marketing

Pupils will undertake an individual media production in response to a brief.

Television

Assessment

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes. 40% of qualification.

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes. 30% of qualification.

Component 3: Creating Media Products

Non exam assessment. 30% of qualification.

Additional Information

Media Studies pupils often do better in English as it uses many of the same key skills – creativity, analysis and communication.

As a school, we are making links with local colleges to help develop the pupils' confidence in the subject and to use their resources.

Pupils will have the opportunity to visit the Harry Potter Studio in London as part of the film unit.



GCSE Modern Foreign Languages



The majority of pupils will continue to study at least one Modern Language in Year 10. This will generally be the foreign language begun in Year 7.

Exam Board : AQA

Subject Information

Pupils study all of the following themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

This course gives pupils the opportunity to understand and provide information and opinions about these topics, relating to their own lifestyles and that of other people in the countries where the language is spoken.

Assessment

25% - Listening exam – questions to be answered in English and in French, German or Spanish - 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

25% - Speaking exam – pupils will be assessed on their communication and interaction in speech for a variety of purposes. The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions:

- **Role-play** (2 minutes at Foundation Tier, 2 minutes at Higher Tier)
- **Photo card** (2 minutes at Foundation Tier, 3 minutes at Higher Tier)
- **General conversation** (3-5 minutes at Foundation Tier, 5-7 minutes at Higher Tier)

25% - Reading exam – 45 minutes (Foundation Tier), 1 hour (Higher Tier) - questions to be answered in English and in French, German or Spanish, as well as a translation from French/, German or Spanish into English (a minimum of 35 words for Foundation and 50 words for Higher Tier)

Additional Information

Revision guides and grammar/translation workbooks will be made available at the beginning of the course in Year 10.



GCSE MUSIC



Exam Board: Edexcel

Subject Information

If you enjoy being creative, love music and can either play a musical instrument or sing then you will really enjoy this course. The current specification provides pupils who have a particular interest in performing or composing with a strong foundation for further study at Further Education.

Key Content

GCSE Music is designed to inspire the next generation of musicians. Whether you are a performer or composer, the course covers an exciting, wide range of musical topics and activities that are designed to allow the young musician to develop into confidence performers and composers.

Unit 1 Performing

Working with other musicians and as a soloist is an essential part of any musician's development. Drummers may work with vocalists, pianists may work with guitarists, woodwind players may work with brass players – it's all about working together. As a performer you will have the freedom to develop your own chosen repertoire and be stretched and challenged to often work outside of your comfort zone. Music can be played from the Classical tradition or the Rock/Pop tradition (or a combination of both).

Unit 2 Composing

As a composer you will be challenged to write styles of music that are both familiar to you and music that you have never even heard before! You'll work by yourself and in small groups to develop and hone your creative skills. You'll take advantage of the Department's latest music technology to create multi-tracked pieces of music.

Unit 3 Appraising

Appraising makes up 40% of the course. From four main genres of music (Instrumental Music, Vocal Music, Music for Stage and Screen, and Fusions) pupils study eight pieces of music that contain many performing and composing opportunities throughout the course.

Assessment

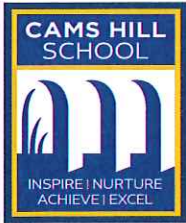
30% for Performing. You must record at least one solo and one ensemble performance.

30% for Composing. You must compose at least two pieces of music that contrast each other.

40% for Appraising. One and a half hour written listening examination with questions focused around the eight set works.

Additional Information

Pupils are encouraged to take an active role in all aspects of the musical life of the school and will be invited to take part in concerts and evening trips to concert halls and theatres. The course is designed to give all pupils the opportunity to develop their knowledge, understanding and skills of music whatever their previous experience.



NCFE Music Technology



Exam Board Edexcel NCFE

Subject Information

The NCFE Technical Award in Music Technology is a Level 2 vocational equivalent of a GCSE. It is designed for students who want to explore all aspects of music technology and sound engineering. Live, recorded and synthesized sound are all catered for in detail on this course, and students often bring existing interests in production and composition.

Key Content

Students study all practical facets of music technology and sound engineering, including the setup and use of a digital audio workstation to record, produce and master music of all genres. Live sound is also covered extensively, as are contemporary composition techniques within DAW software. Thorough analysis of existing recordings and the techniques of particular genres informs students' creation of their own recording projects and production pieces as learners develop a unique creative style of their own.

This course is ideal for those students looking to study a music technology or sound engineering related course at college, or gain experience in the industry.

Assessment

Students are assessed through four units:

- 1—**Using a Digital Audio Workstation**—the basics of DAW software, multitrack recording, and synthesis.
- 2—**Creating Music**—a genre-based project proving the students' understanding of the production techniques of a particular genre.
- 3—**Studio Recording**—an in depth study of recording techniques.
- 4—**Sound Creation**—a project on synthesis and sampling.

Additional Information

Pupils are encouraged to take an active role in all aspects of the musical life of the school and will be invited to produce sound support for concerts and recordings.

Students are also encouraged to publish their work online, and have full use of a modern multitrack digital studio with Reason, Cubase and Logic installed.



GCSE Photography



Exam Board - AQA

Subject Information

Pupils studying GCSE Photography will be required to work in one or more area(s) of photography such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, fashion photography. This specification will provide pupils who have a particular interest in professional photography with a strong foundation for further study at AS and A Level as well as vocational pathways. The course will be specifically aimed at teaching digital photography.

Key Content - The two year course is made up of two components.

Component 1: Portfolio of Work (60%)

Pupils will study two projects during Years 10 & 11 which constitute a Portfolio of Work. During the course pupils will also prepare for a practical exam in Year 10 and a mock exam in the Autumn Term of Year 11. Work produced in these exams will be included in the portfolio of work. Component 1 forms 60% of the final grade.

Component 2: Externally set assignment (40%)

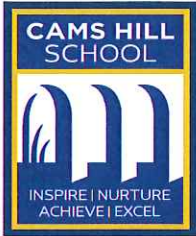
AQA will provide a separate externally set assignment where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Component 2 forms 40% of the final grade.

Assessment

Work produced for component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives. You can find out more about the GCSE Photography syllabus by following this link <http://www.aqa.org.uk/subjects/art-and-design/gcse> if you have any further questions or enquires please get in touch.

Additional Information

- Key Stage 4 pupils receive five one hour GCSE Photography lessons per fortnight.
- Pupils are required to spend a minimum of two hours a week on their photography outside of lesson time. **Commitment is essential when studying this course.**
- Key Stage 4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework.
- We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.
- A £10 contribution is requested at the start of each year towards the cost of materials.



GCSE Sociology



Exam Board: AQA

Subject Information

GCSE Sociology helps pupils to gain knowledge and understanding of key social structures, processes and issues. Pupils will develop analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

Key Content

Throughout the programme of study, pupils must consider **the sociological approach, social structures, social processes and social issues, and sociological research methods.**

Families - the functions and forms of families, conjugal role relationships, changing relationships within families, criticisms of families and divorce.

Education - roles and functions of education, the relationship between education and capitalism, educational achievement, processes within schools.

Crime and Deviance - social construction of crime and deviance, social control, criminal and deviant behaviour, data on crime.

Social Stratification - Functionalist theory of stratification, socio-economic class, life chances, poverty as a social issue, power and authority, power relationships.

Assessment

Assessment is by final examination:

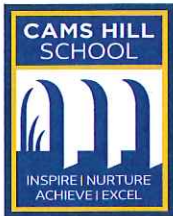
Component 1: The Sociology of Families and Education, 1 hour 45 minutes

Component 2: The Sociology of Crime and Deviance and Social Stratification, 1 hour 45 minutes

Each paper is worth 100 marks in total.

Additional Information

It will be useful for pupils wishing to study Sociology to have an existing interest in key social structures and processes. There is a real focus on knowledge of theories and research methods, rather than a requirement for pupils to exercise their own opinion. Pupils will have a chance to learn more about the society in which they live and how it functions.



Level 2 BTEC Sport



Exam Board: Pearson (Edexcel)

Subject Information

- The course is aimed at those who are interested in sport and enjoy practical activity.
- The course is a good stepping stone to Level 3 BTEC Sport at college.
- The course will give you the opportunity to get more vocational experience that employers will value.
- Pupils taking this course should be able to learn independently.

Key Content

The course is delivered vocationally, meaning you will gain essential hands on experience that mirrors the way businesses who specialise in sport and activity operate.

Lessons are varied, giving you the opportunity to develop your skills in a range of sports, dive into the role of a sports leader, alongside investigating fitness training methods. This will enable you to discover what your true maximum performance ability is.

In addition to the practical elements of the course, theoretical based lessons are delivered where pupils acquire new knowledge in aspects of sport encompassing, but not limited to, the practical sports performer, leading sports activities, fitness for sport and exercise and the sports performer in action.

Assessment

BTEC Sport is a Level 2 qualification, graded Distinction*, Distinction, Merit and Pass. The Level 2 Pass is equivalent to a grade 5 at GCSE.

You will be assessed practically, by external examination and by independently produced coursework. Guidance on how to complete the coursework will be discussed and demonstrated across all lessons. Regular feedback will be given to help you reach your potential.

Coursework will be completed in school, enabling you to demonstrate your ability to reach the assessment criteria. You may be asked by your teacher to come back after school, this is important as they can support you to ensure you reach or surpass your target grade.

Additional Information

The course is set up to enable you to learn key content, to practically access the qualification, to produce coursework and prepare for the examination.



GCSE Statistics



Exam Board—EDEXCEL

Subject Information

The Statistics GCSE is to enable students to develop;

- the use of statistical techniques in a variety of investigations, using real-world data.
- identifying trends in data and the application of statistical techniques across the curriculum.
- critically evaluating data, calculations and evaluations that would be in everyday life.
- understanding how technology has enabled the collection, visualisation and analysis of data to inform decision-making processes.
- understand ways that data can be organised, processed and presented, to automate processing.
- applying appropriate mathematical and statistical formulae, and building on prior knowledge.

Key Content

The table illustrates the topic areas covered in this qualification for both Higher and Foundation tier with both exam papers assessing all content. It also shows what the weighting (%) of each assessment objective within each topic

Topic	Understanding AO1	Interpretation AO2	Validity of data AO3
Data Collection	55	25	20
Processing data	55	25	20
Probability	55	25	20

Assessment

Two written papers all 1.5 hours. P1—Calculator P2—Calculator

Additional Information

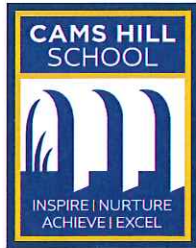
There are five hours of timetabled lessons a fortnight, pupils are expected to bring a pen, pencil, ruler, rubber, protractor, compass and scientific calculator.

Pupils will be expected to attend a weekly revision session in Year 11.

Revision guides and workbooks are available to buy to support this course.

GCSE Edexcel Revision Guides and Practice books will be available from school

Casio Scientific Calculators can be bought from the school for £6.75.



GCSE PE



Exam Board: AQA

Subject Information

GCSE PE is a practical and theory based subject, which provides a strong foundation for pupils who may wish to follow a future pathway in sport. Due to the vast amount of theory to be taught, practical sessions are limited and pupils are encouraged to take part in sporting activities outside of school.

Key Content

The theory aspect of the course is broken down into two papers. Paper 1 includes the following topics; Applied Anatomy and Physiology, Movement Analysis and Physical Training. Paper 2 includes the following topics; Sport Psychology, Socio-Cultural Influences and Health Fitness and Wellbeing.

Pupils will also have to complete a controlled assessment aspect of the course where they will analyse their own strengths and weaknesses in one of their three chosen sports.

Where possible the theory content will be taught practically to embed knowledge and understanding of topics.

Assessment

Pupils will be assessed in three sports (one individual, one team and another of their choice). They must demonstrate a variety of skills; varying from basic to more challenging. They must also be able to demonstrate the application of those skills in a game/performance context. This is worth 30% of their overall grade.

60% Paper 1 & 2 (both 1 hour 15 minutes exams)

10% Analysis section; controlled assessment.

Additional Information

Pupils ideally will have participated in at least 1 sport outside of school to a reasonable level.

Pupils will need to make themselves available for any clubs before, during and after school which could help increase their practical grade.



Core Subjects

Exam Board: AQA

Subject Information and Key Content

GCSE English Language examines the way writers express themselves in both literature and non-fiction. Pupils explore literary, creative and non-fiction texts from the 19th, 20th and 21st centuries as part of the course and will be taught to understand and analyse what they read, as well as producing their own writing across a range of different text-types and purposes. The course also includes assessment of pupils' own spoken language.

Assessment

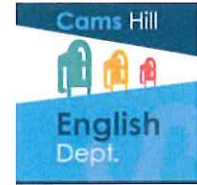
Paper 1 : Explorations in Creative Reading and Writing	Paper 2: Writer's Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
What's assessed Section A: Reading one literature fiction text Section B: Writing descriptive or narrative writing	What's assessed Section A: Reading one non-fiction text and one literary non-fiction text Section B: Writing writing to present a viewpoint	What's assessed (AO7–AO9) Presenting and responding to questions and feedback. Use of standard English
Assessed written exam: 1 hour 45 minutes 80 marks 50% of GCSE	Assessed written exam: 1 hour 45 minutes 80 marks 50% of GCSE	Assessed teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE)
Questions Reading (40 marks) (25%)– one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	Questions Reading (40 marks) (25%) – two linked texts 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	

Additional Information

All texts in the examination will be unseen. Speaking and Listening Assessments are still compulsory but no longer count towards the final English Language grade. Instead these will be set and marked by the class teacher throughout the course.



GCSE English Literature



Exam Board: AQA

Subject Information: Pupils will explore a range of literary texts for GCSE English Literature. This includes the study of Shakespeare, a 19th century novel and a range of modern texts and poetry.

Assessment:

Paper 1: Shakespeare and the 19 th century novel	Paper 2: Modern texts and poetry
<p>What's assessed</p> <p>Shakespeare plays – Macbeth</p> <p>The 19th-century novel – Dr Jekyll and Mr Hyde OR A Christmas Carol</p>	<p>What's assessed</p> <p>Modern prose or drama texts – An Inspector Calls</p> <p>The poetry anthology – Power and Conflict cluster</p> <p>Unseen poetry</p>
<p>How it's assessed</p> <p>written exam: 1 hour 45 minutes</p> <p>64 marks</p> <p>40% of GCSE</p>	<p>How it's assessed</p> <p>written exam: 2 hour 15 minutes</p> <p>96 marks</p> <p>60% of GCSE</p>
<p>Questions</p> <p>Section A Shakespeare: pupils will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th century novel: pupils will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Questions</p> <p>Section A Modern texts: pupils will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

Additional Information: Controlled Assessments will no longer be completed as part of the English Language or English Literature course. All examinations will now happen at the end of Year 11. In addition, all of these examinations will be 'closed book', meaning that pupils will not be able to take any texts in with them, although they will be given extracts on the exam paper. It is therefore important that pupils keep detailed notes on the texts and skills that they study for future revision.



GCSE Mathematics



Exam Board: Edexcel

Subject Information

GCSE Mathematics enables pupils to:

- have fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences, and draw conclusions;
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Key Content

The table illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Tier	Topic Area	Weighting
Foundation	Number	22-28%
	Algebra	17-23%
	Ratio, proportion and rates of change	22-28%
	Geometry and measures	12-18%
	Statistics and probability	12-18%
Higher	Number	12-18%
	Algebra	27-33%
	Ratio, proportion and rates of change	17-23%
	Geometry and measures	17-23%
	Statistics and probability	12-18%

Assessment

Three written papers all 1.5 hours. P1—Non calculator P2—Calculator P3—Calculator

Additional Information

There are eight hours of timetabled lessons a fortnight, pupils are expected to bring a pen, pencil, ruler, rubber, protractor, compass and scientific calculator.

Pupils will be expected to attend a weekly revision session in Year 11.

Our most able mathematicians take an extra qualification in AQA Level 2 Further Maths to support the transition to Key Stage 5. Revision guides and workbooks are available to buy to support this course.

GCSE Edexcel Revision Guides and Practice books (Collins) are available from school for £4.00 (Retail Price: £10.99).

Casio Scientific Calculators can be bought from the school for £6.75.

<http://vle.mathswatch.com>

Often used for homework tasks and revise for tests using the videos, worksheets and interactive questions. Log-in details in pupil planners.



GCSE Religious Studies



Exam Board: AQA

Subject Information

Specification A. As we move ever more rapidly into a multi-faith world, GCSE RS seeks to equip pupils with the religious literacy skills, and spiritual, moral, social and cultural understanding to live life in modern Britain. British values (democracy, rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs) are embedded throughout the course.

Key Content

The course is divided into **two** parts:

- 1) The in-depth study of two major world religions (Christianity and Islam)
- 2) The study of religion and four philosophical and ethical themes.

The main **themes of religious study** will be core beliefs, teachings and practices of Christianity and Islam.

The four main philosophical and ethical themes will be:

Relationships & Families

Attitudes towards marriage, divorce, homosexuality, families and gender equality.

Religion & Life

Origins of the universe, stewardship and the environment, quality and sanctity of life, abortion and euthanasia.

Religion, Peace & Conflict

Beliefs about peace, justice, pacifism, war and terrorism, the use of nuclear weapons and weapons of mass destruction.

Religion, Crime & Punishment

Beliefs about crime and its causes, types of crime, attitudes towards law breaking, the aims of punishment, and the place of suffering and forgiveness.

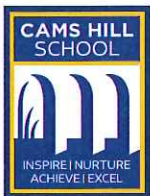
Each theme will be contextualised within the belief systems of Christianity and Islam.

Assessment

The assessment of this course is 100% through examination.
Pupils will sit **two** 1 hour 45 minutes papers at the end of Year 11.

Additional Information

Revision guides will be made available during Year 11.



GCSE Combined Sciences



Exam Board: AQA

Subject Information

Pupils started studying GCSE Combined Science (double award) at the beginning of Year 9. Most pupils will continue to study this course throughout Years 10 and 11. The most able scientists will be invited to study separate sciences in Years 10 and 11, decisions about the most suitable GCSE course for each pupil will not be made until the end of Year 9.

Key Content

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy
Organisation	Bonding, structure, and the properties of matter	Electricity
Infection and response	Quantitative chemistry	Particle model of matter
Bioenergetics	Chemical changes	Atomic structure
Homeostasis and response	Energy changes	Forces
Inheritance, variation and evolution	The rate and extent of chemical change	Waves
Ecology	Organic chemistry	Magnetism and electromagnetism
	Chemical analysis	
	Chemistry of the atmosphere	
	Using resources	

Assessment

Pupils will sit all of their examinations at the end of the course. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from the topics listed above. The written examinations are 1 hour 15 minutes long and are tiered (Foundation and Higher Tier).

Notes Page

