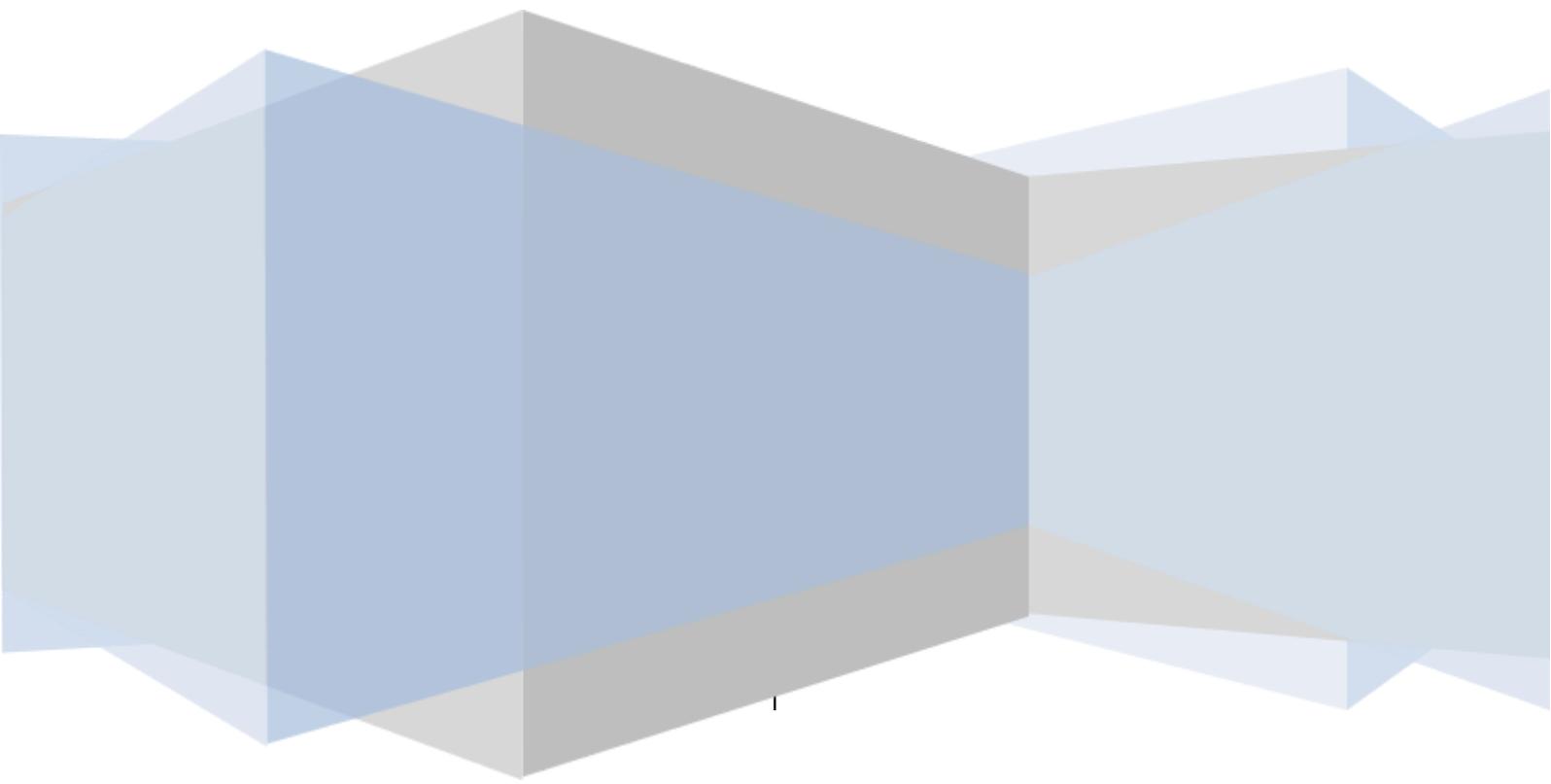


Key Stage 4 Curriculum Handbook



Connaught
School for Girls



Dear Year 9 students,

This document contains information on the Key Stage 4 curriculum for 2024-2025.

Years 10 and 11 are perhaps the most important in your school career. These are the years in which you study for public examinations. At Connaught School for Girls most students prepare for 10 GCSE courses, however, we support some students who may study 8 GCSEs and some others that might chose to study up to 12 GCSEs.

On the following pages you will find the curriculum pathways available to you – both the compulsory subjects (the core curriculum) and those from which you will make choices. Please read about all the subjects and not just the optional ones. This will help you understand what is expected of you next year.

Think very carefully about your choices. Think about what you may want to do later in life.

The English Baccalaureate (EBacc) is a combination of subjects that the government thinks are important for young people to study at GCSE; including English language and literature, Maths, the sciences, geography or history and a language. More students across the country are studying these subjects as the core of their curriculum as the government has reiterated its “ambition is to see at least 75% of GCSE students choosing the EBacc subject combination by 2022 and at least 90% by 2025”, and that studying them should be the right of every child. The EBacc is made up of the subjects which the Russell Group of Universities says, at A Level, open more doors to more degrees. A study by the Sutton Trust reveals that studying the EBacc can help improve a young person’s performance in English and Maths. Research by the UCL Institute of Education shows that taking the EBacc enhances prospects for entering further education or employment.

The Year 9 options process aims to ensure that most students will study all the EBacc subjects. For some students this pathway may not be appropriate. Some students may benefit by not studying History or Geography. If this is the case, staff will speak with you and may offer you extra support or greater flexibility in your option choices.

There are other subjects that will be studied by all students in Year 10 next year. You will study GCSE RE, examined at the end of year 11, and have lessons in PE and CCPHSE which are not examined.

Your curriculum will then be completed by two additional subjects from a wide-ranging list including eleven more option subjects. Here we will ask you to choose two courses in order of preference and two more as reserves. We will aim to give you your preferred options but we only aim to guarantee one of your top two choices and one of your reserve choices.

To help you make your choices you should talk to your teachers as they will be able to tell you more about the course and what you will be studying. You can also talk to students in Years 10 and 11 who are studying these KS4 subjects.

The following points are intended to assist you in making the right choices.

- Do choose subjects you enjoy
- Do choose subjects you do well at
- Do choose subjects that will help you with your future
- Do investigate exactly what a subject is and what it requires from you
- Don't choose subjects because your friends are choosing them
- Don't choose subjects because you want a particular teacher (you might not get them!)
- Don't choose a subject because you think it is easy

What happens if too many students choose one subject?

This may not be a problem as in some subjects there may be more than one group. However, if there is only one group which is limited to a particular number of students (20 in workshop-based subjects), then selection will occur. The selection process is based on limiting the number of students given their reserve subjects to as few as possible. In particular subjects with two pathways (Languages, Art & Design and D&T) selection for the over-subscribed pathway will be based on your attitude and effort in those subjects in Years 7 to 9.

What happens if only a few students choose a subject?

You have a choice of subjects in the option list. We know, however, that some of these subjects may not be able to be run as the number of students choosing them will not make a viable group. If this happens we will aim to give you one of your reserve subjects. Mr Silk will speak to you about your choices if in the very rare case that three or more of your choices are not able to run.

This is the first time that you have had the chance to make important decisions about what you learn. Use the opportunity wisely. Consider your choices carefully.

Your teachers, Ms Peterson, your form tutor and Mr Silk are all available to help you.

When you start your KS4 courses the teachers are committed to helping you achieve your very best. You, in turn, must play your part. Excellent attendance and punctuality, having a positive attitude, cooperation and listening are essential to your success.

These will help you achieve your potential in your examinations and enable us to provide you with an excellent reference when you leave school. Reading this document carefully and making suitable choices is the first step in getting the most out of Years 10 and 11.

Choose wisely!

Mr Silk
Deputy Headteacher

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SUMMARY OF SUBJECTS

Everyone studies the following subjects:

| |
|----------------------------------------------------------------------------|
| English Language |
| English Literature |
| Mathematics |
| Science (combined – two GCSEs) or three separate sciences (Triple science) |
| RE |
| CCPHSE (not examined) |
| PE (not examined) |

Everyone studies at least one Modern Foreign Language (some study two languages if they study 'Fast Track French') from the following:

| |
|-----------------------------|
| French |
| Spanish |
| Fast Track (both languages) |

Most students choose at least 1 humanity subject - (most should choose and study EBacc Geography or History). Some students may be advised against studying a humanity and be guided to our supported studies programme by the Learning Support Dept.

| |
|-------------------|
| Geography |
| History |
| Supported Studies |

Everyone studies two additional subjects from their prioritised choices (including a reserve) from the following options:

| |
|-----------------------------------------|
| Art & Design: Art OR Photography |
| ASDAN |
| Computer Science |
| D&T: Textiles |
| Drama |
| Food Preparation and Nutrition |
| Music BTEC |
| Sociology |
| Sport BTEC |
| Second humanity subject |



ENGLISH LANGUAGE ENGLISH LITERATURE



All students must study English

You study this subject because...

- English is about communication
- English is fundamental to all aspects of school and work life in the 21st century
- English enhances your ability to communicate ideas and feelings with clarity and confidence
- It gives you the opportunity to be creative with language and ideas
- It also instils listening skills which aid tolerance and respect of others, extending your ability to show sympathy and understand people in different situations and with different circumstances
- You are given opportunities to engage in healthy debate and discussion about current and interesting issues
- It fosters a pleasure in reading a wide range of literature
- It develops critical awareness and independent thought
- You will develop a real appreciation of the cultures, traditions and values of the people of the world

What will you study?

We follow the **Edexcel GCSE (9-1) syllabus from 2015**. Students will be required to study a range of texts, including:

- a Shakespearean play (*Romeo and Juliet*),
- a post-1914 British play (*The Empress*),
- a 19th century novel (*A Christmas Carol*),
- poetry (a selection of poems from the *Pearson Poetry Anthology*),
- a range of extracts from 19th century fiction,
- extracts from a variety of modern non-fiction texts.

Course structure

As part of the new GCSE curriculum, students will sit a series of final exams for both English Language and English Literature at the end of Year 11. Exams will be a single tier of entry and exam papers will be 'closed book' (students will not have a copy of the literature text in the exam). Exam preparation for both Language and Literature will

take place throughout Year 10 and Year 11. Exams will be assessed externally (set and marked by the exam board, Edexcel) and students will be awarded a qualification graded on a nine-grade scale from 9-1, where 9 is the highest grade and 5 is a 'secure' pass. Spoken Language will be awarded as a separate endorsement on the GCSE English Language certificate – students will be awarded a pass, merit or distinction. In preparation for the exams, (as well as studying the core literature texts) students can expect to study a range of 19th century fiction as well as a variety of non-fiction texts. In addition to developing understanding and analytical skills, students will develop writing skills in both creative and transactional writing.

Homework

GCSE students are expected to meet all deadlines including any research and exam preparation. Students are encouraged to read as much as possible in their own time: they should aim to read a range of non-fiction texts (newspaper reports and magazine articles) as well as novels (focusing especially on pre-20th century novels). When studying different texts, students can prepare notes on characters, themes, plot, setting, use of language and context.

Assessment

English Language Paper 1 = 1 hour 45 minutes (40%)

| | | |
|------------|--------------------------------------------------------|-------|
| Section A: | Reading unseen 19 th century fiction | (15%) |
| Section B: | Creative writing | (25%) |

English Language Paper 2 = 2 hours 5 minutes (60%)

| | | |
|------------|------------------------------------------------------------------------------|-------|
| Section A: | Reading unseen 20 th /21 st century non-fiction | (35%) |
| Section B: | Transactional writing | (25%) |

English Literature Paper 1 = 1 hour 45 minutes (50%)

| | | |
|------------|----------------------------------|-------|
| Section A: | Shakespeare | (25%) |
| Section B: | Post-1914 British drama or novel | (25%) |

English Literature Paper 2 = 2 hours 15 minutes (50%)

| | | |
|------------|--------------------------------|-------|
| Section A: | 19 th century novel | (25%) |
| Section B: | Poetry | (25%) |

Support information

Students are provided with the texts they need to study, as well as additional resources and background material. They may, if they so choose, purchase study guides and notes to help with exam revision. We also encourage independent internet research and wider reading to develop understanding of texts studied. For further information, please see Ms Caroto, Head of English. For exam specifications and sample material please consult the exam board website pages:

[Pearson Edexcel GCSE English Language \(9-1\) from 2015](#)
[Pearson Edexcel GCSE English Literature \(9-1\) from 2015](#)

Assessment

Students are assessed regularly by their teachers verbally, using mini-whiteboards, assessments or by marking exercise books. Feedback is important and students are made aware of how they can improve in their maths work.

GCSE examination

- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- 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.
- Each tier will be assessed across all three papers and the content is spread throughout.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts (functional maths).
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9

Support Information – Useful Websites

For further information please see Mrs Hussain, Head of Mathematics.
The following websites may be of interest:

www.hegartymaths.com

<http://www.mathsrevision.net/gcse/index.php>

<http://www.gcse.com/maths/>

<http://www.mathswatch.co.uk>

<http://www.edexcel.com>

[Careers with Maths Videos](#)

[Who Employs Mathematicians?](#)

[What do Mathematicians Do?](#)



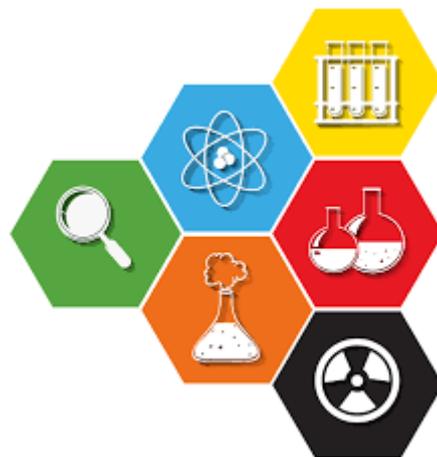
Support Information – Useful APPs

[Edexcel App for GCSE Maths Link](#)

[GCSE Maths Revision Questions](#)



SCIENCE



All students must study Science

You study this subject because...

- Science relates to all parts of everyday life
- Understanding scientific concepts and principles has had a massive impact on society during the last two years.
- Science gives you the innovative skills for an ever-changing world and makes you a valuable and sought-after person for employers

What will you study?

You will be following one of the 2 pathways described below:

Progression Pathway 1 (combined)

A three-year combined science course (2 GCSE qualifications)

You will study all aspects of Science including Biology, Chemistry and Physics.

The school follows the GCSE AQA Trilogy specification for Combined Science. The AQA exam papers are made up of structured questions requiring either a short or longer answer. There are both Foundation (Grades 1-5) or Higher (Grades 4-9) levels of entry. Most students will be expected to be entered for the Higher paper.

Course Content

Biology

- Cells and organisation
- Disease and bioenergetics
- Biological responses
- Genetics and reproduction
- Ecology
- Biology Required Practical work



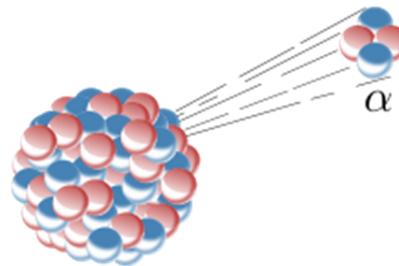
Chemistry

- Atoms, bonding and moles
- Chemical reactions
- Energy changes
- Reaction rates and equilibrium
- Organic chemistry
- Analysis of Earth's resources
- Chemistry Required Practical work



Physics

- Energy and energy resources
- Particles at work
- Forces in action
- Waves and electromagnetism
- Physics Required Practical work



The qualification is Linear which means that students will sit all their exams at the end of the course.

Assessments

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas including required practical work. They are 1hr 15min each taking 16.7% of the double GCSE qualification.

Progression Pathway 2

A three-year science course (3 GCSE qualifications)

"Triple Science" made up of 3 separate GCSEs in Biology, Chemistry and Physics over KS4. These students are identified in Year 9 and are the very highest ability students. Students study the same topics in combined science to a greater degree of detail as well as further topics not found in combined science.

Assessments

There are two papers assessing each of the three sciences. Each of the papers will assess knowledge and understanding from distinct topic areas including required practical work. They are 1hr 45min each counting towards 50% of that particular science GCSE.

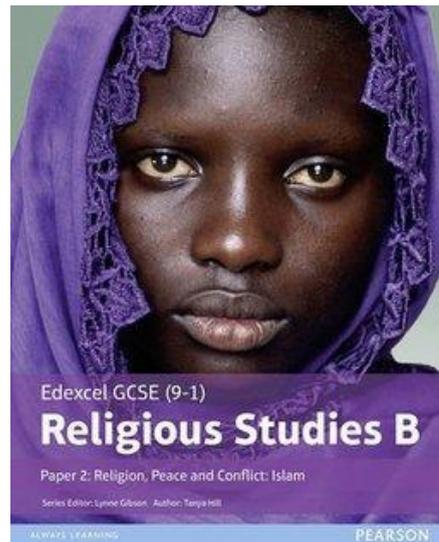
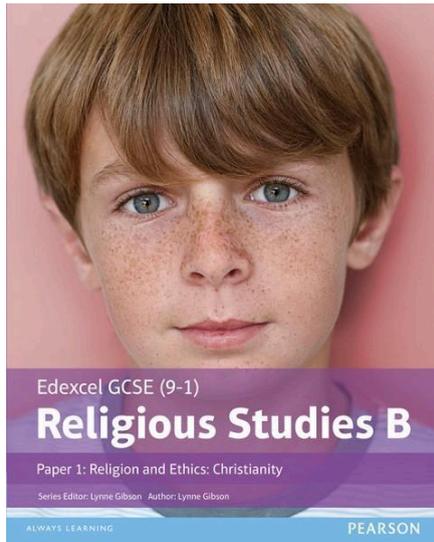
Homework

Homework is designed to be challenging and helps to advance students learning by building on prior knowledge. Homework types vary from answering exam style questions, practical work analysis and written accounts to follow up questions, research and projects.

Support Information If you have any questions please speak to Ms Mujahid, Curriculum Leader for Science. You can also get information from the AQA GCSE website:

<http://www.aqa.org.uk/subjects/science/gcse>

RELIGIOUS STUDIES



All students study RE

You study this subject because...

It increases your depth of understanding about the various ethical issues common in today's society, locally, nationally and internationally, and thereby develops skills you will need in your everyday life.

What will you study?

You will study Edexcel's Religious Studies GCSE specification B. This will involve studying two 'areas of study' which are assessed in two separate exams. Paper 1 will look only at Christianity and Paper 2 will cover only Islam. This is currently one of the most popular courses available to students and a qualification in this subject will stand you in very good stead when applying for all AS and A level courses at college. This is due to the cross-curricular skills you will be developing throughout this course and its connection with all subjects related to life and human experience in general terms. As there is NO coursework element you will sit two 1 hour 45 minutes exams in the summer of Year 11.

Modules to be studied in area of study 1 (Christianity):

- Belief in God
- Marriage and the family
- Living the Christian life
- Matters of life and death

Modules to be studied area of study 2 (Islam):

- Belief in Allah
- Crime and punishment
- Living the Muslim life
- Peace and conflict

During this course you will have numerous opportunities to increase your depth of understanding through:

- Acquiring knowledge and understanding of the beliefs, values and traditions of Christianity, Islam and Humanism
- Considering the influences of beliefs, values and traditions associated with Christianity, Islam and Humanism
- Considering religious and other responses to various moral issues
- Identifying, investigating and responding to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life

Course structure

During yr9 students have begun working on both areas of study looking at Christian and Muslim views. Throughout yr9-yr11 students will study one module at a time and will rotate from paper 1 to paper 2.

Homework

Homework usually consists of GCSE practice paper questions or work to follow on the lesson content. Also, you will be expected to use homework time to good effect e.g. using newspapers as a source to keep up to date on religious events, and developing opinions surrounding the course text.

Assessment

At the end of each module there is a 25-minute written assessment. You will sit 8 module exams throughout the course (4 for each unit) and these will form your grades which are reported to your parents/carers.

Support Information

For further information or advice please speak to Ms Gahakwa, subject leader for RE.

Further information about the course can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-2016.html#tab-1>

CCPSHE



All students study CCPSHE

CCPSHE lessons include Citizenship, Careers Education, Personal, Social, Health and Economic Awareness Education. The work continues in KS4 with a concentration on "Careers Education and Guidance"

You study this subject because ...

The KS4 course aims to help students use their knowledge, skills and understanding so that they fully appreciate the rights and responsibilities of being an active citizen. It also supports you in making informed decisions regarding the opportunities and experiences of adult life met in school and after school so that you are able to participate with confidence and as actively as possible in their future lives.

What will you study?

The programme includes such topics as: what is work, women at work, application forms, interview technique, curriculum vitae, economic awareness, and sex and relationship education. Year 10 students participate in an "Interview Day" with employers. Year 11 attend the "College Road Show" involving local sixth form colleges visiting the school. Careers interviews with an L.B.W.F. Careers Adviser are arranged throughout the year.

Homework

Homework is given most weeks to consolidate the learning in class and to allow each pupil to demonstrate their understanding.

Support Information

A wide range of careers guidance books and college prospectuses are available in the library. Any pupil wanting further careers advice should speak to Mr Phillips, subject leader for Citizenship, and visit the websites of local sixth form and further education colleges.

PHYSICAL EDUCATION - CORE

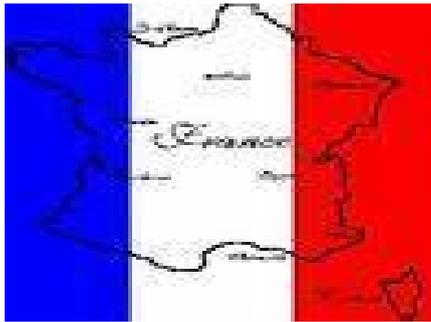
All students will participate in a variety of activities which will build on skills developed in Key Stage 3. A variety of techniques, strategies and tactics will be developed and the importance of exercise to personal, social and mental wellbeing will be explored.

In Years 10 and 11, students will be given a choice of activity blocks whereby they opt for the activities of their choice. Activities could include:

- Basketball
- European Handball
- Basketball
- Netball
- Rounders
- Cricket
- Football
- Mini tennis
- Badminton
- Aerobics
- Ultimate Frisbee
- Fitness circuit /continuous training
- Dance
- Yoga
- Volleyball



FRENCH/SPANISH



You study one or two of these subjects because Languages are a key economic skill. There are many opportunities for Languages students in business, travel, medicine, engineering and finance.

- The study of languages will give you a better understanding of your own language and about the culture and way of life in other countries
- Languages will open doors to new experiences/opportunities in your own country and abroad
- Languages enable you to share in the benefits that the world has to offer and will help you in a career with an international dimension

What will you study?

The GCSE course covers 3 themes:

Theme 1: Identity and Culture

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

Theme 3: Current and future employment and study

What you are required to do in each area:

- Learn to talk about the above topics in French/Spanish, via conversations which you will practise in lessons but also at home through revision material on Google Classroom
- Listen to and understand information from interviews, dialogues, instructions, websites and announcements
- Read and understand instructions, signs, brochures, advertisements, short literary passages and letters
- Write paragraphs and short essays on topics such as My Holiday, Healthy Living and My Town.
- Write and prepare short talks on similar topics for oral assessment in preparation for a Speaking exam at the end of Year 11

Course Structure

The four skills assessed are:

Speaking: Foundation or Higher Tier = 25%

Listening: Foundation or Higher Tier = 25%

Reading: Foundation or Higher Tier = 25%

Writing: Foundation or Higher Tier = 25%

Homework

Homework is an essential part of the course for raising achievement in all skills. It will include at least one learning and one written task per week. In addition to this, students are advised to spend 10-20 minutes every evening learning/revising word lists and using suggested websites and revision material, all accessible from home through Google Classroom. Homework and REGULAR revision and practice are vital in preparation for high achievement in all four skills.

Assessment

There is an examination for GCSE French or Spanish at the end of Year 11 in all four skills. There are 2 Tiers:

1. Foundation – Grades 1-5
2. High – Grades 4-9

Students must take all papers at the same tier (either Foundation or High). All papers (4 skills) will be marked by the AQA Examination Board.

Fast Track course

There is the option to study both French and Spanish at GCSE level with the selective Fast Track course taking place twice a week from 3.30 – 5.00 p.m. This is available to those students who feel able to commit to the extra workload and wish to have two GCSE qualifications in languages. The course starts towards the end of Year 9 and ends with the GCSE examination being taken at the end of Year 10. Studying of the 2nd language runs as normal over the course of Years 10 and 11.

Support Information

For practice in listening students should have access to personal earphones in school and at home. Model speaking answers can also be downloaded onto students' MP3 players or mobile phones. The following websites may be of interest:

<http://www.aqa.org>

<http://www.bbc.co.uk/gcsebitesize>

<http://www.linguascope.com>

<http://school.all-in.org.uk/login> (students will be provided with their own login details)

Links to audio files with transcripts, question papers and answer sheets are also available on Google Classroom.

Please see Mr Ferreira or Ms Adanir for any further information.

Course Structure

We work our way through the course in the order described above. Throughout the course we use exam style tasks to embed the skills that students will need in the final exams

Field work



Students are required to complete at least 2 contrasting fieldwork investigations during their GCSE course. There will be therefore, two compulsory day trips which prepare students for the Applied Fieldwork Enquiry exam.



During the summer of Year 10 we are hoping to offer an optional residential trip to Swanage, Dorset to reinforce the concepts covered in the Changing Environments unit.

Homework

Takes many forms and is set once a week. It may involve researching a topic, practising exam questions, watching a programme on TV or carrying out a survey.

Assessment

The GCSE is examined in three terminal exams. There is only one tier of entry.

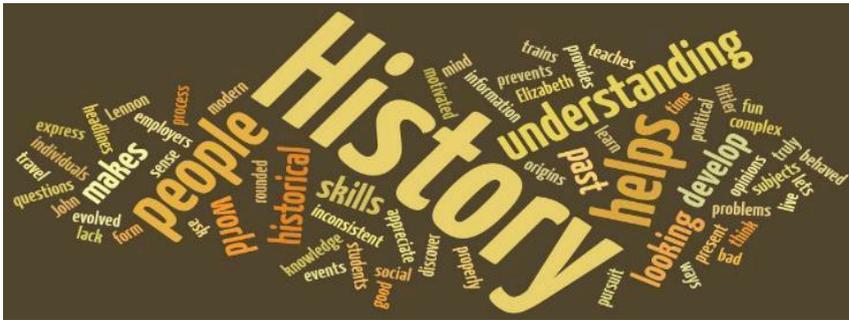
| Exam | Weight | What it involves |
|-----------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------|
| Investigating Geographical Issues | 40% | This paper is a mix of question styles (including at least one extended writing task) based on all three themes |
| Problem Solving Geography | 30% | The paper introduces an issue and students use provided information to choose and justify a solution. |
| Applied Fieldwork Enquiry | 30% | Students complete tasks based on fieldwork techniques. They need to refer to their Geography fieldwork experiences |

Support Information

Please see Mr Desborough if you require further information.



HISTORY



Why choose this subject?

History is an exciting and academic discipline that nurtures curiosity, hones our thinking and promotes the development of important skills. Studying GCSE History provides an environment to communicate and wrestle with historical controversy. While exploring the nature and complexity of history as something beyond that of 'the past', we are able to understand and appreciate the world in which we live, where we have come from, and where we may go.

- **History helps you to make sense of today's world;** You will continue to think critically about the world, interpreting situations, and not taking news or opinions at face value.
- **History helps you develop academic skills,** such as the ability to question and see events from a variety of perspectives which apply not only to History but to other subjects;
 - Asking interesting and purposeful questions and undertaking lines of enquiry that will help you answer them.
 - Entering into debate which will involve substantiating opinions and challenging others.
 - Reading around the topic at home as well as academic materials.
 - Working with various source materials whether written, oral or physical. You will be asked to cross reference materials in order to spot themes, trends and interpretations.
- **History helps prepare you for sixth form, college, university and the workplace.** It is a highly regarded subject by colleges and employers; it encourages skills of extended writing and analysis which is relevant for a wide range of careers;
 - Problem solving
 - Thinking creatively
 - Working independently
 - Carrying out research and following lines of enquiry
 - Effectively managing time
 - Discussing ideas in groups
 - Thinking beyond the obvious = challenging, questioning and creating!
- **History helps empower students from black and ethnic minority backgrounds** as it gives insights into their struggles for equality & justice

Year 11 Comments

"You will become a more enlightened person... it is very beneficial to know about the past... we can see that History repeats itself and we can learn lessons from before"

"It's fun and very interesting!"

"It is so interesting and it helps me to understand the world I live in"

What topics will you study?

This GCSE course requires you to study 4 topics:

1. **Medicine in Britain 1250-present:** This focuses on changes in diagnosis, treatment and prevention over time (including the **British sector of the Western Front 1914-1918**).
2. **Early Elizabethan England 1558-1588:** This looks at the structure of monarchy and specific detail of Elizabeth's reign including Execution of Mary Queen of Scots and the Spanish Armada
3. **Superpower Relations and the Cold War 1941-1991:** Includes the origins after WWII, crises in Berlin and Cuba and the fall of the Berlin Wall.
4. **Weimar and Nazi Germany 1918-1939:** How Germany dealt with the consequences of the First World War and the rise of Hitler.

Teaching & Learning in History

In this course you will be expected to:

- Participate in discussion: whole class, in groups and in pairs.
- Read from a wide range of well-illustrated textbooks and resources.
- Consider different sources of evidence– looking at propaganda poster, speeches, statistics, photographs, posters, newspapers, cartoons, maps and diagrams.
- Watch film extracts, most of which use archive material from the 20th century or allow us to access History in an up to date engaging way.
- Write answers to specific GCSE History type questions in regular assessments.
- Use ClickView & Google Classroom for some parts of the course



Homework

- Research to further develop your knowledge & understanding of each topic.
- GCSE exam question practice
- Consolidate learning from lessons and complete wider research to follow lines of enquiry.

Assessment

Examination Board: EDEXCEL, New 2016 specification.

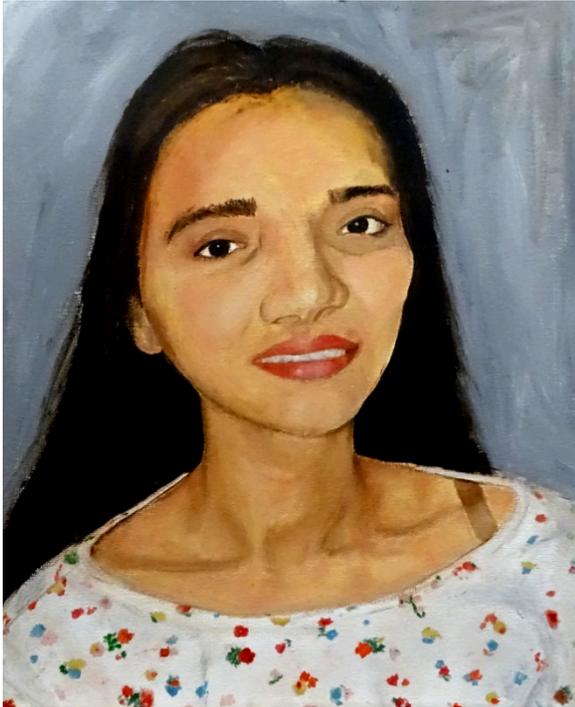
There are THREE final written examinations.

- Paper 1 (30%) – (1hour 15mins) Medicine and Britain on the Western Front
- Paper 2 (40%) – (1hour 45mins) Elizabethan England and The Cold War
- Paper 3 (30%) – (1hour 20mins) Weimar and Nazi Germany, c.1918-1939

Support Information

Please see Mr Klemencic for further information.

ART & DESIGN: ART



Why choose this subject?

You should choose this subject if you enjoy the Art, Craft & Design

- You have an adventurous and enquiring mind
- You like experimenting with different materials
- You are interested in the work of artists and craftspeople
- You are interested in comparing and discussing your work with other students
- You are interested in a career in any of these areas:

Advertising

Ceramics

Fashion

Interior Design

Furniture Design

more!

Garden/Landscape

Printmaking

Set/Stage Design

Textile Design

Fine Art / Painting / Sculpture

Animation

Computer Animation

Graphic Design

Jewellery Design

Model Making

Film & TV Design

Marketing/PR

Special Effects

Multi Media/Games Design

Costume Design

Photography

Architecture

and many



What will you study?



This course builds on skills learned in Years 7-9 but there is a greater emphasis on individual work. You will be required to collect information and resources, study the work of artists from all cultures and times, to experiment with a wide range of materials and develop original ideas. You will be visiting galleries and when possible working with visiting artists.

Course structure

You will be required to complete a personal portfolio which will make up 60% of your final grade. The examination consists of an externally set assignment with 20 hours preparation and a timed test (all practical). This makes up the remaining 40% of your grade.

Personal Study

All GCSE students have to use sketchbooks to explain where their ideas have come from and the processes they have used. Most of the homework will be sketchbook based. Expect to spend 1 hour per week on homework.

Assessment

There are 2 examination papers:

Paper 1 is the personal portfolio worth 60%.



Paper 2 is a timed test. For this you will be given the choice of 7 different starting points, such as "Journeys" or "Inside" set by the exam board. You will choose one of these to follow and you are given approximately 12 weeks in which to prepare for your exam.

Your exam lasts for 10 hours (two school days). It will be under exam conditions, allowing you time to complete your final piece, which is worth 40% of your overall grade.

Support Information

For further information please see Mr. Hamilton (Subject leader for Art) or Ms. Gilbey.



ART & DESIGN: PHOTOGRAPHY



Why choose this subject?

You should choose this subject if:

- You enjoy Art & Design
- You have an adventurous and enquiring mind
- You like exploring different and new ways to document your surroundings
- You are interested in the work of photographers and other artists
- You are interested in comparing and discussing your work with other students
- You are interested in studying areas such as:



Advertising Photography
Landscape Photography
Still life Photography
Photo manipulation
Digital Photography

Portrait Photography
Fashion Photography
Journalistic Photography
DSLR Cameras

and much more!

What will you study?

This course is based around the Art & Design GCSE and builds on knowledge / understanding & skills learned in Years 7-9 but there is a greater emphasis on individual work. You will be required to collect information and resources, study the work of Photographers & photography as well as art & artists from all cultures and times, to experiment with a wide range of photographic media and other materials to enable you to develop original ideas. You will be visiting galleries and when possible working with visiting artists.

Course structure

You will be required to complete a personal portfolio which will make 60% of your final grade. The examination consists of an



up

externally set assignment with 20 hours preparation and a timed test (all practical). This makes up the remaining 40% of your grade.

Homework

All GCSE students have to use sketchbooks to explain where their ideas have come from and the processes they have used. Most of the homework will be sketchbook based. Expect to spend an average of at least 1 hour per week on homework.

Assessment

There are 2 examination papers:

Paper 1 is the personal portfolio worth 60%.

Paper 2 is a timed test. For this you will be given the choice of 7 different starting points, such as "Journeys" or "Inside" set by the exam board. You will choose one of these to follow and you are given approximately 10 weeks in which to prepare for your exam.

Your exam lasts for 10 hours (two school days). It will be under exam conditions, allowing you time to complete your final piece, which is worth 40% of your overall grade.

Support Information

For further information please see Mr. Hamilton (Subject leader for Art).

COMPUTER SCIENCE

GCSE

You study this subject because:

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. Computer Science is also a highly creative subject calls on learners to be inventive. This subject will develop creativity and turn students into effective problem-solvers and resourceful thinkers. The course is structure to advance students ability to write down solutions to problems and gain a good grounding in mainstream computing theory and programming. We also aim to inspire our GCSE students to pursue this subject further so that we can create a generation of pioneers and visionary leaders.

What will you study?

OCR Computer Science GCSE

Course structure

This Full Course GCSE is, made up of three components, two externally assessed examinations 50% each and one Non-Exam assessment.

COMPUTER SYSTEMS COMPONENT 1

- study how processors work
- investigate computer memory and storage
- explore modern network layouts and how they function
- build skills in the ever-important realm of cyber security
- investigate how types of software are used within computer systems
- stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues

(1-hour 30mins Exam 50% of the marks)

COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING COMPONENT 2

- study fundamental algorithms in computer science
- build a firm foundation in programming techniques
- produce programs through diagrams
- thoroughly test programs and make them resistant to misuse
- explore Boolean algebra (AND, OR, NOT)
- understand how we store data within computers in the binary form

(1-hour 30mins Exam 50% of the marks)

A PROGRAMMING PROJECT COMPONENT 3

Use new-found programming skills on an independent coding project by solving a real-world problem of their choice. The project is carried out under exam-like conditions.

(20-hour Controlled Non-Exam assessment)

Assessment

Component 1 *1-hour 30mins Exam 50% of the marks of total marks*

Component 2 *1-hour 30mins Exam 50% of the marks of total marks*

Component 3 *20-hour Controlled Non-Exam assessment*

Support Information

For further information, please see Mr. Ali.

DESIGN AND TECHNOLOGY: TEXTILES



Design and technology is purposeful, as well as being fun and exciting! Studying Design and Technology: Textiles will build on what you learnt about designing and making in Key stage 3. You will use your knowledge and skills to design and make new and better solutions to real problems.

Why choose this subject?

You should choose this subject if you:

- Like being creative
- Enjoy making things with fabric
- Can identify and solve problems and enjoy practical challenges

What will you study?

You will be using and developing the skills you already know as well as experimenting with new ones. You will have a choice of topics to study but they may include:

- Fashion and clothes, pattern designing and making using computer software
- Industrial practices
- Dyeing, printing and surface decoration including dye sublimation printing
- Fabric construction e.g. weaving, knitting and felting
- Products, their design and manufacture
- CAD/CAM using the BROTHER and JANOME computerised embroidery machines and the laser cutter
- Introducing electronics into textile products

Course structure

- You will be working in the same way that you are used to but, in more depth
- For each topic you will have to experiment, research, design, make and explain
- You will need to work in your own time because deadlines MUST be met and all work will have to be effectively presented
- You will be encouraged to use Information and Communication Technology where appropriate

All Design and Technology students will study a common section on core technical principles covering new and existing technologies, smart and modern materials, mechanical devices and materials and their working properties.

Homework

This may include:

- Design work
- Revising work for tests
- Project work
- Attending clubs to complete practical work
- Written answers to questions
- Research tasks

Assessment

You will be studying the AQA GCSE in Design Technology: Textiles. The course content will be National Curriculum based and will involve a final examination (50%) and a Non-Examined Assessment task (50%). This task will take place in year 11 and will consist of a piece of practical work and a supporting folder derived from a context set by the examination board.

In year 10 you will be assessed on a range of skills-based projects and will sit a mock examination.

Support Information

If you have any questions please speak to Mrs Rain, subject leader for Textiles.

You can also get useful information from the following websites:

www.design-technology.info/home.htm

www.design-council.org.uk

DRAMA

You should choose this subject if:

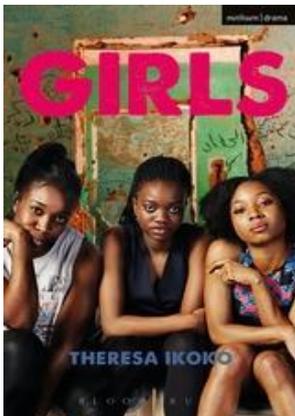
- You enjoy **performing**, being **creative** and using your **imagination**.
- You want to develop highly effective **communication** and **problem-solving** skills.
- You want to develop outstanding **collaboration** and **leadership** skills.
- You want to develop your **presentation skills** through a commanding **voice** and confident **body language**.
- You are ready for **challenging** and **thought-provoking** work.
- You are willing to **take risks**.

Component 1 (40% of final grade): Devising Theatre (practical & written coursework)

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner (**Brecht**) or style (**Physical Theatre**) in response to a stimulus set by exam provider EDUQAS.

Learners must produce:

- a **realisation/performance** of their piece of devised theatre
- a written **portfolio** documenting their devising process
- a written **evaluation** of the final performance or design



Component 2 (20% of final grade): The Acting exam (practical)

Learners **practically study** two extracts from a published play. Students then participate in **one** performance using sections of text from both extracts.

Component 3 (40% of final grade): Analysing & Interpreting Theatre (written exam)

Students **study** the play *I Love You Mum, I Promise I Won't Die* by Mark Wheeler in preparation for their final written exam. Students **view and analyse a piece of live theatre** in preparation for their final written exam.

Please see Ms Jemal if you have any further questions about the Drama GCSE.



FOOD PREPARATION AND NUTRITION



The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Why choose this subject?

- If you love food and cooking, then you will enjoy this course
- If you are interested in learning more about nutrition, food choice and health.
- If you want to improve your cooking skills
- If you are considering a career in the food industry then this course will lay a good foundation.

What will you study?

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Course structure

Component 1

Principles of Food Preparation and Nutrition

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Written examination: 1 hour 45 minutes |
| 50% of the qualification |
| 100 marks |
| This component will consist of two sections both containing compulsory questions and will assess the six areas of content as above Section A: questions based on stimulus material Section B: structured, short and extended response questions to assess content related to food preparation and nutrition |

Component 2

Food Preparation and Nutrition in Action

| |
|-------------------------------------------------------------------------------|
| Controlled assessment: To be completed in lessons/externally moderated |
| 50% of the qualification |
| Assessment 1: 8 hours |
| Assessment 2: 12 hours |

Assessment 1: The Food Investigation Assessment (15% of total qualification)

A Food Investigation will be set that will require each learner to:

- research and plan the task
- investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result
- analyse and evaluate the task
- produce a report which evidences all of the above and includes photograph and/or visual recordings to support the investigation

Assessment 2: The Food Preparation Assessment (35% of total qualification)

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills.

This assessment will require learners to plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

Two options for this assessment will be set by WJEC Eduqas that will require the learners to:

- investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing)
- prepare, cook and present a **menu of three dishes** within a single session
- evaluate the selection, preparation, cooking and presentation of the three dishes
- produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes

Support Information

Please see Ms Wallace, Head of Food Technology or your Food Technology teacher if you have any further questions

MUSIC



You should choose this subject if:

- You can **sing** and/or **play an instrument** and are eager to improve your skills to at least **Grade 4 ABRSM** standard, through daily practice at home.
- You enjoy the challenge of **performing** in front of an audience.
- You enjoy **being creative** and **working with others**.
- You are interested in **learning about many kinds of music**, as well as **analysing orchestral scores** which requires an **in-depth knowledge of music theory and the ability to read music**. The understanding you gain of a composer's techniques and processes will assist you in your own compositions.

Component 1 - Understanding music (40%)

There are four areas of study:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

In Year 11, students take a written exam (1 hour 30 minutes) with listening exercises and questions using excerpts of music. Students listen attentively to **unfamiliar music from all four areas of study** to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation). The **set works** will be **Beethoven's Symphony No.1** (Movement 1) and one other from a given list.

Component 2 - Performing music (30%)

- Performance 1: Solo performance
- Performance 2: Ensemble performance

Students need to be able to interpret relevant musical elements as appropriate, using resources (eg microphones for a vocalist) and techniques (eg pizzicato for a string player) to communicate musical ideas with accuracy and expression.

Component 3 - Composing music (30%)

Students learn how to develop, extend and manipulate musical ideas, and compose music that is musically convincing through **two compositions**. One must be in response to an externally set brief and the other a free composition.

Please see Mrs Sanger if you have any further questions about the Music GCSE.

- You have an enquiring mind
- You enjoy constructing balanced arguments
- You enjoy discussing and debating issues

This course is designed to be suitable for students with no prior knowledge of the subject.

What will you study?

Sociology means quite simply the study of society. But what does this mean? Sociology is about the critical study of societies, how they work and how they change. You will learn how societies shape people's ideas and behaviour and how in turn people interact and shape their societies. You will also have the chance to consider your own experience of the world around you and to develop the knowledge and skills needed to play a part within the community.

Course structure

Teaching is divided into core topics, using example GCSE questions throughout, enabling you to make revision preparation throughout the course and chart your own progress. A wide range of teaching and learning strategies will encourage you to become fascinated with exploring and challenging the world around you. Sociology is an eye-opener and students love it!

Homework

- Completing class work and making notes.
- Research to further develop your knowledge & understanding of each topic.
- Conducting research using scientific methodology
- GCSE exam question practice.

Assessment

Examination Board: **AQA**

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

There are TWO final written examinations at the end of Year 11:

Paper 1: The sociology of families and education

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Written exam: 1 hour 45 minutes
100 marks

Worth 50% of the GCSE

Paper 2: The sociology of crime and deviance and social stratification

- The sociology of crime and deviance
- The sociology of social stratification (social class)
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Written exam: 1 hour 45 minutes

100 marks

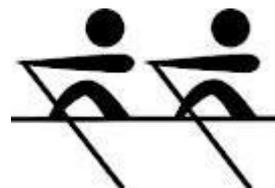
Worth 50% of the GCSE

Support Information

Please see Ms Hickes for further information.



SPORT- BTEC Level 2 Award



Why choose this subject

- If you would like to develop your knowledge of coaching and leadership in sport.
- If you would like to increase your knowledge of fitness and exercise.
- If you like to study through a vocational method of learning.
- It encourages personal development through practical participation and performance in a range of sports and exercise activities.

Course requirements

This is a vocational course; therefore, learners will be expected to work independently and access the online classroom for assignment briefs, homework and additional resources to support their learning. Furthermore, learners will need to commit to attending extra-curricular clubs and competitions both in and outside of school to develop their practical performance and coaching skills. The course is theory based therefore students will participate in practical activities during Core PE lessons, which equates to one hour per week.

What will you study?

Students need to gain 120 credits in order to receive the Level 2 qualification which is equivalent to one GCSE. This requires the study of three compulsory units and one optional unit. Of the three optional units we delve into Unit 6: Leading a Sport Activity as it continues to build upon the knowledge gained in the mandatory units.

Unit 1: Fitness for Sport and Exercise (Mandatory unit)

This unit explores the key concepts that underpin performing at maximal levels. Students will develop their understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training regime to further enhance and improve their sports performance.

External assessment: 1 hour and 15-minute exam

Unit 2: Practical Performance in Sport (Mandatory unit)

This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers. Through actively participating in a range of activities you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.

Internal assessment: Written assignments and practical performance assessment.

Unit 3: Applying the Principles of Personal Training (Mandatory unit)

This unit is all about the individual undertaking training to improve and enhance personal fitness for one activity/sport you participated in for Unit 2: Practical Performance in Sport. This may mean training with a group of friends in a local park, or using a personal fitness training programme at a local sports club or leisure centre.

Whatever the setting, the design of the training programme must be tailored to meet your personal training goals, aspirations and needs.

Internal assessment: Written assignments, individual presentation and practical performance assessment.

Unit 6: Leading a Sports Activity (Optional unit)

This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.

Internal assessment: Written assignments, individual presentation and practical leadership assessment.

Additional resources:

www.teachpe.com

www.brianmac.co.uk

www.bbc.com/bitesize

Wider reading:

Shine: The making of the Australian Netball Diamonds by Jenny Sinclair

The Impact of Technology in Sport by Matthew Annis

The Boy in The Shed by Paul Ferris

Women in Sports: 50 Fearless Athletes Who Played to Win by Rachel Ignotofsky

The Young Champion's Mind: How to Think, Train and Thrive Like an Elite Athlete by Jim Afremow

Support Information

If you have any questions please speak to Miss Humphrey or read about it on the Edexcel website:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf

What will you study?

You will:

- follow a reading and comprehension programme
- work on your coursework and other assignments and practise answering exam questions
- learn to use different study skills techniques, such as mind maps, to prepare for exams
- learn to use ICT for different tasks

You will be required to:

- keep up to date with your GCSE coursework and homework in your other subjects
- practice your numeracy and literacy skills
- develop your ICT skills
- If students study for the ASDAN qualification , then under the ASDAN programme they will build up a portfolio of work which will be assessed internally and externally.

The SUPPORTED STUDIES programme:

- is a programme where you can develop your literacy and numeracy skills in a small group setting
- encourages, engages and motivates learners
- raises the learners' self-esteem
- rewards a range of learning styles

The Learning Support department will offer you this programme if it is felt you would benefit from:

- intensive catch-up work to give you the best chance of achieving:
 - Grade 4+ in English
 - Grade 4+ in Maths
 - Support with wider curriculum study

Students studying the Supported Studies programme would study one less examined subject.

If you have any queries please speak to Ms Ricon in the Learning Support department.

EXTENDED CURRICULUM



Year 10 students have the chance to follow the Duke of Edinburgh scheme for their bronze award. Various theatre trips, visits and activities are organised to extend and enrich the learning programme. There is also a visit to a local university in the summer term

The most able linguists are offered the chance to study a second foreign language GCSE. They can take part in the Fast Track Languages programme to study one language after school and another foreign language in school time. Our more able scientists take the "Triple Science" pathway, taking GCSE examinations in Biology, Chemistry and Physics.

There is an opportunity to take an additional GCSE in your community language if you can speak, read, write and listen in the language.

A wide range of careers guidance books and college prospectuses are available in the library and room 8. All students receive careers interviews from an impartial careers' adviser. In Year 10 this is usually in groups of 4. In Year 11 it is an individual interview. Any pupil wanting further careers advice should speak to Mr Phillips and visit the website of local sixth form and further education colleges.

In the spring term Year 10 prefects are elected to perform important duties and tasks around the school. This is a position of responsibility for the students and they serve a valuable role in the smooth running of the school.