

# ENGLISH LANGUAGE

QUALIFICATION	GCSE
EXAMINING BOARD	AQA
CONTACT TEACHER	Miss Ellis
LESSONS PER FORTNIGHT	8 (shared with Literature)

### What will you learn?

**Reading:**

- To identify and interpret information.
- To select and synthesise evidence.
- To explore writers’ use of language and structure.
- To compare writers’ ideas and perspectives.
- To evaluate texts critically.

**Writing:**

- To communicate clearly, effectively and imaginatively.
- To organise information and ideas using structural and grammatical features.
- To use a range of vocabulary, punctuation and sentence structures accurately.

### Assessment

Overview			
Paper 1	Explorations in creative reading and writing	50%	End of year 11
Paper 2	Writer’s viewpoints and perspectives	50%	End of year 11

**Paper 1: Explorations in creative reading and writing**

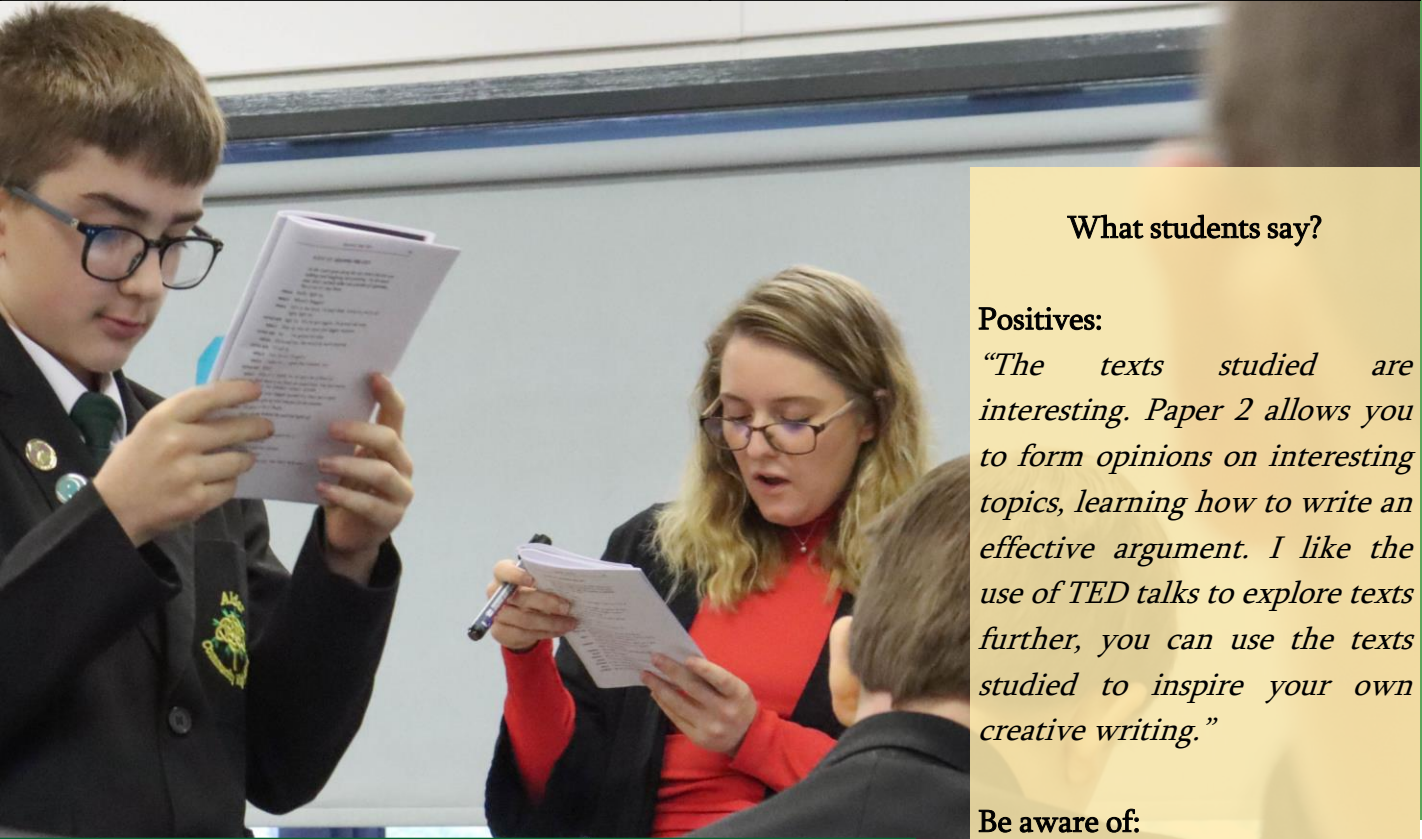
Students will be expected to read and respond to unseen literary fiction texts and to produce a piece of descriptive or narrative writing.

**Paper 2: Writers’ viewpoints and perspectives**

Students will be expected to read and respond to two non-fiction texts and also produce a piece of transactional writing sharing their viewpoint.

In addition, students will complete a formal presentation which will be teacher assessed and will be given as a separate grade for Spoken Language. This will not influence their final GCSE grade.

Course Overview			
Year 10		Year 11	
Language Paper 1 (fiction):	<ul style="list-style-type: none"><li>• Reading and analysing a range of fictional texts from different ‘Cultures and Places’.</li><li>• Writing descriptive and narrative pieces.</li></ul>	Language Paper 1 (fiction):	<ul style="list-style-type: none"><li>• Reading and analysing a range of fictional texts from the Dystopian genre.</li><li>• Writing descriptive and narrative pieces.</li></ul>
Language Paper 2 (non-fiction):	<ul style="list-style-type: none"><li>• Reading and analysing a range of non-fiction texts around the theme of ‘Adventure and Exploration’.</li><li>• Writing creatively to present viewpoints</li></ul>	Language Paper 2 (non-fiction):	<ul style="list-style-type: none"><li>• Reading and analysing non-fiction texts exploring how the modern world is becoming increasingly dystopian: Ecological Armageddon, Economical Dysfunction, Magical Technology.</li><li>• Writing creatively to present viewpoints.</li></ul>



### What students say?

**Positives:**

*“The texts studied are interesting. Paper 2 allows you to form opinions on interesting topics, learning how to write an effective argument. I like the use of TED talks to explore texts further, you can use the texts studied to inspire your own creative writing.”*

**Be aware of:**

*“Tight timings in exams, not having a full understanding of the writers’ intentions and misreading the questions.”*

**Qualities needed to do well:**

*“The ability to respond quickly to a text, being able to identify language and structural techniques, and being able to communicate your opinion.”*

### Careers

A good English GCSE provides a strong foundation for further academic and vocational study, and good reading and writing skills are valued in any course or future career.

This GCSE can prepare students for jobs such as: teacher, writer, digital copywriter, journalist, lexicographer, copy editor or proof reader, web content manager, media and marketing, travel and tourism, law, film director, academic librarian and public relations manager.

# ENGLISH LITERATURE

QUALIFICATION	GCSE
EXAMINING BOARD	AQA
CONTACT TEACHER	Miss Ellis
LESSONS PER FORTNIGHT	8 (shared with Language)

### What will you learn?

- To read, understand and respond to texts.
- To develop and maintain a critical style, and develop an informed personal response.
- To use evidence from the texts, including quotations, to support responses.
- To analyse the language, form and structure used by a writer to create meanings and effects.
- To show an understanding of the relationships between texts.
- To explore the social and historical context of texts.
- To use a range of vocabulary and sentence structures for clarity, purpose and effect.
- To use accurate spelling and punctuation.

### Assessment

Overview			
Paper 1	Shakespeare and the 19th century novel	40%	End of Year 11
Paper 2	Modern texts and poetry	60%	End of Year 11

#### Paper 1: Shakespeare and the 19th Century Novel

Students will be expected to answer one question on a Shakespeare play (Romeo & Juliet) and one on a 19th century novel (Frankenstein).

#### Paper 2: Modern Texts and Poetry

Students will answer one question on a modern prose or drama text (An Inspector Calls). They will answer a question where they compare two poems from a selection in the ‘Power and Conflict’ anthology and also a third question comparing two unseen poems.

### Course Overview

#### Literature Paper 1 (fiction):

**Literature Paper 1 (Shakespeare and the 19th Century Novel):**

- You will read and analyse Shakespeare’s ‘Romeo and Juliet’, looking at the themes, characters and social and historical context of the play.
- In addition, you will explore Mary Shelley’s ‘Frankenstein’ with an in-depth study of themes, characters and the social and historical context of novel.

#### Literature Paper 2 (fiction):

**Literature Paper 2 (Modern Texts and Poetry):**

You will study the modern drama ‘An Inspector Calls’, looking at the themes, characters and social and historical context of the play.

You will analyse a collection of poems from the AQA ‘Power and Conflict’ anthology. Some of the favourites among our students include ‘Ozymandias’ by Percy Shelley, John Agard’s ‘Checkin’ Out Me History’, and Simon Armitage’s ‘Remains’. Furthermore, you will study a variety of ‘unseen’ poems.

### Careers

A good English GCSE provides a strong foundation for further academic and vocational study, and good reading and writing skills are valued in any course or future career.

- Teacher
  - Writer
  - Digital copywriter
  - Journalist
  - Lexicographer
- Copy editor or proof reader
  - Web content manager
  - Media and marketing
  - Travel and tourism
  - Law
- Film director
  - Academic librarian
  - Public relations manager

### What students say?

**Positives:**

*“Studying interesting texts. There is also a wide variety of online resources on the texts studied, including videos on YouTube to aid revision. I like learning about the social and historical context of texts.”*

**Be aware of:**

*“The need to memorise a large number of quotations and the language used in some of the older texts can be challenging.”*

**Qualities needed to do well:**

*“The ability to remember key quotations, having a good vocabulary, having an open mind and the ability to look at life from different perspectives.”*





# MATHEMATICS

QUALIFICATION	Mathematics
EXAMINING BOARD	Edexcel
CONTACT TEACHER	Mrs McGladdery
LESSONS PER FORTNIGHT	8

## Assessment

Overview		
Tier	Topic	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

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.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all Assessment Objectives, in the percentages outlined for each tier (See table).
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

## Course Overview

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics are to enable students to:

- Develop 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.

## What will you learn?

The assessments will cover the following content headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

At Alder we follow the Edexcel 2-year GCSE Mathematics Scheme of Work.

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

## Careers

A key purpose of this qualification is to provide a strong foundation for further academic and vocational study and for employment. Also, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

This includes A level mathematics courses as well as A levels and undergraduate courses in other areas such as biology, geography and psychology, where the understanding and application of mathematics is crucial.

# COMBINED SCIENCE

QUALIFICATION	GCSE
EXAMINING BOARD	Edexcel
CONTACT TEACHER	Mr Dobbyn
LESSONS PER FORTNIGHT	10

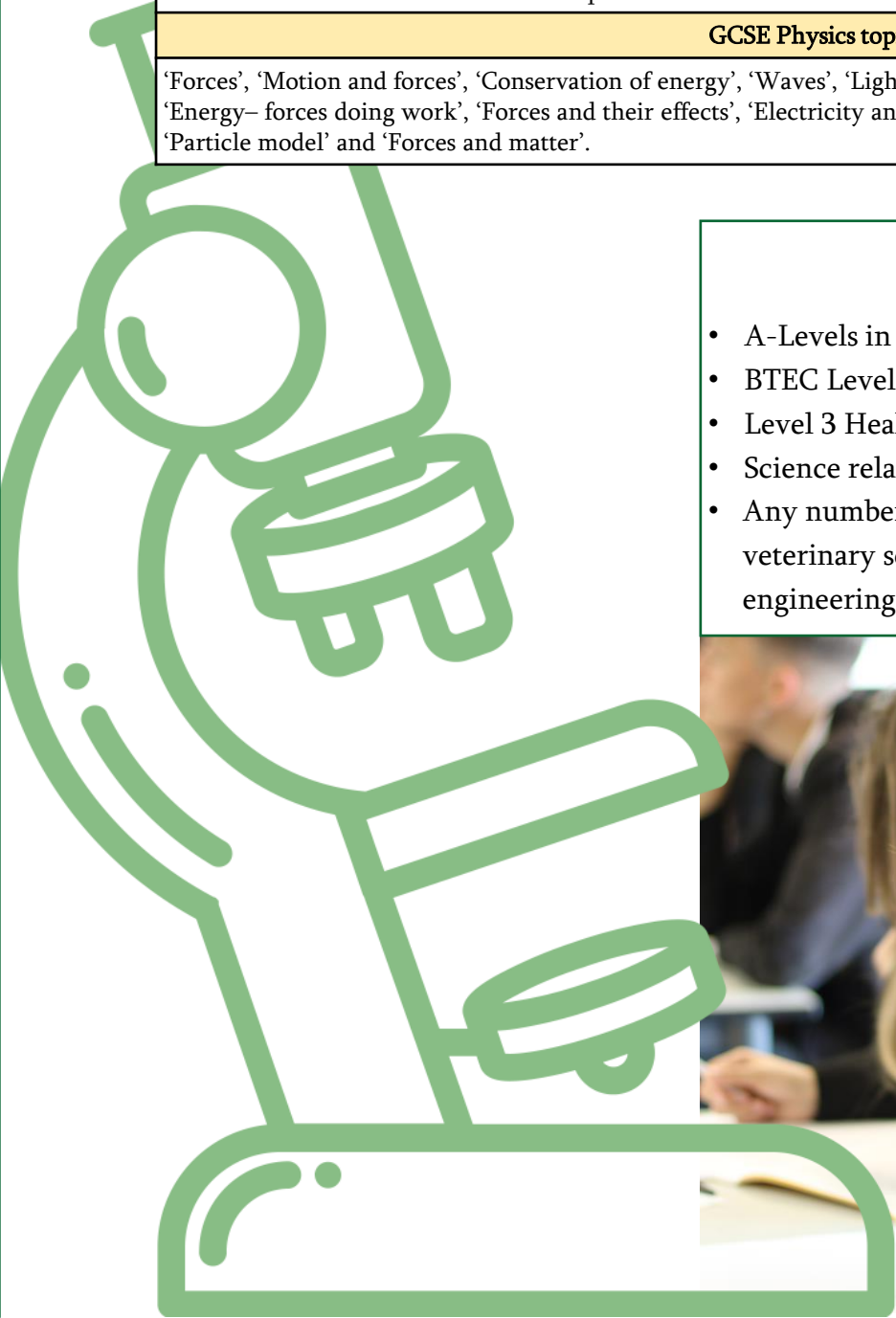
Assessment			
Overview (The structure below is the same for each of the biology, chemistry and physics components of the combined science award). There are six exams in total.			
<b>Paper 1</b>  70 minutes  (60 marks)	AO1: Demonstrating knowledge and understanding of scientific ideas, techniques and procedures.	40%  of paper	1/6 <sup>th</sup> of final grade
	AO2: Apply knowledge and understanding of scientific ideas, techniques and principles.	40%  of paper	
	AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.	20%  of paper	
<b>Paper 2</b>  70 minutes  (60 marks)	AO1: Demonstrating knowledge and understanding of scientific ideas, techniques and procedures.	40%  of paper	1/6 <sup>th</sup> of final grade
	AO2: Apply knowledge and understanding of scientific ideas, techniques and principles.	40%  of paper	
	AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.	20%  of paper	

- Combined Science GCSE is assessed by six 60 mark papers, each one assessing half of the biology, chemistry or physics content. Each exam counts towards 16.67% of the final grade.
- Each paper will consist of multiple-choice, short answer questions, calculations and extended open-response questions.
- Assessment within the papers requires students to work across different parts of the qualification to show their accumulated knowledge and understanding of each topic.

Course Overview
<ul style="list-style-type: none"><li>Students who do not choose the option of Separate Sciences will study towards 2 GCSEs in Combined Science.</li><li>Students are awarded with 2 mixed science GCSE grades at the end of Year 11.</li></ul>
What you will learn
GCSE Biology topics
‘Key concepts in biology’, ‘Cells and control’, ‘Genetics’, ‘Natural selection and genetic modification’, ‘Health, disease and the development of medicines’, ‘Plant structures and their functions’, ‘Animal coordination, control and homeostasis’, ‘Exchange and transport in animals’ and ‘Ecosystems and material cycles’.
GCSE Chemistry topics
‘Key concepts in chemistry’ (atomic structure, the periodic table, ionic and covalent bonding, types of substance, calculations involving masses), ‘States of matter and mixtures’, ‘Chemical changes’, ‘Extracting metals and equilibria’, ‘Groups in the periodic table’, ‘Rates of reaction and energy changes’, ‘Heat energy changes in chemical reactions’, ‘Fuels and Earth science’ and ‘Earth and atmospheric science’.
GCSE Physics topics
‘Forces’, ‘Motion and forces’, ‘Conservation of energy’, ‘Waves’, ‘Light and the electromagnetic spectrum’, ‘Radioactivity’, ‘Energy– forces doing work’, ‘Forces and their effects’, ‘Electricity and circuits’, ‘Magnetism and the motor effect’, ‘Particle model’ and ‘Forces and matter’.

### Careers and Pathways

- A-Levels in Biology, Chemistry and Physics
- BTEC Level 3 in Applied Science
- Level 3 Health and Social Care Diploma
- Science related apprenticeships
- Any number of science-related degrees such as veterinary science, marine biology, nuclear physics, engineering, astrochemistry and chemical engineering





# SEPARATE SCIENCES

QUALIFICATION	GCSE
EXAMINING BOARD	Edexcel
CONTACT TEACHER	Mr Dobbyn
LESSONS PER FORTNIGHT	15

What you will learn?		
GCSE Biology Topics	GCSE Chemistry Topics	GCSE Physics Topics
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>Cells and control</li> <li>Genetics</li> <li>Natural selection and genetic modification</li> <li>Health, disease and the development of medicines</li> <li>Plant structures and their functions</li> <li>Animal coordination, control and homeostasis</li> <li>Exchange and transport in animals</li> <li>Ecosystems and material cycles</li> </ul>	<b>Key concepts</b> <ul style="list-style-type: none"> <li>Atomic structure</li> <li>The periodic table</li> <li>Ionic and covalent bonding</li> <li>Types of substance, calculations involving masses</li> <li>States of matter and mixtures</li> <li>Chemical changes</li> <li>Extracting metals and equilibria</li> <li>Transition metals, alloys and corrosion</li> <li>Quantitative analysis</li> <li>Dynamic equilibria</li> <li>Groups in the periodic table</li> <li>Rates of reaction and energy changes</li> <li>Heat energy changes in chemical reactions</li> <li>Fuels and Earth science</li> <li>Earth and atmospheric science</li> <li>Qualitative analysis</li> <li>Hydrocarbons</li> <li>Polymers</li> <li>Alcohols and carboxylic acids</li> <li>Nanoparticles</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>Forces</li> <li>Motion and forces</li> <li>Conservation of energy</li> <li>Waves</li> <li>Light and the electromagnetic spectrum</li> <li>Radioactivity</li> <li>Astronomy</li> <li>Energy– forces doing work</li> <li>Forces and their effects</li> <li>Electricity and circuits</li> <li>Static electricity</li> <li>Magnetism and the motor effect</li> <li>Electromagnetic induction</li> <li>Particle model</li> <li>Forces and matter</li> </ul>

**What students say**

**Positives:**  
*“You learn a variety of detailed information that you wouldn’t find in combined science.”*

**Be aware of:**  
*“Learning the correct formulas for each subject and not mixing them up.”*

**Qualities needed to do well:**  
*“High amount of concentration and focus.”*

Course Overview
<ul style="list-style-type: none"> <li>Students who opt to study Separate Science GCSEs work towards separate GCSEs in Biology, Chemistry and Physics.</li> <li>Students are taught in a distinct Separate Science set by three different subject specialist teachers, one teaching each area.</li> <li>Due to the demands of the course only students who have a ‘secure’ target of at least grade 5, performed strongly in the end of Key Stage 3 test and have shown the required application to achieve their target during Years 7 to 9 can be considered.</li> <li>Triple Science places emphasis on explaining, theorising and modelling Science and provides an excellent platform from which students can progress onto A level courses in Biology, Chemistry and Physics.</li> </ul>

Assessment			
Overview (The structure below is the same for each of the 3 science subjects)			
Paper 1 1 hour 45 minutes (100 marks)	AO1: Demonstrating knowledge and understanding of scientific ideas, techniques and procedures.	40% of paper	50% of final grade
	AO2: Apply knowledge and understanding of scientific ideas, techniques and principles.	40% of paper	
	AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.	20% of paper	
Paper 2 1 hour 45 minutes (100 marks)	AO1: Demonstrating knowledge and understanding of scientific ideas, techniques and procedures.	40% of paper	50% of final grade
	AO2: Apply knowledge and understanding of scientific ideas, techniques and principles.	40% of paper	
	AO3: Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.	20% of paper	

- Each separate science GCSE is assessed by two 100 mark papers, each one assessing half of the content in each GCSE. Each exam counts towards 50% of the final grade.
- Each paper will consist of multiple-choice, short answer questions, calculations and extended open-response questions.
- Assessment within the paper requires students to work across different parts of the qualification to show their accumulated knowledge and understanding of each topic.

Careers
<ul style="list-style-type: none"> <li>A-Levels in Biology, Chemistry and Physics</li> <li>Any number of science-related degrees such as veterinary science, marine biology, nuclear physics, engineering, astrochemistry and chemical engineering.</li> </ul>

# ART, CRAFT & DESIGN

QUALIFICATION	GCSE
EXAMINING BOARD	Eduqas
CONTACT TEACHER	Mrs Haigh
LESSONS PER FORTNIGHT	5
Cannot be studied in conjunction with Fashion	

## What will you learn?

- Development/exploration of ideas (written and visual) from your initial starting point to your final outcomes.
- Record research and analyse artists, crafts people and designers work that are relevant to your studies to inspire your own work.
- Research and select suitable imagery to inspire and influence your own work.
- Experiment with a range of materials, techniques, processes, colour and compositions.
- Refine work as planning progresses, evaluate what ideas have been successful and explain why others have been dismissed.
- Annotate all thoughts, ideas and opinions about your own work and the work of others.
- Document clear planning from your initial starting point to your final outcome based on the themes studied.

## Course Overview

Throughout the course you will be expected to include work from two or more of the following areas:

- Fine art
- Graphic design
- Textiles
- 3D design and photography

Students must keep an up to date file or sketch book of work completed in school and at home during the two years of the course.

Homework will be set on a weekly basis and it is advisable that students attend Art Club at least once a week to develop skills and to refine work for submission in their portfolio.

## Assessment

Overview			
Unit 1	Portfolio of work (coursework)	60%	Ongoing
Unit 2	Externally set task (exam)	40%	January–May in Year 11

During the Spring term in Year 11 the students will undertake a 10 hour supervised piece. Prior to the examination the students select a theme to plan and develop their own personal ideas during the preparation period which will commence in January.

Students will need to show evidence of good drawing within their portfolio and externally set assignment work. All visual ideas need to be annotated to explain what they are doing, how they are going to do it and what has influenced their work, together with evidence.

Both unit 1 and 2 must have enough evidence to cover the four assessment objectives below:

- Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.
- Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.
- Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## What students say?

### Positives:

*“Able to develop your own personal ideas. Course content isn’t too prescriptive.”*

### Be aware of:

*“All students opting for Art, Craft and Design need to purchase a resource pack which contains a range of art materials, available from the Art department at an approximate cost of £15.00.”*

### Qualities needed to do well:

*“Be organised and willing to allocate personal time to complete work for both unit 1 and 2.”*

## Careers and Pathways

- Bespoke Art, craft and design based businesses /enterprising opportunities
- BTEC or A Level courses
- Art therapy
- Community art
- Freelance artist /designer
- Art/craft design teacher
- Creative industries (TV, film, theatre and animation)
- Art gallery/museums curator
- Fashion industry

# MUSIC PRACTICE

QUALIFICATION	Btec Tech Award Level 1 / 2 Music Practice	
EXAMINING BOARD	Pearson	
CONTACT TEACHER	Miss Graham	
LESSONS PER FORTNIGHT	5	

## What will you learn?

### Component 1: Exploring music products and styles

- Develop an appreciation of styles and genres of music.
- Explore techniques used to create music products.

### Component 2: Music skills development

- Explore professional and commercial skills for the music industry.
- Apply and develop individual musical skills and techniques.

### Component 3: responding to a commercial music brief

- Understand how to respond to a commercial music brief.
- Select and apply musical skills in response to a commercial brief.
- Present a final music product in response to a commercial brief.
- Comment on the creative process and outcome in response to a commercial music brief.

## Assessment

Overview			
NEA	Component 1: Exploring music products and styles	30%	Spring year 10
NEA	Component 2: Music skills development	30%	Christmas Year 11
External Assessment	Component 3: responding to a commercial music brief	40%	May year 11

**Components 1 and 2:** Both begin with a teaching and learning section. During this time students are taught elements of the component in terms of skill, knowledge, technique and understanding through practical and theoretical exploration. Students are then given an assignment brief provided by Pearson each year. The assignment brief asks students to complete tasks and provide evidence for the component including skills and technique videos, presentations, written log books, instrumental/vocal skills audits, performances. Students hand in their NEA work to a deadline which is then marked by a teacher (Assessor) and moderated by the exam board.

**Component 3:** This component is externally assessed. Students are provided with an option of commercial briefs to respond to from the exam board.

## Course Overview

Year 10	Component 1	Students will take part in workshops to explore 15 different genres/styles of music including; Britpop, hip-pop, film music and western classical music. You will look at how the styles are developed, which bands/artists were influential and how technology developed over time. You will also look at key elements of each style such as music notation and the elements of music such as rhythm, melody and structure. Tasks will include individual performance work, group performance, using music software to compose/arrange, music production, skill/genres presentations.
	Component 2	Students will explore 3 disciplines as performer, creator and producer in the music industry through developing skills and techniques for each discipline including personal and professional skills as well musical skills and techniques. Students will then focus on 2 elements and track their music development, e.g. a performer will log their skills development on a blog and work towards playing a certain performance piece which they will upload to sound cloud.
Year 11	Component 1	Continuation of component 2 from year 10.
	Component 2	Students will look at what a commercial brief is and explore how they would respond to this in a musical way through 2 of either performance, creation or production. Students will consider what a target audience is, what the company's vision is and apply the skills they developed in component 2 and knowledge of musical styles and genres from component 1 to produce a response to 1 of 4 optional briefs. They will also comment on the creative process to the final response and reflect on the outcome of the music product they produce.

## What students say?

### Positives:

*“Instrumental lessons provided are fun and help you learn the theory easier.”*  
*“You learn about lots of different style of music.”*

### Be aware of:

*“More complicated theory work than KS3 and independent learning.”*

### Qualities needed to do well:

*“You need to be able to complete practice independently and be able to attend instrumental lessons.”*

## Careers

- A-levels in music, music production, performing arts
- Btec level 3 course in music, performing arts
- Music teaching
- Music therapy
- Composer
- Music performer
- All aspects of the music industry
- Creative industries
- Music production



# GCSE MUSIC

QUALIFICATION	GCSE Music
EXAMINING BOARD	Edexcel
CONTACT TEACHER	Miss Graham
LESSONS PER FORTNIGHT	5

## What will you learn?

### Performance

- Students will develop performance skills and techniques through attending a weekly instrumental lesson on an instrument of their choice.
- Understanding how expression and articulation can improve performances.
- Solo Performance skills such as performing with an accompaniment.
- Ensemble performance skills such as balance between instruments and following a leader.

### Composition

- How to write (compose) music for a range of styles/genres.
- Understanding a wide range of instruments and their pitch range.
- How to use music technology to compose music through a range of different software such as *Cubase*, *cakewalk* and *noteflight*.

### Appraising

- Music Theory for reading and writing music.
- Key terminology linked to 8 set pieces of music and information about a range of musical features within each piece.

## Course Overview

Students will develop skills, techniques and theory aspects related to an instrument/voice of their choice to develop their performance abilities and confidence. 2 out of 5 lessons a fortnight are practically based, with students having opportunity for solo rehearsal and ensemble practice both of which teach students different performance skill sets.

For composition, students are introduced to several different approaches to writing their own music from handwritten notation to virtual instrument sounds on computer software. Students do not need to be able to perform on a range of instruments however they need to have an awareness of features of different styles and genres which they will learn about throughout the course.

The listening and appraising component involves students learning key information about 8 pieces of music for 4 areas of study;

1. Instrumental Music 1700–1820
2. Vocal Music
3. Music for Stage and Screen
4. Fusions.

Students will also study music dictation and general music theory, This knowledge and understanding of music terminology and key features will be demonstrated in an externally assessed exam at the end of year 11.

## Assessment

All students will complete 3 components of performing, composing and appraising music

### Performance (30%) NEA

students will rehearse and record performance pieces throughout the course. In year 11 students must record a solo performance and an ensemble performance each worth 15% of their final grade. Students can complete performances on different instruments and in any style. Internally assessed and externally moderated.

### Composition (30%) -NEA

Students will compose two pieces of music each lasting at least 1 minute in length and jointly a minimum of 3 minutes. Students must complete their final compositions in year 11. One composition is completed in any style the pupil chooses, the other is in response to a set brief released in year 11 from the exam board. As well as the sound recording students must also produce a form of score and write-up explaining about the music they have composed. Each composition is worth 15%. Internally assessed and externally moderated.

### Appraising (40%) - EXAM

Throughout the two year course students will learn about a wide range of music keywords, techniques and features linked to 8 set works as well as learning how to identify music notes and rhythms by ear (music dictation) and also how to identify key features in music they have never heard before. Theory knowledge and understanding will be assessed in a 1 hour 45 minute exam at the end of year 11. This exam is out of 80 marks. 68 of these are from short answer questions relating to 6 of the 8 set works, a music dictation question and an unfamiliar listening question. 12 marks are from an essay question where students will compare and contrast a particular feature e.g. instrumentation from a set work with a piece they have not previously studied. Externally assessed.

## What students say?

### Positives:

*“Instrumental lessons provided to aid musicianship.”*  
*“60% coursework.”*

### Be aware of:

*“The importance of independent work and progress.”*

### Qualities needed to do well:

*“You need to be able to complete practice independently and be able to attend instrumental lessons.”*

## Careers

- A-levels in music, music production, performing arts
- Music teaching
- Music therapy
- Composer
- Music performer
- All aspects of the music industry
- Creative industries
- Music production



# PERFORMING ARTS DRAMA

QUALIFICATION	Level 2 BTEC Tech Award Drama
EXAMINING BOARD	Pearson
CONTACT TEACHER	Miss Osborne
LESSONS PER FORTNIGHT	5
<i>Cannot be studied in conjunction with Performing Arts– Dance</i>	

## What will you learn?

### Exploring the Performing Arts

- Explore performance styles, creative intentions and purpose.
- Investigate how practitioners create and influence what's performed.
- Discover performance roles, skills, techniques and processes.

### Developing Skills and Techniques in Performing Arts

- Take part in workshops, classes and rehearsals.
- Gain physical, interpretative, vocal and rehearsal skills and apply these skills in performance.
- Reflect on their progress, their performance and how they could improve.

### Performing to a Brief

- Use the brief and previous learnings to come up with ideas.
- Build on their skills in classes, workshops and rehearsals.
- Review the process using an ideas and skills log before completing a final evaluation.

## Course Overview

Students will complete components which are designed to encourage a developing awareness of the job roles practised by professionals in the performing arts industry.

Students will study the prime skills, techniques and creative aspects of acting and theatre and experience what it would be like to train and perform as a professional actor.

The majority of the course is practically based where students will learn, develop and perform a wide variety of acting styles. Theoretically students will evaluate three professional pieces of repertoire, prepare a performance of a script extract of their choice, set targets to improve performance and also complete an individual log book on how their performance has been rehearsed and costumed.

## Assessment

Overview		
Component 1: Exploring the performing arts	30%	Year 10
Component 2: Developing skills and techniques	30%	Year 10 and 11
Component 3: Performing to a brief	40%	Year 11

### Component 1

Analysis of dance styles/genres, practical performances (rehearsals/final performance), written log/presentation/blog. Work is internally assessed.

### Component 2

Practical performance of set techniques and pieces, log book detailing performance and technical skills, individual strengths and weaknesses etc. Work is internally assessed.

### Component 3

Choreography of a performance piece to a set brief, reflective log, final performance piece and evaluation on the process. All work is externally assessed.

## What students say?

### Positives:

*“Able to develop your own personal ideas and work practically.”*

### Be aware of:

*“All your work from the start of year 10 is assessed and will contribute to your final overall mark. You have to do written work which is as vital as your practical work.”*

### Qualities needed to do well:

*“Be organised and willing to allocate personal time to complete work to deadlines.”*

## Careers

- Performing arts based BTEC courses
- Drama therapy
- Social worker
- Actor
- Drama/English teacher
- All aspects of Theatre from Stage Manager
- Creative industries
- Theatres in various roles from advertising and marketing to education co-ordinator

# PHOTOGRAPHY

QUALIFICATION	GCSE
EXAMINING BOARD	Eduqas
CONTACT TEACHER	Mrs Crawford
LESSONS PER FORTNIGHT	5

## What will you learn?

- Show sufficient development/exploration of ideas (written and visual) from your initial starting point to your final outcomes.
- Record research and analyse photographers, craftspeople and designers work that are relevant to your studies to inspire your own work.
- Research and select suitable imagery to inspire and influence your own work.
- Experiment with a range of photographic techniques and skills, materials, techniques, processes, and compositions.
- Refine work as planning progresses and evaluate what ideas have been successful and explain why others have been dismissed.
- Annotate all thoughts, ideas and opinions about your own work and the work of others.
- Produce a good range of your photographs and your development at every stage of your work (taking photos, Photoshop development, making notes to annotate ideas).
- Document clear visual and written planning onto PowerPoint from your initial starting point to your final outcome based on the themes studied.

## Course Overview

- Throughout the course you will be expected to include work from one or more of the following areas; portraiture, location photography, studio photography, experimental imagery, installation, moving image: film, video and animation or fashion photography.
- Students must demonstrate the ability to use photographic techniques and processes, for example; lighting, aperture, depth of field and shutter speed and movement.
- Students must keep an up to date PowerPoint document of work completed in school and will be expected to take photographs in their own time.
- Independent learning time is important and students are expected to meet deadline to ensure all assessment objectives are met fully.
- It is advisable that students attend photography club at least once a week to develop skills and to refine work for submission in their portfolio.

## Assessment

Overview			
Unit 1	Portfolio of work (coursework)	60%	Ongoing
Unit 2	Externally set task (exam)	40%	January–May in year 11

Both unit 1 and 2 must have enough evidence to cover the four assessment objectives below:

### Assessment Objective 1

- Develop ideas through investigations, demonstrating critical understanding of sources.

### Assessment Objective 2

- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

### Assessment Objective 3

- Record ideas, observations and insights relevant to intentions as work progresses.

### Assessment Objective 4

- Present a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

## What students say?

### Positives:

*“Able to develop your own personal ideas The course content isn’t too prescriptive.”*

*“No formal written exam.”*

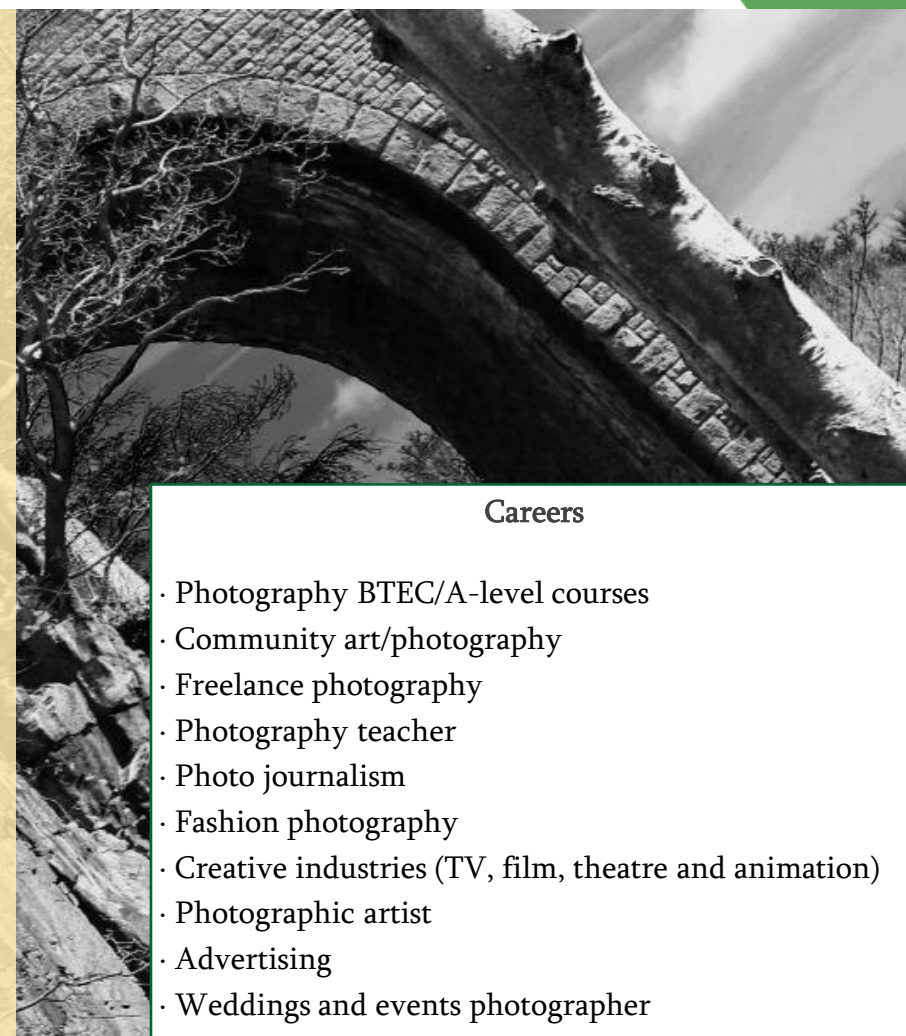
*“The subject is enjoyable and I can still be creative without having to draw.”*

### Be aware of:

*“All your work from the start of year 10 is assessed and will contribute to your final unit 1 mark.”*

### Qualities needed to do well:

*“Be organised and willing to allocate personal time to complete work for both unit 1 and 2.”*



## Careers

- Photography BTEC/A-level courses
- Community art/photography
- Freelance photography
- Photography teacher
- Photo journalism
- Fashion photography
- Creative industries (TV, film, theatre and animation)
- Photographic artist
- Advertising
- Weddings and events photographer



# GEOGRAPHY

QUALIFICATION	GCSE
EXAMINING BOARD	OCR B
CONTACT TEACHER	Miss Potts
LESSONS PER FORTNIGHT	5

What you will learn?		
Our Natural World	Our Human World	Geographical Exploration
<ul style="list-style-type: none"><li>• Global Hazards</li><li>• Changing Climate</li><li>• Distinctive Landscapes</li><li>• Sustaining Ecosystems</li><li>• Physical Fieldwork</li><li>• Geographical Skills</li></ul>	<ul style="list-style-type: none"><li>• Urban Futures</li><li>• Dynamic Development</li><li>• UK in the 21st Century</li><li>• Resource Reliance</li><li>• Human Fieldwork</li><li>• Geographical Skills</li></ul>	<ul style="list-style-type: none"><li>• Decision Making Exercise</li><li>• Geographical Skills</li></ul>

Assessment		
Overview		
Paper 1	35%	End of Year 11
Paper 2	35%	End of Year 11
Paper 3	30%	End of Year 11

**Papers 1 and 2 have two sections:**

Section A: Questions on all individual topic areas

Section B: Geography Fieldwork.

- There will be questions on all topics. Learners answer all questions.
- A separate resource booklet is provided with the question papers.

## Paper 3

This has a series of questions focusing on the assessment of material from a range of topics across both ‘Our Natural World’ and ‘People and Society’ and will feature a decision-making exercise.

There are a variety of question styles including multiple choice, short answer questions and essay style questions which are level marked.

Course Overview
<i>“So many of the world’s current issues, at a global scale and locally, boil down to geography and need the geographers of the future to help us understand them” – Michael Palin.</i>
For students who are curious about the real world outside the classroom, Geography provides opportunities to deepen their understanding of the complex planet on which they live.
GCSE Geography increases knowledge and confidence in dealing with challenging issues of both the physical and human environment. It examines several themes from a variety of scales and countries at different stages of development.
Geography links extremely well with history as well as specialist science and arts subjects, so it is ideal for a balanced curriculum.
Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide.

## What the students say?

### Positives

*“You learn about the world and how we are causing problems for the future.”*

### Be aware of:

*“There is a lot of work, it isn't an easy option.”*

### Qualities needed to do well

*“You need to be quite clever and have good background knowledge.”*

## Careers

- A-level geography
- BTEC Firsts and nationals in leisure and tourism
- Architecture, landscape design or surveying
- Environmental health and conservation
- Recreation, leisure and tourism
- Civil engineering and meteorology

# HISTORY

QUALIFICATION	GCSE
EXAMINING BOARD	Eduqas
CONTACT TEACHER	Miss Bancroft
LESSONS PER FORTNIGHT	5

## Assessment

Overview			
Paper 1	<ul style="list-style-type: none"> <li>A British depth study - Elizabethan England</li> <li>1 hour</li> <li>53 marks</li> </ul>	25%	End of Year 11
	<ul style="list-style-type: none"> <li>A non-British depth study - Germany in transition 1919-39</li> <li>1 hour</li> <li>53 marks</li> </ul>	25%	End of Year 11
Paper 2	<ul style="list-style-type: none"> <li>A period study - The development of the USA, 1929-2000</li> <li>45 minutes</li> <li>40 marks</li> </ul>	25%	End of Year 11
	<ul style="list-style-type: none"> <li>A thematic study - Changes in crime and punishment in Britain, c500– present day</li> <li>1 hour 15 minutes</li> <li>64 marks</li> </ul>	25%	End of Year 11

All questions are extended answer questions and a good level of literacy is essential.

### Paper 1

This examination tests your knowledge and understanding through analysis and evaluation of historic sources and interpretations.

### Paper 2

This examination tests your knowledge and understanding of continuity, change, cause, consequence, significance, similarity and difference.

## Course Overview

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

## What you will learn

Paper 1	<b>A British depth study—Elizabethan England</b> Including the execution of Mary Queen of Scots, The New World exploration, privateering and piracy, the significance of Sir Francis Drake, the Spanish Armada, and life during Elizabethan England.
	<b>A non-British depth study—Germany in transition 1919-39</b> Germany after WW1, uprisings and revolt on the streets of Germany. The growth of the Nazi Party under Adolf Hitler and Life in Nazi Germany including persecution of various groups.
Paper 2	<b>A period study—The development of the USA, 1929-2000</b> The Wall Street Crash, Impact of WW2 and Post war developments, Civil Rights, 1941-70, Cold War rivalry, US involvement in Vietnam, social changes and the end of the Cold War.
	<b>A thematic study— Changes in crime and punishment in Britain, c500– present day</b> Causes and the nature of crime. Changes in law enforcement and methods and nature of punishment. This will include studying smuggling, highway robbery, formation of the police force and prison systems.

## What students say?

### Positives:

*“An interesting subject. A variety of topics taught which give an insight into the world today. The London trip was excellent. Although it is hard, it is a worthwhile subject.”*

### Be aware of:

*“The amount you have to write and remember. You have to work hard and it’s challenging.”*

### Qualities needed to do well:

*“A high level of literacy is needed. You need resilience and the ability to work hard and work independently.”*

## Careers and Pathways

- A Level History
- Media
- Banking
- Journalist
- History teacher
- Museum worker
- Lawyer



# RELIGIOUS STUDIES

QUALIFICATION	GCSE
EXAMINING BOARD	AQA
CONTACT TEACHER	Mrs Smale
LESSONS PER FORTNIGHT	5

What you will learn?		
Component 1a: Christian Beliefs and Practices	Component 1b: Muslims Beliefs and Practices	Component 2: Religious, Philosophical and Ethical studies in the Modern World
<b>Christian Beliefs:</b> <ul style="list-style-type: none"><li>• Nature of God</li><li>• Creation</li><li>• Jesus Christ</li><li>• The afterlife</li></ul> <b>Christian Practices:</b> <ul style="list-style-type: none"><li>• Worship</li><li>• Pilgrimage</li><li>• Festivals</li><li>• The Church in local community</li><li>• The Worldwide Church</li></ul>	<b>Muslim Beliefs:</b> <ul style="list-style-type: none"><li>• Nature of Allah</li><li>• Angels</li><li>• Life after death</li><li>• Prophethood</li><li>• Holy books</li></ul> <b>Muslim Practices:</b> <ul style="list-style-type: none"><li>• The Five Pillars</li><li>• Pilgrimage</li><li>• Jihad</li><li>• Festivals</li></ul>	<ul style="list-style-type: none"><li>• Relationships and Families</li><li>• Religion and Life</li><li>• Existence of God and Revelation</li><li>• Crime and Punishment</li></ul>

Course Overview
Religious Studies helps students to adopt an enquiring, critical and reflective approach to religion and moral issues. Students are encouraged to explore a number of beliefs, reflect on fundamental questions and respond personally to them.
By studying Religious Studies students will enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion.
Students will also hopefully develop their interest in, and enthusiasm for, the study of religion, and relate it to the wider world. Perhaps the most important feature of the course however, is that students can reflect on and develop their own values, opinions and attitudes in light of their learning.

Assessment			
Overview			
Component 1	Paper 1a: Christian Beliefs and Practices	25%	End of Year 11
	Paper 1b: Muslim Beliefs and Practices	25%	End of Year 11
Component 2	Paper 2: Religious, Philosophical and Ethical studies in the Modern World.	50%	End of Year 11

**Components 1 & 2:**

- **Question 1:** Multiple choice (1 mark).
- **Question 2:** Short answer where you are asked for two facts (2 marks).
- **Question 3:** Explaining question where you are asked for either two ways that a believer might be influenced by their beliefs or two contrasting ways in which religion is practiced or two contrasting beliefs about contemporary British Society (4 marks).
- **Question 4:** Explaining question where you are asked for two religious beliefs or two religious practices or two religious beliefs about a philosophical or ethical issue with reference to a scripture or sacred writing (5 marks).
- **Question 5:** There will be a statement given for you to evaluate. To gain 12 marks you need to give a well-argued response, reasoned consideration of different points of view or reason leading to a judgement supported by knowledge and understanding (12 marks).

**What students say**

**Positives:**  
*“It is good learning how people of different religions perceive how to act in today’s society.”*

**Be aware of:**  
*“You will need to be able to refer to the religious texts from memory.”*

**Qualities needed to do well:**  
*“It requires effort to be able to remember key dates and memorise key moments of religion.”*

Careers and Pathways
<ul style="list-style-type: none"><li>• A-Level religious studies</li><li>• Degree in religious studies/theology</li><li>• Media</li><li>• Law</li><li>• Social work</li><li>• Journalism</li><li>• Education</li><li>• Police</li></ul>

# BUSINESS

QUALIFICATION	GCSE
EXAMINING BOARD	Edexcel
CONTACT TEACHER	Mr Doran/Mr Watts
LESSONS PER FORTNIGHT	5

## What will you learn?

### Component 1:

Investigating a small business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- The external influences on business

### Component 2:

Building a business:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

## Course Overview

- Explore a wide range of businesses.
- Investigate the needs and wants of different customers.
- Consider the different ways to market products to consumers.
- Calculate key business figures such as profit and loss.
- Analyse financial information.
- Consider how to hire and manage staff.
- Investigate and analyse real business opportunities.
- Develop and apply quantitative skills relevant to business.

## Assessment

Overview			
Theory	Paper 1	50%	End of Year 11
	Paper 2	50%	End of Year 11

### Paper 1:

- Questions will focus on the content from component 1.
- The paper will consist of a range of calculations, multiple-choice, short-answer and extended writing questions.
- Calculators will be provided.

### Paper 2:

- Questions will focus on the content from component 2.
- The paper will consist of a range of calculations, multiple-choice, short-answer and extended writing questions.
- Calculators will be provided.

## What students say?

### Positives:

*“It’s really interesting, you learn all about different companies and how they make money.”*

### Be aware of:

*“It is not ICT. You hardly ever use computers.”*

### Qualities needed to do well:

*“You need to be able to understand graphs and charts.”*

## Careers and Pathways

- A Level business and economics
- Business apprenticeships
- Business or accounting Degrees
- Marketing
- Business management
- Setting up your own business
- Accounting



# COMPUTER SCIENCE

QUALIFICATION	GCSE
EXAMINING BOARD	AQA
CONTACT TEACHER	Mr Doran
LESSONS PER FORTNIGHT	5

What you will learn?		
Component 1	Component 2	Component 3
<b>Computational Thinking:</b> <ul style="list-style-type: none"><li>· Problem solving</li><li>· Abstraction</li><li>· Decomposition</li><li>· Algorithms</li><li>· Pseudocode</li><li>· Code Tracing</li></ul>	<b>Theory:</b> <ul style="list-style-type: none"><li>· Networks</li><li>· Data representation</li><li>· Hardware</li><li>· Ethics</li><li>· Software</li><li>· Cyber Security</li></ul>	<b>Programming:</b> <ul style="list-style-type: none"><li>· Planning</li><li>· Testing</li><li>· Evaluating</li><li>· Programming Techniques</li><li>· Arrays</li><li>· Subroutines</li><li>· User Interfaces</li></ul>

Assessment			
Overview			
Theory	Paper 1	50%	End of Year 11
	Paper 2	50%	End of Year 11

**Paper 1:**

- Few multiple choice or single word answer questions.
- Many short written questions focusing on the analysis and interpretation of algorithms.
- Few extended written questions requiring detailed explanation or discussion.

**Paper 2:**

- Few multiple choice questions.
- Many short written questions focusing on the description or explanation of computer science theory.
- Few extended written questions requiring detailed explanation or discussion.

## Course Overview

- Examine the roles of computer hardware and software and how they function.
- Find out how files are actually stored and how data is represented.
- Investigate the legal and ethical issues in computing. For example, should Google be allowed to track the location of android users?
- Explore a range of cyber security threats and the potential solutions.
- Develop high level programming skills using Python.
- Plan and test programs.
- Evaluate the efficiency of programs.
- Consider a range of network topologies and how they actually send and receive data.

## Careers

- A-Level Computer Science
- Software Engineering Apprenticeships
- Computer Science Degree
- Software Engineer
- Cyber Security Analyst
- App Developer

## What students say?

### Positives:

*“It’s challenging, but rewarding when you can get a program to work”*

### Be aware of:

*“There is no creative design work like website design, graphics or animation”*

### Qualities needed to do well:

*“Problem solving is important, and you have to be good with numbers”*

# iMEDIA

QUALIFICATION	Cambridge National
EXAMINING BOARD	OCR
CONTACT TEACHER	Mr Shaukat/Mr Doran
LESSONS PER FORTNIGHT	5

What you will learn?	
Component 1	Component 2
<b>Pre-Production Skills</b> <ul style="list-style-type: none"><li>Developing planning documents:</li><li>Moodboards</li><li>Mindmaps</li><li>Storyboards</li><li>Copyright Law and implications for design</li><li>Purpose</li></ul>	<b>Digital Applications</b> <ul style="list-style-type: none"><li>Graphic Design</li><li>Creating a multimedia product</li><li>Website Design</li></ul>

Assessment			
Overview			
Practical	Practical Exam	25%	End of Year 10
	Coursework	75%	Ongoing

**Written Exam:**

- Design planning documents to meet the needs of a client brief.
- Critically review digital products.
- Explain the purpose of a range of planning documents.

**Coursework:**

- Using a brief students must create a substantial digital product.
- Students must produce all the required graphics, videos, animation and sound clips.
- The assets must all work together to fulfil the brief.

## Course Overview

- Develop practical skills using a wide range of software including:
  - Dreamweaver
  - Fireworks
  - Photoshop
- Analyse briefs to fully understand the audience requirements.
- You will have to investigate and create written reports for the products you design.
- Plan a wide range digital products using sketches, storyboards and site maps.
- Evaluate digital products.

## What the students say

### Positives:

*“You will get a good experience of what graphic designers jobs entail”*

### Be aware of:

*“You need to produce lots of work on your own and some of the software is tricky to use.”*

### Qualities needed to do well:

*“You need to be able to read lots of instructions and follow them accurately. You must also be able to work independently and to deadlines “*

## Careers and Pathways

- BTEC and A level ICT
- Website design apprenticeships
- Web development degree
- Web developer
- Graphic designer





# MFL - FRENCH

QUALIFICATION	GCSE
EXAMINING BOARD	AQA
CONTACT TEACHER	Mrs Bates
LESSONS PER FORTNIGHT	5

## Assessment

Overview			
<b>Paper 1</b>	Paper 1 Listening (Foundation or Higher)	25%	End of Y11
<b>Paper 2</b>	Paper 2 Speaking (Foundation or Higher)	25%	End of Y11
<b>Paper 3</b>	Paper 3 Reading (Foundation or Higher)	25%	End of Y11
<b>Paper 4</b>	Paper 4 Writing (Foundation or Higher)	25%	End of Y11

### Listening

- Understanding and responding to different types of spoken language.
- Questions and answers in English and in French.
- 35 minutes (Foundation Tier) and 45 minutes (Higher Tier).

### Speaking

- Communicating and interacting effectively for different purposes.
- Role-Play, Photo-Card and General Conversation.
- 7-9 minutes (Foundation Tier) and 10-12 minutes (Higher Tier).

### Reading

- Understanding and responding to different types of written language.
- Questions and answers in English and in French including a translation into English.
- 45 minutes (Foundation Tier) and 60 minutes (Higher Tier).

### Writing

- Communicating effectively in writing for a variety of purposes.
- Including translation into French.
- 60 minutes (Foundation Tier) and 75 minutes (Higher Tier).

## Course Overview

You will be adding an international dimension to your GCSE subjects by studying GCSE French. You will develop your knowledge and understanding of the language including learning vocabulary and grammar rules as well as gaining more cultural knowledge of French-speaking countries.

You will also develop better memory and literacy skills and improve your ability to understand spoken and written French as well as being able to communicate effectively in Speaking and Writing.

During the GCSE course you will be able to develop and practice valuable, transferable skills for the future and, as a result, make yourself more employable as well as widening your choice of future opportunities.

## What you will learn?

Theme 1 Identity and Culture	Theme 2. Local, national, international and global areas of Interest	Theme 3. Current and Future Study and Employment
<ul style="list-style-type: none"><li>• Me, my family and friends.</li><li>• Technology in everyday life.</li><li>• Free-time activities.</li><li>• Customs and Festivals in French-speaking countries.</li></ul>	<ul style="list-style-type: none"><li>• Home, town and region.</li><li>• Social Issues.</li><li>• Global Issues.</li><li>• Travel and Tourism.</li></ul>	<ul style="list-style-type: none"><li>• My Studies.</li><li>• Life at school/college.</li><li>• Education post-16.</li><li>• Jobs, career choices and ambitions.</li></ul>

GCSE French is available as a second language option for students who are already studying GCSE Spanish and would like to study an additional language.

## Careers and Pathways

- A Level in French.
- Translating/Interpreting
- Travel and tourism
- Teaching
- Medicine
- Finance/business

# MFL - SPANISH

QUALIFICATION	GCSE
EXAMINING BOARD	AQA
CONTACT TEACHER	Mrs Bates
LESSONS PER FORTNIGHT	5

## Assessment

Overview			
<b>Paper 1</b>	Paper 1 Listening (Foundation or Higher)	25%	End of Y11
<b>Paper 2</b>	Paper 2 Speaking (Foundation or Higher)	25%	End of Y11
<b>Paper 3</b>	Paper 3 Reading (Foundation or Higher)	25%	End of Y11
<b>Paper 4</b>	Paper 4 Writing (Foundation or Higher)	25%	End of Y11

### Listening

- Understanding and responding to different types of spoken language.
- Questions and answers in English and in Spanish.
- 35 minutes (Foundation Tier) and 45 minutes (Higher Tier).

### Speaking

- Communicating and interacting effectively for different purposes.
- Role-Play, Photo-Card and General Conversation.
- 7-9 minutes (Foundation Tier) and 10-12 minutes (Higher Tier).

### Reading

- Understanding and responding to different types of written language.
- Questions and answers in English and in Spanish including a translation into English.
- 45 minutes (Foundation Tier) and 60 minutes (Higher Tier).

### Writing

- Communicating effectively in writing for a variety of purposes.
- Including translation into Spanish.
- 60 minutes (Foundation Tier) and 75 minutes (Higher Tier).

## Course Overview

You will be adding an international dimension to your GCSE subjects by studying GCSE Spanish. You will develop your knowledge and understanding of the language including learning vocabulary and grammar rules as well as gaining more cultural knowledge of Spanish-speaking countries.

You will also develop better memory and literacy skills and improve your ability to understand spoken and written Spanish as well as being able to communicate effectively in Speaking and Writing.

During the GCSE course you will be able to develop and practice valuable, transferable skills for the future and, as a result, make yourself more employable as well as widening your choice of future opportunities.

## What you will learn?

Theme 1 Identity and Culture	Theme 2. Local, national, international and global areas of Interest	Theme 3. Current and Future Study and Employment
<ul style="list-style-type: none"><li>• Me, my family and friends.</li><li>• Technology in everyday life.</li><li>• Free-time activities.</li><li>• Customs and Festivals in Spanish-speaking countries.</li></ul>	<ul style="list-style-type: none"><li>• Home, town and region.</li><li>• Social Issues.</li><li>• Global Issues.</li><li>• Travel and Tourism.</li></ul>	<ul style="list-style-type: none"><li>• My Studies.</li><li>• Life at school/college.</li><li>• Education post-16.</li><li>• Jobs, career choices and ambitions.</li></ul>

## What students say

### Positives:

*“The topics you learn are useful for when we visit Spain on our trip in Year 10. You get to find out a lot of interesting information about cultural differences.”*

### Be aware of:

*“It’s quite a lot of work. You need to learn your vocabulary homework words every week and the Higher tier exam papers are quite demanding.”*

### Qualities needed to do well:

*“You need to have an interest in learning a different language and understand why it’s important. You need to be hard-working and committed.”*

## Careers and Pathways

- A Level in Spanish.
- Translating/Interpreting
- Travel and tourism
- Teaching
- Medicine
- Finance/business

# PERFORMING ARTS DANCE

QUALIFICATION	BTEC Level 1/ Level 2 Tech Award In Performing Arts: Dance
EXAMINING BOARD	Pearson
CONTACT TEACHER	Miss Johnson
LESSONS PER FORTNIGHT	5
<b>Cannot be studied in conjunction with BTEC Level 1/2 Tech Award In Performing Arts: Drama</b>	

## What will you learn?

### Exploring the Performing Arts

- Explore performance styles, creative intentions and purpose.
- Investigate how practitioners create and influence what's performed.
- Discover performance roles, skills, techniques and processes.

### Developing Skills and Techniques in Performing Arts

- Take part in workshops, classes and rehearsals in various styles and genres.
- Gain physical, interpretative, vocal and rehearsal skills and apply these skills in performance.
- Reflect on their progress, their performance and how they could improve.

### Performing to a Brief

- Use the brief and previous learnings to come up with ideas.
- Build and develop skills in classes, workshops and rehearsals.
- Review the process using an ideas and skills log before completing a final evaluation.

## Course Overview

Students will complete components which are designed to encourage a developing awareness of the job roles practised by professionals in the dance and performing arts industry.

Students will study the prime skills, techniques and creative aspects of the art of dance and experience what it would be like to train and perform as a professional dancer.

The majority of the course is practically based where students will learn, develop and perform a wide variety of dance style. Theoretically students will explore performance styles, their creative intention and purpose, set targets to improve performance and complete an individual log book containing skill development and creative ideas on how their performance has been choreographed, performed, costumed and staged.

## Assessment

Overview		
Component 1: Exploring the performing arts	30%	Year 10
Component 2: Developing skills and techniques in the Performing Arts	30%	Year 11
Component 3: Performing to a brief	40%	Year 10 and 11

### Component 1

Examine professional practitioners' performance work and explore the interrelationships between constituent features of existing performance material through evidence of a research journal.

### Component 2

Develop skills and techniques for performance, apply skills and techniques in rehearsal and performance and review your own development and performance through practical evidence of skill development, milestone rehearsals and final performances and completion of a logbook detailing your skill development throughout the process and a final evaluation.

### Component 3

Choreography of a group performance piece to a set brief, reflective log, final performance piece and evaluation on the process. All work is externally assessed.

## What students say?

### Positives:

*"It can improve your confidence so that you can perform on stage."*

### Be aware of:

*"There's a lot of coursework, so don't fall behind."*

### Qualities needed to do well:

*"The ability to work with other people."*

## Careers

- Level 3 BTEC courses
- Theatre studies
- Performing arts courses
- Dance teaching
- Production team role
- Performance roles



# NCFE L1/2 Technical Health & Fitness

QUALIFICATION	NCFE L1/2 Technical Health & Fitness
EXAMINING BOARD	NCFE
CONTACT TEACHER	Mr Lenahan
LESSONS PER FORTNIGHT	5

## What will you learn?

- The muscular system
- The skeletal system
- The cardiovascular system
- The respiratory system
- Effects of health and fitness activities on the body
- Health and fitness and the components of fitness
- Principles of training
- Testing and developing components of fitness
- Impact of lifestyle on health and fitness
- Applying health and fitness analysis and setting goals
- Structure of a health and fitness programme and how to prepare safely

## Assessment

Overview			
Unit 1	Externally assessed onscreen exam (1hr 30)	40%	March of Year 10 (1 resit available November Y11)
Unit 2	Internally assessed unit moderated by NCFE (22 hours to complete)	60%	Released January Y11

### Unit 1

External onscreen assessment (1hr 30) including short answers, multiple choice answers, describe and explain longer answers on topics 1 – 7 in the ‘*what will I learn section*’

### Units 2

Internally assessed project. NCFE release a case study in which students have to analyse the lifestyle of a client, plan a 4-week training programme according to their needs and review training programme. Students have 22 hours to complete in controlled measures.

## Course Overview

Students will complete 2 units which are designed to:

- Inspire and enthuse learners to consider a career in the health and fitness/ sports and active leisure sector, rather than just to participate in sport as recreation.
- Give students the opportunity to gain a broad understanding and knowledge of, and develop skills in, the health and fitness/ sport sector, e.g. the health and fitness industry
- Support progression to a more specialised level 3 vocational or academic sport or physical education course or an apprenticeship.
- Give learners the potential opportunity to enter employment within a wide range of junior job roles across the sport and active leisure sector. Junior job roles include: personal trainer recreation assistant, sports leader or assistant sports coach.

## Careers and Pathways

- Level 3 courses in health & fitness/ sport
- Personal trainer
- Sports Coaching
- Recreational Management
- Fitness Industry
- Sports Science
- Armed Forces
- Public Services

## What students say?

### Positives:

*“There is a good mix between practical and theory. You learn plenty of new things about sports, how they work, and about the body during sports.”*

### Be aware of:

*“There will be things you understand and there will be new things that are tough to get your head around.”*

### Qualities needed to do well:

*“You will not need to be sporty to enjoy this course but it helps if you are interested in aspects of sports. You need to be able to listen to close detail and be independent.”*





# PHYSICAL EDUCATION (CORE)

QUALIFICATION	N/A
EXAMINING BOARD	Non-examined
CONTACT TEACHER	Mr Lenahan
LESSONS PER FORTNIGHT	2



## Course Overview

- The focus of the PE curriculum at Key Stage 4 is on participation and encouraging students to enable students to lead healthy, active lifestyles.
- The curriculum encourages participation and competition in a range of traditional and non-traditional activities, building on the skills learned at Key Stage Three so that students can apply the skills in competitive situations.
- Students study a broad range of activities from the following:
  - Athletics
  - Badminton
  - Basketball
  - Dodgeball
  - Fitness
  - Football
  - Handball
  - Longball
  - Netball
  - Table Tennis
  - Trampolining
  - Volleyball



# CITIZENSHIP

QUALIFICATION	GCSE
EXAMINING BOARD	Edexcel
CONTACT TEACHER	Mr Eaton
LESSONS PER FORTNIGHT	2

## What will you learn?

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

- Understand what democracy is.
- Know how parliamentary democracy operates within the constituent parts of the UK.
- Know how government works and how democratic and non-democratic systems of government are different beyond the UK.
- Understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy.
- Understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales.
- Understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals.
- How to apply knowledge and understanding of key citizenship ideas and concepts.

## Course Overview

GCSE Citizenship will enable students to deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society as well as developing skills in critical thinking, decision making and collaborative working.

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society; locally, nationally and globally.

Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts.

They will experience taking citizenship action and learn from trying to make a difference themselves. Statutory requirements for the delivery of PSHE will be mapped through the delivery of the GCSE Citizenship course to all students.

## Assessment

Overview			
Paper 1	1 hr 45 mins examination	80 marks	50%
Paper 2	1 hr 45 mins examination	80 marks	50%

- Form own opinions, create sustained and reasoned arguments and reach substantiated conclusions when appropriate.
- Understand the range of methods and approaches that can be used by governments, Organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.
- Formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates.
- Select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn.
- Present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts.
- Plan practical citizenship actions aimed at delivering a benefit or change for others in society.

## What students say?

### Positives:

*“It is interesting and is relevant to everyday life. A lot of what you need to know you might know already from everyday life.”*

### Be aware of:

*“There is much less time for this subject than others but you will have covered come of the work needed already in year 8 and 9. It is worth a full GCSE like all other options.”*

### Qualities needed to do well:

*“An open mind. You must be able to explain different views to your own.”*

## Careers and Pathways

### College:

- A-Level Law
- A-Level Government and Politics.
- BTEC Criminology
- A-Level Philosophy

### Careers:

- Police
- Solicitor
- Barrister
- Politics
- Social work.



# SOCIOLOGY

QUALIFICATION	GCSE
EXAMINING BOARD	WJEC
CONTACT TEACHER	Mrs Skeldon/Mr Eaton
LESSONS PER FORTNIGHT	5

## What will you learn?

Topics include:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

## Course Overview

Sociology helps students develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues.

By studying sociology, students will develop transferable skills including how to:

- investigate facts
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

## What students say

**Positives:**

*“You learn about different ethnicities and what people believe about society”*

**Be aware of:**

*“There’s lots of group work and there are lots of statistics and different opinions on the topics.”*

**Qualities needed to do well:**

*“It helps to be opinionated but also accepting of other peoples opinions and beliefs. It helps to have a good memory.”*

## Assessment

### Overview

<b>Paper 1</b>	1 hr 45 mins written examination	100 marks	50%
<b>Paper 2</b>	1 hr 45 mins written examination	100 marks	50%

There are two examinations which are taken at the end of Year 11. Each examination has two sections.

Section A has two multiple choice questions followed by a range of short and extended responses.

Section B has two multiple choice questions followed by a range of short and extended responses.

### Paper 1

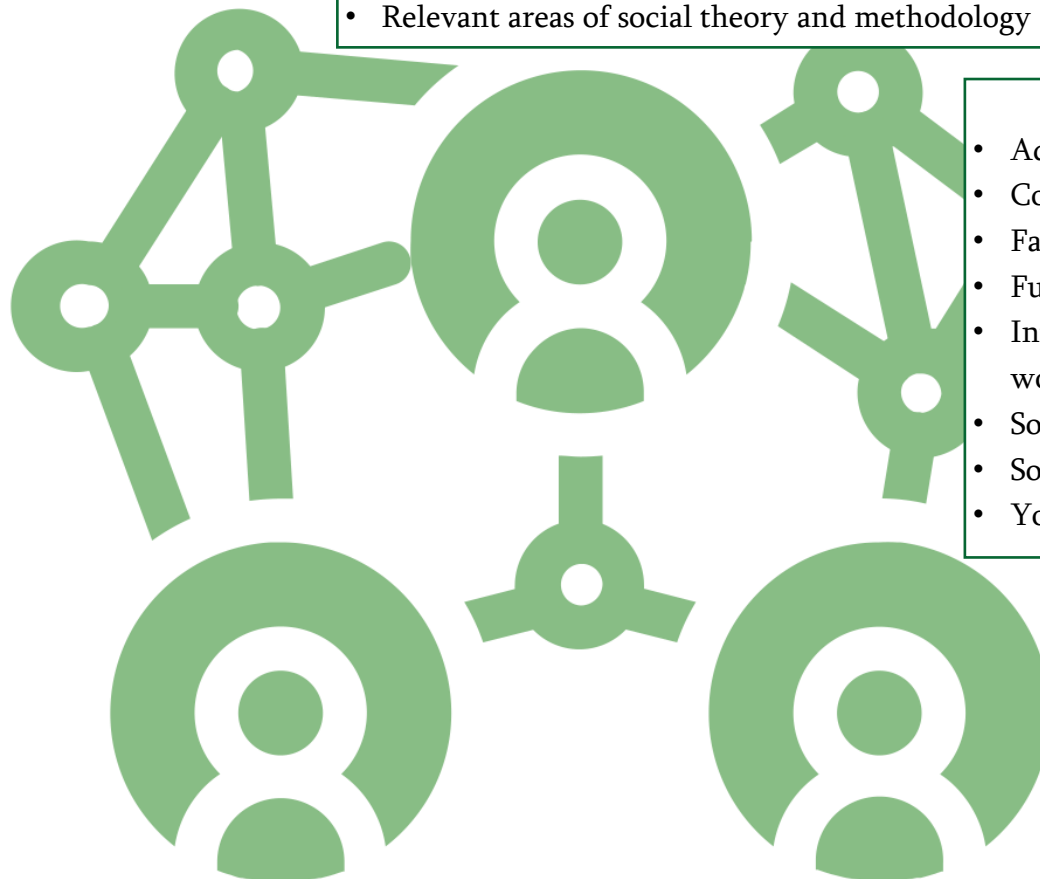
- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

### Paper 2

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

## Careers

- Advice worker
- Community development worker
- Family support worker
- Further education teacher
- International aid/development worker.
- Social researcher
- Social worker
- Youth worker



# PSYCHOLOGY

QUALIFICATION	GCSE
EXAMINING BOARD	AQA
CONTACT TEACHER	Mr Eaton
LESSONS PER FORTNIGHT	5

## What will you learn?

- The difference between sensation and perception.
- Processes of memory: encoding (input) storage and retrieval (output).
- Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy.
- A basic knowledge of brain development.
- Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning.
- Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.
- Differences between human and animal communication.
- The possible relationship between language and thought.
- Explanations of non-verbal behaviour.
- Structure and function of the nervous system.

## Course Overview

Psychology is the science of the mind in which students will learn how psychologists seek to explain human behaviour.

Psychology includes many sub-fields of study such areas as human development, sports, health, clinical, social behaviour and cognitive processes.

Because psychology is a science it attempts to investigate the causes of behaviour using systematic and objective procedures for observation, measurement and analysis, backed-up by theoretical interpretations, generalisations, explanations and predictions.

## Assessment

Overview			
Paper 1	Cognition and behaviour:1 hr 45 mins written examination	100 marks	50%
Paper 2	Social context and behaviour: 1 hr 45 mins written examination	100 marks	50%

- **Section A:** multiple choice, short answer and extended writing (25 marks)
- **Section B:** multiple choice, short answer and extended writing (25 marks)
- **Section C:** multiple choice, short answer and extended writing (25 marks)
- **Section D:** multiple choice, short answer and extended writing (25 marks)

The exams will measure how students have achieved the three assessment objectives:

- **AO1:** Demonstrate knowledge and understanding of psychological ideas, processes and procedures.
- **AO2:** Apply knowledge and understanding of psychological ideas, processes and procedures.
- **AO3:** Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

## What students say

### Positives:

*"It is very interesting, you start to understand why people behave the way that they do."*

### Be aware of:

*"It is hard. You need to be good at revising on your own, there is lots to remember."*

### Qualities needed to do well:

*"A good memory and ability to go away and revise on your own at home."*

## Careers and Pathways

### College:

- A-Level Psychology
- A-Level Sociology
- BTEC Criminology

### Careers

- Clinical Psychiatrist
- Social work
- Counselling
- Sports Psychologist
- Child Psychologist
- Police

# HOSPITALITY AND CATERING

QUALIFICATION	Level 1/2 Hospitality & Catering
EXAMINING BOARD	WJEC
CONTACT TEACHER	Miss Entwistle
LESSONS PER FORTNIGHT	5

## What will you learn?

During the course you will learn and develop in depth knowledge of how the hospitality and catering industry operate and how it is structured.

Through practical lessons, you will develop a variety of skills in the preparation, cooking and presentation of food. There is a breadth of recipes that are completed in lessons, they are designed to support your practical abilities in preparation for the controlled assessment and further study. Below are some of the skills developed during the course:

- Jointing a chicken
- Filleting a fish
- All types of pastry
- Fresh pasta
- Sauce making – sweet and savoury
- Meringue
- Presentation methods inc sugar work
- Sponges
- Chilled desserts
- Different types of breads
- Accompaniments for dishes

## Assessment

Overview			
Unit 1	External written exam	40%	1 <sup>st</sup> attempt Year 10 2 <sup>nd</sup> attempt Year 11
Unit 2	Controlled assessment	60%	Year 11

### Unit 1 – Written Exam

The written exam is 80 minutes. It is a mixture of short and extended writing questions. All theory is delivered during Year 10 with the 1<sup>st</sup> attempt of the exam in the summer series.

### Unit 2 – Controlled Assessment

students investigate nutrition, life stages and cooking methods during task 1, from this four possible dishes are proposed and two are made at the end of the controlled assessment.

## Course Overview

### Unit 1: The Hospitality and Catering Industry

In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

### Unit 2: The Hospitality and Catering Industry in Action

Food needs to be stored, handled, prepared and cooked correctly to ensure its consumption does not affect people's health. Everyone who has a role to play within the food industry has a responsibility to minimise the risks of causing food borne illness, regardless of whether they are someone who works in food processing, a food operator in a fast food outlet, an apprentice chef in a small hotel or the head chef in a Michelin star restaurant.

Reviewing the food preparation and presentation process and nutritionists would be involved in preparation of menus or reviewing how preparation and presentation methods affect nutritional values. Food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards are maintained in any establishment; thus food safety and meeting nutritional needs must be the focus of all planning and activities.

In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

**Unit 2 skills are introduced, developed and assessed throughout Year 10 in preparation for the controlled assessment task in Year 11. This is completed through practical lessons on a fortnightly basis.**

## What students say?

### Positives:

*“Learning different dishes and practical skills is great. I really liked how I learnt lots of high skill techniques, like sugar work and meringues.”*

### Be aware of:

*“You cook every other week and need to bring ingredients into school.”*

### Qualities needed to do well:

*“You need to be able to manage your time well and be organised.”*

## Careers

- Accommodation manager
- Catering manager
- Executive Head Chef
- Conference centre manager
- Event Planner
- Restaurant manager
- Hotel manager
- Air Cabin Crew
- Catering Teacher
- Tour Manager





# FASHION

QUALIFICATION	GCSE
EXAMINING BOARD	Eduqas
CONTACT TEACHER	Miss Reid
LESSONS PER FORTNIGHT	5
<b>Cannot be studied in conjunction with Art, Craft &amp; Design</b>	

## What will you learn?

- Development/exploration of ideas (written and visual) from your initial starting point to your final outcomes.
- Record research and analyse artists, crafts people and designers work that are relevant to your studies to inspire your own work.
- Research and select suitable imagery to inspire and influence your own textile work.
- Experiment with a range of materials, techniques, processes, colour, constructed textiles and, embellishments.
- Refine work as planning progresses, evaluate what ideas have been successful and explain why others have been dismissed.
- Annotate all thoughts, ideas and opinions about your own work and the work of others.
- Document clear planning from your initial starting point to your final outcome based on the themes studied.

## Course Overview

This course title, Art and Design (Textile Design) is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

Students undertaking the textile design title are required to demonstrate the knowledge, skills and understanding set out through areas of study relevant to their chosen title.

Areas of study include:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Stitched and/or embellished textiles.

## Assessment

Overview			
Unit 1	Portfolio of work (coursework)	60%	Ongoing
Unit 2	Externally set task (exam)	40%	January–May in Year 11

During the Spring term in Year 11 the students will undertake a 10 hour supervised piece. Prior to the examination the students select a theme to plan and develop their own personal ideas during the preparation period which will commence in January.

Students will need to show evidence of good drawing within their portfolio and externally set assignment work. All visual ideas need to be annotated to explain what they are doing, how they are going to do it and what has influenced their work, together with evidence.

Both unit 1 and 2 must have enough evidence to cover the four assessment objectives below:

- Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.
- Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.
- Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## What students say?

### Positives:

*“I really liked designing and creating designs by learning about constructing clothes. It’s like what they would do in fashion.”*

### Be aware of:

*“You will need to find fabric for your designs.”*

### Qualities needed to do well:

*“There is a lot of work in the sketchbook, so you need to be able to manage your time and be organised.”*

## Careers

- Fashion designer
- Retail buyer
- Retail manager
- Retail merchandiser
- Stylist
- Textile designer
- Visual merchandiser



# ENGINEERING DESIGN

QUALIFICATION	Level 1/2 Award Engineering Design
EXAMINING BOARD	OCR
CONTACT TEACHER	Miss Entwistle
LESSONS PER FORTNIGHT	5

Course Overview
<p><b>Unit R038 – External Exam: Principles of engineering design</b></p> <p>You are surrounded by products that have been created to solve a particular problem, whether that be a backpack that needs to be strong enough to carry a specific piece of equipment, or a desk tidy that can help to store pens and writing equipment. These engineering designs do not magically appear; they are typically developed by following a design strategy or process.</p> <p>In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies. You will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.</p> <p><b>Unit R039 – Internal Assessment: Communicating Ideas</b></p> <p>Unless designers can communicate their ideas to others, then it is unlikely that their engineering designs will be fully appreciated. By using drawing skills designers can provide a far better sense of what a new product will look like and encourage the creative process that can enhance a successful design.</p> <p>In this unit you will learn how to develop your techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.</p> <p><b>Unit R040 – Internal Assessment: Design, evaluation and modelling</b></p> <p>Designers need an understanding of how products are manufactured to ensure that their ideas can be produced effectively. Analysing how products are made can help to inform designs, and it can be useful to disassemble existing products to discover how they function and how they were manufactured.</p> <p>In this unit you will learn how designers can quickly create and test models to develop a working prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.</p>

Assessment			
Overview			
External Exam	R038: Principles of engineering design	40%	Written Exam End of Year 11
Internal Assessment	Unit R039 – Internal Assessment: Communicating Ideas	30%	Year 10
	Unit R040 – Internal Assessment: Design, evaluation and modelling	30%	Yea 11

**R038: Exam paper**

- Part A – includes 10 multiple choice questions
- Part B – includes short answer questions and extended response questions.

**R039 & R040: Internal assessment**

Design tasks based on a design brief set by the exam board, assessing the students’ ability to:

- Identify, investigate, draw and communicate design possibilities.
- Design and make prototypes.
- Analyse and evaluate design decisions and wider issues in engineering design.

### What students say?

**Positives:**

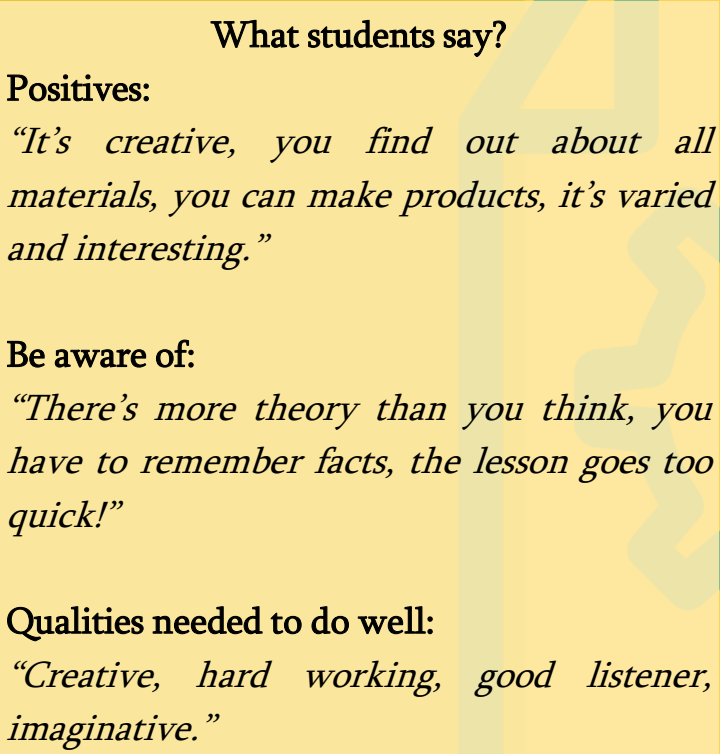
*“It’s creative, you find out about all materials, you can make products, it’s varied and interesting.”*

**Be aware of:**

*“There’s more theory than you think, you have to remember facts, the lesson goes too quick!”*

**Qualities needed to do well:**

*“Creative, hard working, good listener, imaginative.”*



### Careers and Pathways

- AS and A Levels
- Apprenticeships
- 3D /Product Design
- Engineering
- Construction trades