

This document contains the examination
subject information for the curriculum that
students will be studying in year 8 and year
9

Subject Information Booklet

Alan.Macaskill

Current Year 8 & 9	English Language GCSE
Syllabus Number	TBC
Exam Board	TBC
Examination from	2017

Course Content

GCSE English Language equips students to respond to previously unstudied texts from the 19th, 20th and 21st Century and to write effective pieces of fiction and non-fiction.

GCSE English language will enable students to: read a wide range of texts fluently and with good understanding; read critically, and use knowledge gained from wide reading to inform and improve their own writing; write effectively and coherently using Standard English appropriately; use grammar, punctuate and spell accurately; acquire and apply a wide vocabulary and understanding of grammatical terminology.

Course Structure

We are in the process of designing the structure of the course and this will be in place by September 2015. As the course is now linear (assessed by terminal exams) we will include regular exam-style assessment in our curriculum to ensure students get sufficient practice and feedback.

As there is some overlap with English Literature, these two courses will be taught simultaneously.

Assessment Information:

The course is assessed by two exams, there is no controlled assessment or course work. They are assessed on key skills for reading and writing and are given a supplementary grade for spoken language.

Reading: critical reading and comprehension; summary and synthesis; evaluation of a writer's choice of vocabulary, form and structural features.

Writing: producing clear and coherent texts; writing for impact; vocabulary, spelling and grammar.

Examination Information:

Students will be examined at the end of the course. There will be two exams:

1. Creative reading and writing (approx. 2 hours)
2. Non-fiction reading and writing (approx. 2 hours)

What are the differences between the current GCSE and new GCSE?

- The course is now un-tiered, this means that students of all abilities will sit the same exams (there is no longer higher and foundation tiers).
- There is no longer any teacher assessed work: students grades will result purely from their performance in examinations.
- The grades students receive at the end of the course will be a number between 9 (high) and 1 (low). Grades 7-9 equate to the current A-A*; 4 will be the same as a C grade.

How has the department prepared for the new GCSE?

Like many centres, we are looking carefully at the specifications and sample examinations from all exam boards in order to make an informed decision about our new GCSE course. Members of the department have received external training about the new courses and are working closely with exam boards. Once a decision has been made there will be extensive department training and planning to ensure we are well prepared to start teaching in September 2015.

Current year 8 & 9	English Literature GCSE
Syllabus Number	TBC
Exam Board	TBC
Examination from	2017 onwards

Course Content

The new GCSE English Literature specifications have a new emphasis on 'classical literature' and 'substantial whole texts'. This means students will study a range of challenging texts: a play by William Shakespeare; a 19th Century novel; a range of poetry written from 1789, including Romantic poetry; British fiction or drama.

Course Structure

We are in the process of designing the structure of the course and this will be in place by September 2015. As the course is now linear (assessed by terminal exams) we will include regular exam-style assessment in our curriculum to ensure students get sufficient practice and feedback. As there is some overlap with English Language, these two courses will be taught simultaneously.

Assessment Information:

Students will be assessed on their ability to write effectively about a range of literature. They need to be able to literally and inferentially comprehend texts; read critically and consider the writer's viewpoint; evaluate the writer's choice of vocabulary, grammatical and structural features; consider the literary and historical context of texts; compare texts.

Examination Information:

Students will be examined at the end of the course. There will be two exams, covering four elements: Shakespeare, Poetry, a 19th Century novel, a modern British text. These exams are 'closed text', meaning that students will not have copies of the texts with them and will therefore need to have learnt quotations prior to the exam.

What are the differences between the current GCSE and new GCSE?

- On the whole, the literature studied will be older and more 'traditional' or 'classical'.
- The course is now un-tiered, this means that students of all abilities will sit the same exams (there is no longer higher/foundation tiers).
- There is no longer any teacher assessed work – students grades will result purely from their performance in examinations.
- The grades students receive at the end of the course will be a number between 9 (high) and 1 (low). Grades 7-9 equate to the current A-A*; 4/5 will be the same as a C grade.
- The exams will be 'closed text' (based on a text students have not studied).

How has the department prepared for the new GCSE?

Like many centres, we are looking carefully at the specifications and sample examinations from all exam boards in order to make an informed decision about our new GCSE course. Members of the department have received external training about the new courses and are working closely with exam boards. Once a decision has been made there will be extensive department training and planning to ensure we are well prepared to start teaching in September 2015.

Current Year 9 Syllabus Number	Core Science GCSE J261
Exam Board	OCR Gateway
Examination	2016
Course Content	
<p>Biology Units B1 and B2</p> <p>Chemistry Units C1 and C2</p> <p>Physics Units P1 and P2</p> <p>1 Controlled Assessment</p>	
Course Structure	
<p>Pupils studying Triple Accelerate will have covered this material over the course of year 9 (examination in 2016)</p> <p>Pupils studying Triple Option will have covered this material over the course of years 9 and 10 (examination in 2016)</p> <p>Pupils studying Core and Additional will have covered this material over the course of years 9 and 10 (examination in 2016)</p>	
Assessment Information:	
<p>End of Unit Assessments</p> <p>Mock exams B1/C1/P1 paper and a B2/C2/P2 paper</p>	
Examination Information:	
<p>Core Science GCSE consists of a B1/C1/P1 paper (35% of total), a B2/C2/P2 paper (40% of total) and a Controlled Assessment (25% of total)</p>	

Current Year 9	Additional Science GCSE
Syllabus Number	J262
Exam Board	OCR Gateway
For examination in	2016 or 2017

Course Content

Biology Units B3 and B4

Chemistry Units C3 and C4

Physics Units P3 and P4

1 Controlled Assessment

Course Structure

Pupils studying Triple Accelerate will have covered this material over the course of year 10 (examination in 2016)

Pupils studying Triple Option will have covered this material over the course of year 11 (examination in 2017)

Pupils studying Core and Additional will have covered this material over the course of year 11 (examination in 2017).

Assessment Information:

End of Unit Assessments

Mock exams B3/C3/P3 paper and a B4/C4/P4 paper

Examination Information:

Additional Science GCSE consists of a B3/C3/P3 paper (35% of total), a B4/C4/P4 paper (40% of total) and a Controlled Assessment (25% of total)

Current Year 9	Further Additional Science GCSE
Syllabus Number	J266
Exam Board	OCR Gateway
For examination in	2017

Course Content

Biology Units B5 and B6

Chemistry Units C5 and C6

Physics Units P5 and P6

1 Controlled Assessment

Course Structure

Pupils studying Triple Accelerate will have covered this material over the course of year 11 (examination in 2017)

Pupils studying Triple Option will have covered this material over the course of years 10 and 11 (examination in 2017) in their 5 extra fortnightly option lessons

Assessment Information:

End of Unit Assessments

Mock exams B5/C5/P5 paper and a B6/C6/P6 paper

Examination Information:

Further Additional Science GCSE consists of a B5/C5/P5 paper (35% of total), a B6/C6/P6 paper (40% of total) and a Controlled Assessment (25% of total)

Year 9	Science Overview
Syllabus Number	
Exam Board	
For examination in	

Year 9 Science Information

There are different pathways for pupils in years 10 and 11 in Science. All GCSE Science examinations for this year group will follow the OCR Gateway specification. Please note that Unit B1 refers to the first Biology Unit, C1 for the first Chemistry Unit and P1 for the first Physics Unit, and so on. Most pupils will either sit two or three Science GCSEs as set out below:

- Core Science GCSE consists of a B1/C1/P1 paper (35% of total), a B2/C2/P2 paper (40% of total) and a Controlled Assessment (25% of total)
- Additional Science GCSE consists of a B3/C3/P3 paper (35% of total), a B4/C4/P4 paper (40% of total) and a Controlled Assessment (25% of total)
- Further Additional Science GCSE consists of a B5/C5/P5 paper (35% of total), a B6/C6/P6 paper (40% of total) and a Controlled Assessment (25% of total)

Triple Accelerate Science Pathway

Pupils started this pathway at the beginning of year 9. For clarification, these are pupils in the classes of Mr McLean, Mr Ankrah, Mr Kelly and Mr Kitchen.

In year 9 are studying Units B1, C1, P1, B2, C2 and P2 (Core GCSE Units). By the end of year 10 they will have studied Units B3, C3, P3, B4, C4 and P4 (Additional GCSE Units). By the end of year 11 they will have studied Units B5, C5, P5, B6, C6 and P6 (Further Additional GCSE Units).

At the end of year 10, pupils will be entered for GCSE Core Science and GCSE Additional Science. At the end of year 11, pupils will be entered for GCSE Further Additional Science.

Triple Option Science Pathway

Pupils not on the Triple Accelerate Pathway may pick Triple Option Science. Pupils on this pathway get an extra 5 hours of Science teaching per fortnight, if it is picked as an Option. Pupils

should only pick Triple Option if we think they will be successful studying the more complex GCSE Science Units.

In years 9 and 10 pupils will study Units B1, C1, P1, B2, C2 and P2 (Core GCSE Units). In year 11 pupils will study Units B3, C3, P3, B4, C4 and P4 (Additional GCSE Units).

In the extra 5 hours across years 10 and 11, pupils study Units B5, C5, P5, B6, C6 and P6 (Further Additional GCSE Units).

At the end of year 10, pupils will be entered for GCSE Core Science. At the end of year 11, pupils will be entered for GCSE Additional Science and GCSE Further Additional Science.

Core and Additional Science Pathway

In years 9 and 10, pupils will study Units B1, C1, P1, B2, C2 and P2 (Core GCSE Units). In year 11, pupils will study Units B3, C3, P3, B4, C4 and P4 (Additional GCSE Units).

At the end of year 10, pupils will be entered for GCSE Core Science. At the end of year 11, pupils will be entered for GCSE Additional Science.

Entry Level Science Pathway

A small number of pupils may not sit a Science GCSE, but will be entered for Entry Level Science at the end of year 11. This is a non-examined course studying aspects of Biology, Chemistry and Physics.

Year 8	Science Overview
Syllabus Number	
Exam Board	
For examination in	

Year 8 Science Information

Pupils will all start GCSE Science in January 2016 following the new GCSE Science programme of study. This has not yet been finalised, and we have not yet selected which exam board we will follow. We also do not yet have final details of how it will be assessed.

Pupils will follow one of the following pathways:

Single Science Pathway (formerly called Triple Sciences)

Pupils will get 13 hours of Science teaching a fortnight from the beginning of year 9. They will get the same number of hours in years 10 and 11. Pupils will study Biology, Chemistry and Physics and sit all three Science GCSEs at the end of year 11. To study Single Sciences, pupils must pick it as an Option. Pupils should only pick Single Sciences if we think they will be successful studying the more complex GCSE Science Units.

Combined Science Pathway (formerly called Core and Additional)

Pupils will get 8 hours of Science teaching a fortnight from the beginning of year 9. They will get the same number of hours in years 10 and 11. They will study Biology, Chemistry and Physics, but in slightly less detail than Single Sciences. Pupils will sit two Science GCSEs at the end of year 11.

Entry Level Science Pathway

This pathway will be followed by small number of pupils not sitting a GCSE in Science. Pupils will get 8 hours of Science teaching a fortnight from the beginning of year 9. They will get the same number of hours in years 10 and 11. Pupils will study aspects of Biology, Chemistry and Physics at a basic level.

Current Year 8 & 9	Maths GCSE
Syllabus Number	1MA1
Exam Board	Edexcel
For examination in	2017 onwards

Course Content

What Stays the Same

- Linear examination
- 100% examination
- Two tiers, Foundation and Higher
- Two 'grade' overlap between tiers
- Three Assessment Objectives
- Much of the content
- Problem solving
- Assessment and tracking

NEW TOPICS

- Venn diagrams
- Product rule for counting
- Iteration to find approximate solutions
- Solve quadratic inequalities
- Find the n th term of a quadratic sequence
- Apply the concepts of average and
- **instantaneous rate of change to graphs**
- **Interpret areas under graphs and gradients of**
- graphs in real-life contexts (velocity-time)
- Equation of a tangent to a circle at a given point
- (gradient is perpendicular to radius)

Course Structure

Content taught over 2 or 3 years (for year 8) in lessons. All examination based

Assessment Information:

There are 3 examinations taken in June of year 11

1. 2 calculator papers
2. 1 non calculator paper.

The Balance of the Assessment Objectives are as follows

AO1 45-55 AO1 40% 50%	AO1: Use and apply standard techniques
AO2 25-35 AO2 30% 25%	AO2: Reason, interpret and communicate mathematically
AO3 15-25 AO3 30% 25%	AO3: Solve problems within mathematics and in other contexts

Grades Awarded

Higher only	9,8,7,6
Higher and Foundation	5,4
Foundation only	3,2,1
More discrimination at the top end of the grade, less at the lower end	

Examination Information:

Grades are given only by results in exams at the end of the course, there are 3 exams of 1 hour 30 minutes, 2 calculator papers and 1 non calculator paper.

What are the differences between the current GCSE and new GCSE?

Increased Content at Each Tier

At Foundation:

- most of current B grade content;
- a little A grade content;

To be taught at Higher:

- additional content;
- being able to apply subject knowledge to solve mathematical problems.

Increased Challenge at Each Tier

- Fewer questions solely on standard techniques
- More questions requiring reasoning
- More questions requiring problem solving
- Increased content is more challenging
- Increased assessment time due to the increased content (4 hours)

Now students will be expected to know these formulae:

- quadratic formula
- *circle formulae (no change)*
- Pythagoras's theorem
- Trigonometry formulae for right angled triangles
- Sine rule, cosine rule and area formula

Others will be included in the paper if needed.

How has the department prepared for the new GCSE?

We have updated our scheme of work

We have sent staff on training on the new curriculum this has been fed back to the department in meetings and school INSET

We have researched and team taught the new areas of the curriculum to each other

Current Year 9 Syllabus Number	ART GCSE 5AD01/5AD02
Exam Board	Edexcel
For examination in	2017

Course Content

The course is divided into 2 units: Unit 1 Personal Portfolio and Unit 2 the Externally Set Assignment. The Personal Portfolio is divided into the themes Identity and Nature into Abstraction. Students start work on these themes in Yr 10 and continue with them at a higher and more individual level in Yr 11. Research and development of ideas are carried out in the sketchbook and themes are developed through drawing, printmaking, photography, painting, mixed media and sculpture. You will also have the opportunity to visit galleries/museums.

Students are continually kept informed about their progress and prepared for the end of Unit 1 Personal Portfolio by ongoing classroom feedback, the Yr10 exam and the mock exam set in December of Yr 11. Both these exams are given a GCSE grade.

Course Structure

Unit 1: Personal Portfolio

Unit 2: Externally Set Assignment

Assessment Information:

Unit 1 Personal Portfolio. This is marked out of 80 and carries 60% of your marks.

Unit 2 Externally Set Assignment. This is also marked out of 80 and carries 40% of your total marks.

Examination Information:

Unit 2 Externally Set Assignment - This is based on independent sketchbook research and your final outcome. You will receive a themed examination paper in February. A period of preparation time usually over six to eight weeks will be followed by ten hours in which you will work over two days unaided to complete your response to the examination theme.

What do you have to do to be successful in this subject?

Enjoy Art.

Familiarise yourself with the assessment objectives.

The course is basically practical, so success comes from doing the work.

You will: Draw from direct observation. Develop skills in a wide range of materials.

Study a range of artists to influence your own work.

Think and be creative and learn how to work independently.

Be experimental. Learn from mistakes.

Be open to ideas and suggestions. Learn from others.

Be confident in what you do.

What you will need to do as a part of your home learning:

For each project you will be required to keep a sketchbook. All your work will need to be documented in your sketchbook, including classwork and home learning. You are expected to spend a minimum of about 75 minutes on homework each week. This will vary between written artist analysis, reviewing your own work and drawing/painting/sculpting tasks.

Current Year 9 Syllabus Number	Catering GCSE 4539
Exam Board	WJEC
For examination in	2017

Course Content

GCSE Catering, Hospitality and Hospitality and Catering requires learners to demonstrate knowledge and understanding of the catering industry, the types of products and services provided, a range of customer groups, job roles, career opportunities and relevant training appropriate forms of communication within the industry, the importance of record keeping, the range of equipment used in the hospitality and catering industry.

Areas of study:

- The industry – food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.

This course is for students who are interested in Catering and the related industries. This course will not only teach students how to prepare, cook and serve a wide range of healthy and nutritious dishes from around the world, it also prepares them for a wide variety of vocations in the catering industry. Students learn a wide variety of culinary skills, how to present and serve food, and how to shop for food that is in season. They also learn about the range of jobs available and the environmental impact of food preparation. Students will be sometimes expected to supply additional ingredients on top of the basic ones the school supplies. They will also need a hot and cold storage container for transporting the food home for tasting.

Course Structure

In year 10 students learn a range of culinary skills during practical sessions where we cook and serve a selection of sweet and savory dishes.

They will complete the first controlled assessment which is worth 20% of the final mark and the theme is Afternoon Tea.

They will sit a mock theory exam at the end of year 10.

In year 11 they will complete the longer controlled assessment task. The theme for this is International food.

Both controlled assessments require written coursework which consists of research, planning and evaluation work and the completion of the 3 hour practical cooking exam. They are worth 60% of the final mark.

In May/June of year 11 students sit a written theory exam with 40% of the final mark.

Assessment Information:

The course is assessed through two units. The first is a practical unit, with supporting written work and the second is a written exam.

Unit 1 as a total is worth 60% of the marks:

Practical Assessment 1 = 20% of the marks, and involves the planning, cooking and evaluation of four dishes under timed assessment.

Practical Assessment 2 = 40% of the marks and involves the planning, selecting, preparation, cooking, serving and evaluation of a set menu.

These tasks take place during class time and a designated full day for the actual cooking exam.

Unit 2 as a total is worth 40% of the marks

A written exam

Examination Information:

The written exam is sat in May/June of year 11 and is worth 40% of the final mark. It is 75 minutes.

What do you have to do to be successful in this subject?

- o Enjoy preparing, cooking and serving food,
- o Have an interest in nutrition, catering for special diets, catering for events, enjoy tasting and cooking new things.
- o An interest in studying the subject at level 3, or NVQ's in Catering and Hospitality or keen to follow a career in catering.

What you will need to do as a part of your home learning:

Cook at home as much as possible

Try food from other cultures and countries

Experiment with flavours and ingredients

Look for recipes in books and at the library

Try to eat food in restaurants and cafes

Keep a food diary of your cooking and eating experiences

Current Year 9 Syllabus Number	Citizenship GCSE 4105
Exam Board	AQA
For examination in	2017 onwards

Course Content

Citizenship is a contemporary subject which explores issues that affect **YOU!** It is a subject that encourages you to participate in a range of activities such as debates and campaigns. Citizenship gives you knowledge of the Legal and Political systems in the UK as well as its role in the global community. It teaches you to think critically about controversial issues and develops your presentation and advocacy skills. It is based around 4 themes:

- Theme 1 Community action and active citizenship
- Theme 2 Being a citizen in the UK: Democracy and identity
- Theme 3 Fairness and justice
- Theme 4 Global issues and making a difference

Course Structure

Year 10	Year 11
Theme 1 Community action and active citizenship	Theme 4 Global issues
Controlled assessment task – pre released	Revision themes 1-3
Theme 2 Being a citizen in the UK: Democracy and identity	Controlled assessment task – pre released
Theme 3 Fairness and justice	

Assessment Information:

Controlled assessment = 60% of GCSE grade
Taking informed and responsible action

Written Exam = 40% of GCSE grade
Source based questions and extended questions

Examination Information:

Two Exam papers

Section A

Compulsory short and source based questions from the 4 themes

Section B

Choice of extended question from three on each of the other themes.

What do you have to do to be successful in this subject?

- You will need to have an awareness and interest of issues in the news which affect UK.
- You will need to read around topics by watching the news, reading the news and debating the news.
- You will need to be prepared to debate issues and participate in active citizenship activities.
- You will need to be organised in order to take responsible action in school, local and global communities.
- You will need to be keen to practise skills such as negotiation, collaboration, discussion and debate.

What you will need to do as a part of your home learning:

- You will need to keep up to date with major news events and important political developments.
- You will be expected to devise, plan, carry out and evaluate your own active citizenship campaign.
- You will need to review all content of the course.
- You will be expected to complete longer essays and written answers including exam answers.

Current Year 9 Syllabus Number	Computing Science GCSE Syllabus J275
Exam Board	OCR
For examination in	2017 onwards
Course Content	
This is a GCSE which involves understanding how computers work, and doing coding to solve problems using at least two different programming languages.	
Course Structure	
This course is designed to encourage computational thinking amongst students. This means they will be using logical and mathematical reasoning to solve problems in programming languages. They will also learn about the fundamentals of hardware and software within computing systems.	
Assessment Information:	
Course work – 60% of final mark. This has two parts –	
<ul style="list-style-type: none"> • An investigation into a particular program, how it is used and what the limitations are. • A problem given by the exam board which students have to solve using a programming language of their choice. 	
Examination Information:	
End of course exam – 40% of final mark This covers the following topic areas	
<ul style="list-style-type: none"> • Computing hardware and software • Representation of data in computer systems • Databases • Computer communications and networking • Programming 	
What do you have to do to be successful in this subject?	

Very good at Maths – for the first year of the course B predicted minimum

Able to spend time solving problems

Students just using lesson time cannot complete this course

What you will need to do as a part of your home learning:

Students will be expected to develop their understanding of theory and programming through homework tasks linked to the syllabus which will be set throughout the year.

Current Year 9 Syllabus Number	Drama GCSE
Exam Board	Edexcel
For examination in	2017
Course Content	
<p>Drama GCSE at Stoke Newington is a varied course designed to allow students to explore and communicate ideas through various aspects of drama. It provides students with opportunity to explore a wide range of Themes, Practitioners (such as Stanislavski and Brecht) and Theatre History alongside developing skills in group work and performance. Pupils can gain knowledge, skills and understanding through practical participation and performance utilising a range of different explorative strategies and performance techniques. The skills they learn on the course will prepare them for all forms of further education in both Sixth Form and College as well as University or Employment.</p>	
Course Structure	
<p>The examined elements of the course are divided into three units.</p> <ul style="list-style-type: none"> • Unit 1 Drama Exploration is currently delivered and examined in year 10 and allows students to develop skills in communication and devising as they use a variety of Strategies, Elements and Mediums of drama to explore a given theme (Freedom and Confinement). • Unit 2 Exploring Play Texts is assessed internally in Year 11 and over the course of a day long practical exam students explore a set text (<i>The Long Road</i> by Shelagh Stephenson). • Unit 3 Drama Performance is an externally assessed unit with the option of being assessed as a performer or in performance support. Students over time will develop a piece of work for public performance. 	
Assessment Information:	
<p>The course is mostly practically assessed with each unit being divided between practical and written assessment.</p> <p>Unit 1 Drama Exploration – 30% of GCSE – 6 hour practical exam (in lesson time) and 2000 word Documentary Response.</p> <p>Unit 2 Exploring Play Texts – 30% of GCSE - 6 Hour practical exam (over one day) with 1000 word Documentary Response.</p>	

Students will also write a 2000 word review of a live theatre performance.

Unit 3 Drama Performance – 40% of GCSE - externally assessed performance of a scripted or devised play. Students are assessed on 4 different areas: Movement & Voice, Role & Characterisation, Communication and Content, Style, Form.

Examination Information:

Each unit is assessed through practical exploration and written work.

Unit 1 & 2 are examined in lesson time by the class teacher and externally moderated.

Unit 3 is an externally assessed practical exam.

What do you have to do to be successful in this subject?

An outstanding drama student is one who is committed to and enthused in the subject. The course is obviously practical in nature but is not necessarily all about performance. To be successful you need to possess good communication skills, be adaptable and able to work as part of a team as well as being comfortable to work independently.

It is expected that for unit 3 in particular students will need to organize extra rehearsal time outside of lessons. Students need to possess strong organizational skills and a good work ethic.

What you will need to do as a part of your home learning:

Homework is an important part of the course. Students will be expected to carry out independent research, evaluate their own work and that of others, learn lines and annotate scripts.

Homework is set weekly.

Current Year 9 Syllabus Number	Geography GCSE
Exam Board	EDEXCEL B
For examination in	2017
Course Content	
<p><u>Unit 1: Dynamic Planet</u></p> <ul style="list-style-type: none"> • <u>Topic 1:</u> Restless earth • <u>Topic 2:</u> Climate and Change • <u>Topic 3:</u> Battle for the Biosphere • <u>Topic 4:</u> Water World • <u>Topic 5:</u> Coastal Change and Conflict • <u>Topic 7:</u> Oceans on the Edge <p><u>Unit 2: People and the Planet</u></p> <ul style="list-style-type: none"> • <u>Topic 1:</u> Population Dynamics • <u>Topic 2:</u> Consuming Resources • <u>Topic 3:</u> Globalisation • <u>Topic 4:</u> Development Dilemmas • <u>Topic 6:</u> Changing Settlements in the UK • <u>Topic 7:</u> The Challenges of an urban World <p><u>Unit 3: Making Geographical Decisions</u></p> <p>Students are given a resource in the exam which they will not have previously seen. The resource will be about an issue somewhere in the world and will draw on subject content from both units 1 and 2. Having studied the resource booklet in the exam, students will have to answer a series of questions regarding the resources and finally make a decision regarding the issue being described and explain how they came to that decision.</p> <p><u>Unit 4: Controlled Assessment</u></p> <p>Students will be spending a day at a coastal location and will be collecting data in order to be able to create an investigation into an issue regarding the coast and its management. After having collected the data, students will be spending 12 hours of lesson time, in controlled conditions, putting together a 2000 investigation into the key question using the data which they have collected.</p>	

Course Structure

Year 10:

- Population Dynamics
- Consuming Resources
- Climate and Change
- Coastal Change and Conflict
- Battle for the Biosphere
- Globalisation
- **Controlled Assessment**

Year 11:

- Restless Earth
- Development Dilemmas
- Waterworld
- Changing Settlements in the UK
- The challenges of an Urban World
- Oceans on the Edge
- **Preparation for Unit 3 – Making geographical Decisions**

Assessment Information:

Unit 1 (Dynamic Planet) and Unit 2 (People and the planet): 1h15 exam worth 78 marks – 6 marks for spelling and grammar (both higher and foundation)

Unit 3: 1hr30 exam worth 53 marks – 3 marks for spelling and grammar (both higher and foundation)

Unit 4: 2000 word investigation into a coastal issue

All exams (Unit 1, 2 and 3) sat at the end of year 11. Exams constitute 65% of the marks available and 25% of the marks are from the controlled assessment

Examination Information:

As above

What do you have to do to be successful in this subject?

- Take a keen interest in world events
- Read around the topics in class and build your own case studies in your own time
- Make decisions and explain how you came to those decisions
- Be able to explain processes in detail
- Understand the relationship between people and the planet
- Draw links between all the different elements of geography
- Be able to use geographical skills such as map reading
- To be able to organize your own data collection and investigation – manage your time and organize your work

What you will need to do as a part of your home learning:

- 60 Minutes of homework tasks set by your teacher every week
- Additional reading and keeping up to date with the news in order to build your own case study file
- Catch up on any work missed as a result of absence from lessons

Current Year 9 Syllabus Number	Graphic Products GCSE 4552
Exam Board	AQA
For examination in	2017 onwards

Course Content

GCSE Graphic Products has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make products using a graphic media and new technologies to prepare them for the world of work. The course is designed to foster awareness of the need to consider sustainability and the environmental impact of their designing.

Students are taught by developing their practical skills through projects ranging from packaging design, illustration, hand drawn & computer aided design, branding & promotional materials and technical drawing. Students will also learn about industrial processes, materials and the work of existing designers.

Graphic Products can provide an excellent platform for students interested in study at university level or pursuing a career in any graphical discipline such as product design, illustration, architecture, games design and CAD.

Course Structure

In year 10 students learn a range of design development skills through the completion of mini projects and tasks. They will follow the design process from research, design, development of ideas and evaluation. They will develop their communication techniques through the use drawing, computer aided design and modelling. Theory content is also imbedded into lessons giving students a foundation for the exam. They will sit a mock theory exam at the end of year 10.

In year 11 they will complete their major project (controlled assessment task) which is worth 60% of the overall grade. Students are required to submit a single design and make project which should be selected from a list of tasks provided by the exam board at the start of the academic year. The controlled assessment combines both theory and design development work and includes research, planning and evaluation work

In May/June of year 11 students sit a written theory exam with 40% of the final mark.

Assessment Information:

The course is assessed through two units.

Unit 1 / exam is worth 40% of the marks:

An exam unit which consists of a design section where students must design a product to meet a set criteria. The second part of the exam is designed to test student's knowledge of materials, processes, designers, issues of sustainability, etc.

Unit 2 / Controlled Assessment is worth 60% of the marks:

Students are required to submit a single design and make project which should be selected from a list of tasks provided by the exam board.

Examination Information:

The written exam is sat in May/June of year 11 and is worth 40% of the final mark. It is 2 hours long.

What do you have to do to be successful in this subject?

- Have a high level of artistic ability
- Enjoy modelling and designing
- Be inventive and creative
- Be good at problem solving
- Have an interest in design
- An interest in studying the subject at a higher level

What you will need to do as a part of your home learning:

- Complete exam questions to reinforce learning
- To take an active interest in design
- Visit museums and galleries
- Enjoy drawing and developing techniques
- Use revision guide to build on learning in class
- Complete all homework to the best of your ability

Current Year 9 Syllabus Number	History GCSE 9145
Exam Board	AQA
For examination in	2017
Course Content	
<p>Unit 1 International Relations.</p> <p><u>Topic 1:</u> The Origins of the First World War, c1890-1914</p> <p><u>Topic 2:</u> Peacemaking 1918-1919 and the League of Nations</p> <p><u>Topic 3:</u> Hitler's Foreign Policy and the Origins of the Second World War</p> <p>Unit 2 Depth Studies</p> <p><u>Section A</u> The Roaring 20s: USA 1919-1929.</p> <p><u>Section B</u> The Depression and the New Deal</p> <p><u>Section C</u> The USA and Vietnam,</p> <p>Unit 3 Controlled Assessment</p> <p>The British People in War 1914-1919 and 1939-1945</p>	
Course Structure	
<p>Year 10</p> <p>Unit 1 International Relations</p> <p>Unit 3 Controlled assessment</p> <p>Year 11</p> <p>Unit 2 Depth Studies</p>	
Assessment Information:	

- The subject is assessed by two written exams taken in June 2017
- Controlled Assessment -Two essays approximately 2000 words in total completed in year 10

Examination Information:

Two written exams taken in June 2017

- **Paper 1: International Relations: Conflict and Peace in the 20th Century (91451)**
Written Paper - 1 hour 45 minutes - 60 marks
- **Paper 2: 20th Century Depth Studies (91452)**
Written Paper - 1 hour 45 minutes - 69*marks
(*includes 9 marks for spelling, punctuation and grammar)

The two exams account for 75% of the total marks. The remaining 25% of the marks come from the two essays written in controlled conditions during year 10

What do you have to do to be successful in this subject?

- Ask the question 'why?'
- Investigate problems
- Understand the world we live in today
- Debate
- Argue
- Read
- Write
- Remember information

What you will need to do as a part of your home learning:

- You take responsibility for your learning outside the classroom by dedicating 60 minutes to History homework each week. If you do not have 60 minutes of homework you use your time to review the learning from the lessons.
- You miss no more than one deadline for a piece of homework without a parent/carer note and you rectify this by arranging and meeting a revised deadline
- You take responsibility for catching up on missed lessons by asking a friend.

Current Year 9	ICT GCSE
Syllabus Number	2IT01
Exam Board	EDEXCEL
For examination in	2017 onwards

Course Content

There are TWO units in this course.

Unit 1: Living in a Digital World

In this unit you will explore how digital technology impacts on the lives of individuals, organisations and society.

- You will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move).
- You will develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Unit 2: Using Digital Tools

This is a practical unit.

- Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.
- They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

Course Structure

This course is made up of two distinct parts.

You will learn all about how ICT is used in today's society and how this affects different people. You will learn this information in a lot of practical exercises.

You will do project work using lots of different software and skills to solve a range of different ICT problems. This will all be practical work culminating in a practical exam.

Assessment Information:

Unit 2 = 60% (Coursework)

- The unit is internally assessed under controlled conditions.
- Students must complete a controlled assessment task provided by Edexcel.
- Students must complete the task within 40 hours.
- Marking of the task is carried out by teachers and moderated by Edexcel against set assessment criteria.

Examination Information:

Unit 1 = 40%

- This unit is assessed through a 1 hour 30 minute examination paper set and marked by Edexcel

What do you have to do to be successful in this subject?

You have to really like using computers to solve problems and like spending time in front of a screen.

You need to be able to work independently and be able to attempt different solutions and learn from your mistakes.

What you will need to do as a part of your home learning:

Students will develop their understanding of ICT theory through homework tasks throughout the two years.

Coursework can only be done in school, but the research can be done at home and there will be a number of tasks set which link directly to these set briefs.

Current Year 9	Languages GCSE (French/Spanish/Turkish)
Syllabus Number	
Exam Board	Edexcel
For examination until	2017

Course Content

- 1. Media and culture:** Music/film/reading Fashion/celebrities/religion Blogs/internet
- 2. Sport and leisure Hobbies/interests** Sporting events Lifestyle choices
- 3. Travel and tourism /Holidays** Accommodation Eating, food, drink
- 4. Business, work and employment / work experience/part-time jobs** Product or service information

Course Structure

AO1	Listening: Understand and respond to different types of spoken language	25%
AO2	Speaking: Communicate and interact effectively in speech	30%
AO3	Reading Understand and respond to different types of written language	25%
AO4	Writing Communicate and interact effectively in writing	30%

Assessment Information:

Students will have a class summative assessment every half term, focusing on one of the 4 skills or on 2 productive skills at the teacher's discretion. Students will be regularly assessed on their written and spoken abilities, with clear verbal and written feedback given throughout their learning.

Examination Information:

Listening, Reading be assessed by one final exam at the end of year 11. Writing and speaking is assessed via controlled assessments. This means they can do a maximum of 3 per ability and the best 2 pieces are submitted for marking by the exam board.

What do you have to do to be successful in this subject?

To be independent and use the language every day. See below.

What you will need to do as a part of your home learning:

It is a fact that the acquisition of a second language is directly proportional to independent DAILY practice/revision and the regular use of it.

In addition to homework students are to practice with any area or topic of the language they find interesting. There is no restriction. Students who develop the ability to explore the language and to use it independently, progress faster, their vocabulary increases manifold, and their comprehension and communication skills evolve solidly in a shorter period of time.

Thus, it is our requesting that students practice the language on a daily basis for a reasonable amount of time. It should not be long (an average of 10-15 minutes maximum). It is vital to be consistent.

Current Year 9	Latin and Classics GCSE
Syllabus Number	9520/01 + 9540/01
Exam Board	WJEC
For examination in	2017 onwards

Course Content

For 9520/01 – Latin Language & Roman Civilisation

Students learn Latin language grammar and vocabulary to enable them to develop their translation skills in order to answer comprehension and translation questions on unfamiliar passages, as well as developing solid knowledge in specified aspects of Roman Civilisation.

For 9540/01 – Latin Literature

Students apply their linguistic knowledge, cultural understanding and literary analysis skills to a selection of authentic texts.

Course Structure

In the first year students focus on linguistic study, the language course follows the Cambridge Latin Course.

In the second (or third year) students cover the content for the Civilisation and Literature modules.

Assessment Information:

As well as regular vocabulary tests, there is regular exam practice to ensure that students are used to the format and length of the exam.

Examination Information:

Each qualification comprises of 2 modules.

All 4 modules are assessed by final exam at the end of Year 11.

For 9520/01 – Latin Language & Roman Civilisation

Unit 9521: Core Latin Language (67% of total grade)

Written Paper: 1hour 15 minutes

Unit 9522: Roman Civilisation Topics (33% of total grade)

Written Paper: 1hour

For 9540/01 – Latin Literature

Unit 9541: Latin Literature Themes (50% of total grade)

Written Paper: 1 hour

Unit 9542: Latin Literature Narratives (50% of total grade)

Written Paper: 1 hour

What do you have to do to be successful in this subject?

In order to be successful at Latin GCSE you must have a genuine interest in the subject content. You will also need to be able to learn and retain vocabulary as well as understanding grammatical application.

What you will need to do as a part of your home learning:

Home learning will focus on vocabulary learning and completion of grammatical exercises as well as cultural research.

Home learning is key to success in Latin GCSE and class work will be frequently centered on work completed at home.

Home learning should also be used to consolidate new information (linguistic and cultural).

Current Year 9 Syllabus Number	Media Studies GCSE 3571H
Exam Board	AQA
For examination in	2017 onwards

Course Content

Students study a range of media industries and produce both practical and written work. They learn to analyse texts and develop the skills to make their own.

Areas covered include: magazine and newspaper publishing; television, advertising, music and film promotion; internet and multimedia platforms; film genre and music videos. Students are able to produce their own projects as diverse as a short film, music video, advertising campaign, etc.

Course Structure

Year 10 starts with an introductory unit.

Term 1 – Assignment 1: Advertising and Audiences

Term 2 – Assignment 2: Television Promotion and Representation

Term 3 – Exam – Make a film trailer in a day.

Year 11 – Assignment 3: students make their own project

Study the exam unit.

Assessment Information:

30%: 2 pieces of coursework in Year 10

30%: practical project in Year 11

40%: written exam – set topic which changes each year.

Examination Information:

Externally assessed written exam of 1 hour 30 minutes encompassing four tasks on a topic that changes yearly; e.g. Television News.

What do you have to do to be successful in this subject?

- Have an inquiring mind.
- Have an interest in the media and how it affects your life.
- Read films, adverts, etc. and be able to analyse them in writing.
- Be prepared to learn new practical skills, Photoshop, Adobe Premier, Flash animation, etc.
- Complete coursework on time.
- Be able to develop your own projects and work independently at times.

What you will need to do as a part of your home learning:

Develop your analytical skills by studying and deconstructing media texts. Develop practical skills making photo storyboards and filming.

Current Year 9	Music GCSE
Syllabus Number	2MU01
Exam Board	Edexcel
For examination in	2017 onwards

Course Content

Unit 1: Performing Music

Unit 2: Composing Music

Unit 3: Listening and Appraising

Course Structure

Unit 1: Performing music 30 %

Recording of 1 solo performance and 1 group performance

Unit 2: Composing Music 30%

2 compositions or 2 arrangements or 1 composition and 1 arrangement

Unit 3: Listening & Appraising

Knowledge and understanding of 12 set works over 4 areas of Study

Assessment Information:

Unit 1: Performing music 30 %

1. Recordings of both solo and ensemble performances (on CD/MD/MP3)
2. Scores, professional recordings or written commentary (for Realisation) for both performances

Unit 2: Composing Music 30%

1. Recordings of both compositions/arrangements (on CD/MD/MP3)
2. Notated scores or written commentaries for both compositions/arrangements

Unit 3: Listening & Appraising 40%

1. A 1-hour and 30-minute written paper

Examination Information:

1. All questions relate to the set works
2. The paper will be in two sections
3. Section A: eight compulsory questions in response to extracts from the set works that will be played on a CD during the examination (68 marks)
4. Section B: one question from two optional questions on the set works, requiring extended writing (12 marks)
5. A total of 80 marks for the paper.
6. A total of 120 marks for coursework

What do you have to do to be successful in this subject?

- Be able to play a musical instrument to at least grade 2 standard.
- Take part in an extra-curricular music club
- Be able to critic and analyse music using correct musical vocabulary
- Be organized and able to adhere to deadlines
- Develop skills using music It Software (Logic / Sibelius)

Current Year 8 & 9 Syllabus Number	NQF BTEC FIRST AWARD IN SPORT
Exam Board	Edexcel
For completion in	2017 onwards

Course Content

This course is an excellent introduction to the sporting industry, and provides a focus on the different vocational opportunities available through sport. It provides Pupils with an engaging experience in the world of sport, exercise, the body, the mind and healthy active lifestyles of performers. Pupils can gain knowledge, skills and understanding through practical participation and performance in a range of sports, exercise, and health-related fitness activities. This allows them to become familiar with the skills and processes required to take sport to further education such as Level 3 BTEC or A level PE in Sixth Form (which we also offer) and go on to University / work in the Sport and Leisure Industry.

Course Structure

The BTEC Level 2 First Award in Sport

The course has the following core units:

- *Unit 1: Fitness for Sport and Exercise (External Exam)*
- *Unit 2: Practical Sports Performance*

For an Award in Sport pupils will have to complete 2 extra units:

- *Unit 4: The sports performer in action*
- *Unit 6: Leading Sports Activities*

Assessment Information:

Course work (worth 75%)

All units, except for Unit 1, will be internally and externally assessed using different methods such as written reports, presentations, video assessment showing practical performance, booklets, leaflets and essays.

Exam (worth 25%)

Unit 1: Fitness testing for Sport and Exercise will be an online exam.

Examination Information:

External Examination (worth 25%)

Unit 1 will be a 1 hour online exam, done in controlled conditions in our Computer Lab. It will be made up of multiple choice questions and short/extended essay questions to stretch and challenge your knowledge of fitness testing and training methods. The exam is worth a maximum of 25% of the pupils overall grade.

What do you have to do to be successful in this subject?

To be successful in this course you must be fully committed to learning about all aspects of sport, health and exercise. You must be reliable with kit and equipment and all coursework deadlines.

What you will need to do as a part of your home learning:

You must be organised and consistent with homework and coursework deadlines. You especially need to be able to learn and work independently to be successful in this course as there is a lot of independent research.

Current Year 8 + 9	PE GCSE
Syllabus Number	J086
Exam Board	OCR
For examination in	2017

Course Content

GCSE PE is a balanced combination of practical sporting performance and theoretical application. The course aims to enable students to become increasingly physically competent through being actively engaged in different physical activities. It also provides students with the theoretical basis to make informed decisions about their own health, diet and participation in sports. Our students will also learn how sports performance can be improved through training methods and the analysis of performance.

Topics covered:

- HEALTHY ACTIVE LIFESTYLES
- FITNESS, TRAINING METHODS AND PRINCIPLES OF TRAINING
- BENEFITS OF SPORTS PARTICIPATION
- INFLUENCES ON SPORTS PARTICIPATION E.G. PARENTS, ROLEMODELS, MEDIA
- DIET AND HOW IT CAN IMPROVE SPORTS PERFORMANCE
- SPORTS INJURIES AND HOW TO TREAT AND PREVENT THEM.
- EFFECTS OF TRAINING ON THE CARDIOVASCULAR SYSTEM (HEART, BLOOD AND BLOOD VESSELS)
- EFFECTS OF TRAINING ON THE RESPIRATORY SYSTEM (LUNGS)
- EFFECTS OF TRAINING ON THE MUSCULAR SYSTEM
- EFFECTS OF TRAINING ON THE SKELETAL SYSTEM
- PERFORMANCE ENHANCING DRUGS
- SPORTS INITIATIVES E.G. SPORT ENGLANDS “START, STAY, SUCCEED”
- SOMATOTYPES (BODY SHAPES)
- RISK ASSESSMENT AND SAFETY IN SPORT
- ANALYSIS OF SPORTS PERFORMANCE

Course Structure

The course is a 60%/40% split between theory and practical performance. Students will be assessed on their practical performance in 4 different sports. This will happen under controlled assessment conditions and students will be given a mark out of 25 for their performance in each sport. At the end of the course in Yr11, students will sit 2 x 1hr written exam papers. There are also 2 pieces of written controlled assessment/coursework. These take the form of an “Analysis of Lifestyle” and an “Analysis of Performance”.

Assessment Information:

Although 50% of the assessment is practical (performance in 4 different sports), a large part of the teaching will be classroom based in order to prepare you for the examination which comprises 40% of the overall grade. For example, if you have five periods over the two week timetable, only one of these will be practical and four will be theory.

Examination Information:

- 1hr written paper unit B451 An Introduction to PE
- 1hr written paper unit B453 Developing knowledge in PE
- Written controlled assessment/coursework: Analysis of Lifestyle and Analysis of Performance
- Practical performance in 4 different sports

What do you have to do to be successful in this subject?

It is important that students are taking part in at least 3 different sports (e.g. play in school teams or outside clubs) work hard and learn the basic skills, rules and strategies involved in each sport.

Work hard to cover the entire theory syllabus in detail with personal insight and research into sport. Level 5 in English and Science would be a minimum expected to have reached at the end of KS3.

- Attendance to extracurricular clubs. Play at least 3 sports in school or outside of school.
- Good leadership skills
- Confidence
- Organisation skills
- An enjoyment of PE and Sport and a willingness to learn and improve your own performance

What you will need to do as a part of your home learning:

- 5 hours of homework per week
- Attendance to at least 3 different extra-curricular sports clubs. (This includes clubs outside of school)

Current Year 9 Syllabus Number	Photography GCSE
Exam Board	
For examination in	2017
Course Content	
<p>The course is divided into two Units – Unit 1, the Personal Portfolio/coursework element and Unit 2, the Externally Set Assignment which is on a theme set by the Examining board (AQA). The Personal Portfolio consists of two units – Nature Into Abstraction and Identity/Portraiture. These are started in Year 10 and continue through the early part of Year 11, reviewing and refining as skills become stronger and independent ideas to create personal responses become more highly developed. Students analyse and respond to the work of Photographers such as Weston, Ninagawa, Blossfeldt, Bailey, Ouke Leele and Ken O’Hara. They learn the skills required to produce outstanding personal responses both in the camera and in digital post-production. These skills are carried forward into the final exam where students produce an entire independent project based on the exam theme.</p>	
Course Structure	
<p>Unit 1: Personal Portfolio Unit 2: Externally Set Assignment</p>	
Assessment Information:	
<p>Unit 1 - Personal Portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade.</p> <p>Unit 2 - Externally Set Assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.</p> <p>All work is marked according to the four Assessment Objectives which are consistently referred to during teaching to embed a clear understanding of the criteria for all students. Books are marked regularly and feedback, both written and oral, is given to students so that they know what they need to do to succeed and achieve highly on the course.</p>	

Examination Information:

Unit 2 – Externally Set Assignment. Students receive their examination paper in January and are required to choose one theme/question from a series of seven. Over the following period of preparation (approximately 8-10 weeks) students use the skills they have learned throughout the course to develop their own personal response to the chosen theme, showing development of ideas and making links with photographers' work. This work leads to a final photograph or series of photographs which is both personal and demonstrates excellent technical skill. Students are supported throughout the preparation period and have a ten hour practical examination set over two days to finalise their sketchbook and personal outcomes according to the Assessment Objectives.

What do you have to do to be successful in this subject?

A successful Photography GCSE student needs to work hard, learn new techniques and skills that you may not have learned before. It is exciting to have access to cameras and professional equipment – you can borrow cameras from the department, you don't need to have your own (although it can sometimes be easier if you do have a camera as during examination periods there are a lot of people who want to borrow them!). The course is practical so you will take photo shoots during lessons and also independently out of school time. You will need to be creative, you will learn about Photographers and how they produce their work, what their influences are and how they look at the world around them. You will need to be organized, be prepared to work independently to develop exciting ideas, be experimental, be open to ideas and suggestions, be prepared to set up photo shoots using props or staging, work with others to share ideas and resources, be prepared to make mistakes and learn from them and work hard to develop your self-confidence.

What you will need to do as a part of your home learning:

You are expected to complete a minimum of an hour a week on your Photography GCSE. This may take the form of photo-shoots or written analysis/annotation. You do not need to edit your photographs at home – we have very up to date software in school for that.

It is essential that you are organized and that you bring your sketchbook to every lesson. Every piece of work that you complete will contribute towards your overall GCSE grade.

Current Year 9 Syllabus Number	RE GCSE 4050 A
Exam Board	AQA
For examination in	2017

Course Content

Course Content

An in depth, systematic & thematic study of at least two major world religions.

Areas of study:

- Beliefs and Teachings
- Sources of Wisdom and Authority
- Textual studies linked to themes

Religions currently studied are Christianity and Islam and there is some flexibility of choice from 6 major world religions

Course Structure

Course Information

25% Religion 1

25% Religion 2

50% Textual Studies of 4 themes in two religions

Assessment Information:

Assessment:

At present two written examinations = 1 hour 30 minutes each assessing 50% of the course content

Each paper has two sections:

A - graduated questions: short stimulus questions and picture or graphic based questions

B- questions which require longer more detailed responses

Examination Information:

There will be written exams covering the different aspects of the course.

What do you have to do to be successful in this subject?

Be interested in discussing and debating ideas.

Looking at how different world view point's look at the same issues

Be interested in what's happening in the world and how current affairs are affected by personal belief systems

What you will need to do as a part of your home learning:

Like all GCSE courses it is impossible to complete all of the work required to be successful in the course in class time. Students must complete homework at the times that it is set. This is also a subject that is supported by wider reading and an interest in current affairs. Watching the news and reading newspapers, will help give you more information about what is happening in the world around you.

Current Year 9 Syllabus Number	Resistant Materials GCSE 4560
Exam Board	AQA
For examination in	2017 onwards

Course Content

To be a good designer and manufacturer it is important to understand how products have developed. On this course you will learn how a product is designed and made. A designer must consider the effect their design will have on others and so we cover social, moral and cultural significance of our work. This course is for students who are interested in designing and making using a variety of resistant materials and processes using wood, plastic and metals. Students are taught through a range practical skills.

Course Structure

There will be 3 design/make projects in year 10 concentrating on the 3 main materials (wood, plastic, metal).

The major project (controlled assessment) will start at the summer term in year 10 and will continue until the end of the autumn term in year 11. This is worth 60% of the final mark.

In May/June of year 11 there will be a written theory exam worth 40% of the final mark.

Throughout the course the students will concentrate on subject knowledge and will learn how to use computer aided design tools so they will be able to implement into their final project

Assessment Information:

You will be assessed throughout the course with tests at the end of every project. The projects will be assessed by yourself, your peers and by your teacher.

Your major project (controlled assessment) is 45 hours long and will be externally assessed it is worth 60% of your final grade.

A written exam is completed in summer of year 11 and is worth 40% of the final grade

Examination Information:

A written exam 2 hours long worth 40%, this exam will be taken at the end of year 11. This will consist of a design task and subject knowledge based questions.

What do you have to do to be successful in this subject?

- o Enjoy working with woods, metals and plastics
- o Be confident using tools and machinery
- o Be able to draw both freehand and technically
- o Be inventive and creative
- o Have an interest in Sustainability and ethical design issues
- o Want to carry on the course at A level and want a career in product design or manufacture

What you will need to do as a part of your home learning:

Each week you will be given tasks to research, design and evaluate. Along with each questions to complete, it is vital that you gain the skills needed to perform to your best abilities when it comes to the examination. These exam questions will give you better exam techniques as well as reinforcing the subject knowledge you learn in class.

Current Year 9 Syllabus Number	Textiles GCSE 4570
Exam Board	AQA
For examination in	2017

Course Content

Textiles design is a course suited for those interested in fashion, costume and interior design.

Students are taught through practical skills, in a series of small projects ranging from interior design, costume design, fashion and accessories design.

Students are taught fashion illustration and textiles design techniques using a range of design tools including computer aided design.

Students learn how to add colour and pattern to a variety of fabrics using a range of printing processes, dyeing, and embroidery and embellishment techniques, including computer aided manufacture.

Students will also learn basic pattern block making and pattern cutting, as well as a variety of construction technique, so they develop the skills to both design and make garments or products.

Students also learn about the textiles industry, technological developments and smart fabrics, environmental issues and sustainability in relation to textile manufacture and use.

In year 11 they concentrate on one of the specialist areas for further development and produce a portfolio and a textile product.

The course has excellent work related learning links. We have connections industry professionals, designers and illustrators and offer a supportive range of trips for enrichment, including summer schools and workshops delivered by outside agencies such as University of the Arts, London, FAD and TRAIID. These often provide a platform for showing designs and creations

Course Structure

In year 10 students complete 2 practical projects based around fashion and interior design. They learn a range of skills, processes and techniques that they can apply to their final year 11 controlled assessment project.

To prepare for the exam unit students will have specific theory lessons as well as theory integrated to all practical sessions. There is a mock exam in the summer of year 10.

Students begin the final controlled assessment project after Easter in year 10.

This project is completed in February of year 11, after which students prepare for the exam which is sat in May/June of year 11

Assessment Information:

The course is assessed in two ways.

1. A controlled assessment which is 45 hours long (which takes place during lesson time) and includes a two day focus on making. This starts at the end of year 10. This is worth 60% of the final GCSE (Unit2)
2. There is a written exam with design section that is worth 40% of the final grade (Unit 1)

Examination Information:

The exam is 2 hours long worth 40%. It includes a design question and questions relating to materials, components, the textile industry and commercial manufacture of textile products.

The exam is sat in May/ June of year 11.

What do you have to do to be successful in this subject?

- Have a keen and creative interest in textiles, fabrics and fashion
- Be inquisitive about the future of design
- Be inventive and creative using fabrics, colour, pattern and textile processes
- An interest in studying the subject at level 3

What you will need to do as a part of your home learning:

Visit museums and galleries as often as possible.

Read articles about fashion and the fashion industry in magazines and newspaper.

Keep a sketchbook or visual journal recording things that are of interest to you, or that may inspire designs.

Use your revision guides to build on subject knowledge.

Complete all homework on time to the best of your ability.