



Stoke Newington School  
& Sixth Form

# Subject information booklet

**Examination subject information  
for year 8 students**

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**Mark Bynoe**

Deputy headteacher

This booklet contains the subject information for individual subjects.

It should give you an idea of the requirements that students will need to meet to be successful in those subjects.

The information for English and Maths is as accurate as it can be for year 8 and where the new GCSE subject content and grading system will be in operation for both subjects and both year groups.

For students in year 8 all of their exam grades will be in the new grading 0 to 9.

In this very changeable landscape we will keep parents and carers up to date with the changes through meetings and articles published on the school website.

Subject information relates to the new changed GCSE courses meaning that only a small number of practical subjects at GCSE will continue to have course work.

Mark Bynoe

Deputy Headteacher

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

## Course Content

Citizenship is a contemporary subject which explores issues that affect people on a local, national and global level. It is a subject that encourages students to actively participate in a range of activities such as political 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 Life in Modern Britain:** identity, diversity, migration, tax, government spending, the media, the role of NGO's, global governance and forms of citizen action.
- **Theme 2 Rights and Responsibilities:** the theory of rights and responsibilities, rationale for evolution of human rights, legal rights, conflicting rights and responsibilities, rationale for law, rule of law, criminality and the criminal justice system, punishment and sentencing.
- **Theme 3 Politics and Participation:** democracy and other government systems, power of the executive, the legislature and the judiciary in the UK (separation of powers) electoral system, the role of the political parties and the role of pressure groups.
- **Theme 4 Active Citizenship:**
  1. Students investigate a Citizenship issue of their choice and set up a campaign; it involves research, action and reflection.
  2. Students also research a pre-release case study to understand the actions taken by others through campaigning. They use this information to draw up links with their own campaign

## Course Structure

Year 9	Year10	Year 11
Introduction to Citizenship <ul style="list-style-type: none"> <li>• Developing students understanding of <b>Citizenship concepts and skills</b> throughout the <b>four themes</b> specified above.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Theme 1:</b> Life in Modern Britain</li> <li>• <b>Theme 2</b> Rights and Responsibilities</li> <li>• <b>Theme 3:</b> Politics and Participation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Theme 3:</b> Politics and Participation</li> <li>• <b>Theme 4:</b> Active Citizenship and pre-released topic</li> <li>• <b>Student action:</b> Campaign on an issue they are passionate about</li> <li>• Revision</li> </ul>

- Enquiry into **topical issues** and **current affairs**.
- **Student action:**  
Campaign on an issue they are passionate about

### Assessment Information:

- Two written examinations at the end of year 11 = 100% of GCSE grade
- Sourced based questions and extended answer questions
- Content and subject knowledge = 75%
- Pre-release case study 10%
- Students' action 15%

### Examination Information:

#### Exam paper 1: 50% 1 hr 45mins

##### Section A

*Pre-release case study 10% and own action 15%*

- Part one: Based on a case study in the pre-release materials with short answer questions moving up to one 8 mark question.
- Part two: Direct questions on students' citizenship action. Short answer questions building to a 12 mark question

##### Section B

*Theme 3 Politics and Participation 25%*

- Questions based on short sources with marks of differing values and requiring additional knowledge application and evaluation.

#### Exam paper 2: 50% total 1hr 45mins

##### Section A

*Theme 1 Life in Modern Britain 25%*

- Questions based on short sources with marks of differing values and requiring additional knowledge application and evaluation.

*Theme 2 Rights and Responsibilities 25%*

- Questions based on short sources with marks of differing values and requiring additional knowledge application and evaluation.

**Each exam paper carries 80 marks and feature source analysis, application and evaluation, as well as multiple choice.**

### **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 and be able to work independently and within a group in order to take responsible action in school, on local and global community issues.
- You will need to be keen to practise skills such as negotiation, collaboration, discussion and debate.
- You will need to be able to evaluate, analyse, critique and argue points both verbally and in written form.

### **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.

## Where could this subject lead you?

### Post-16/18 courses:

- Government and Politics
- Law
- Philosophy and Ethics
- Sociology
- Economics
- Journalism

### Careers:

- Member of Parliament
- Lawyer
- Political Journalist
- Human Rights Campaigner
- Prison Officer
- Police Officer
- Teacher
- Social Worker
- Youth Worker
- Fraud Officer
- Trade Union Official
- Working for charities and non-governmental organisations.
- Working for bodies such as the United Nations, Home Office.
- Welfare Rights Worker
- Political/social documentary maker/director

Current Year 8	ART GCSE
Syllabus Number	1ADO/01, 1ADO/02
Exam Board	Edexcel
For examination in	2018 onwards

### Course Content

The course is divided into two components: Component 1: Personal Portfolio; and Component 2: Externally Set Assignment. The Personal Portfolio is divided into the themes Identity and Nature into Abstraction. Students start work on these themes in Year 9 and continue with them at a higher and more individual level in Year 10 and Year 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 Component 1 Personal Portfolio by ongoing classroom feedback, the Year 10 exam and the PPE exam set in December of Year 11. The results of both of these exams are given a GCSE grade.

### Course Structure

Component 1: Personal Portfolio

Component 2: Externally Set Assignment

### Assessment Information:

Component 1 Personal Portfolio. This is marked out of 72 and carries 60% of your marks.

Component 2 Externally Set Assignment. This is also marked out of 72 and carries 40% of your total marks.

### Examination Information:

Component 2 Externally Set Assignment - This is based on independent sketchbook research and your final outcome. You will receive a themed examination paper in January or 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	Languages GCSE (French/Spanish/Turkish)
Syllabus Number	
Exam Board	Edexcel
For examination in	2017 onwards

### Course Content

- **Identity and Culture:** me/my life and family/where I am from/relationships/friendships etc.
- **The Local Area:** Holiday and travel - countries/traditions/advantages/disadvantages
- **School-** school rules/Spanish/French schools vs English schools/school subjects/my ideal school etc.
- **Future Aspirations, Study and Work:** Work experience/the world of work/employment, jobs and careers/interviews/university and higher education.
- **International and global dimensions** - French/Spanish speaking countries/festivals/traditions/culture etc

### 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 two 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. Students will also be assessed on their grammatical skills and on their ability to translate texts effectively in writing.

### Examination Information:

Listening, Reading, Writing and Speaking will be assessed by final exams at the end of year 11. There is no longer a coursework element to French or Spanish.

### **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	Music GCSE
Syllabus Number	J536
Exam Board	OCR
For examination in	2017 onwards

### Course Content

**Unit 1: Integrated Portfolio – solo performance and a composition**

**Unit 2: Practical Component – Ensemble performance plus a composition**

**Unit 3: Listening and Appraising – written paper with CD**

### Course Structure

#### **Unit 1: Integrated Portfolio 30 %**

Recording of 1 solo performance and 1 composition decided by the pupil. 60 marks

#### **Unit 2: Practical component 30%**

1 Ensemble performance (2 or more players) and 1 composition to a 'brief' set by exam board. 60 marks

#### **Unit 3: Listening & Appraising 40%**

1 ½ hour written exam. Unheard music from areas of study 2, 3, 4 and 5. 80 marks

### Assessment Information:

#### **Unit 1: Performing music 30 %**

1. Recordings of solo performance (on CD/MP3 or video)
2. Scores, professional recordings or written commentary (or Realisation) for composition
3. Minimum 3 minutes music in total

#### **Unit 2: Practical component 30%**

1. Recordings of composition/ ensemble performance on CD/MP3 or video)
2. Notated scores or logic files for the compositions
3. Wide range of exam 'briefs' to choose from
4. Minimum 4 minutes in total.

#### **Unit 3: Listening & Appraising 40%**

1. A 1 ½ hour written paper.

X5 'Areas of Study':

AOS1: **My Music**

AOS2: **The Concerto through Time**

AOS3: **Rhythms of The World**

AOS4: **Film/ Video Game Music**

AOS5: **Conventions of Pop**

### **Examination Information:**

1. AOS 1 is based on music the pupil chooses including rapping, DJing and beatboxing alongside traditional instruments
2. Compositions can be in conventional notation (Sibelius), Logic or lead sheet
3. Diverse range of briefs (stimuli) in Unit 2.
4. Listening paper: x8 Questions covering AOS 2,3 4 and 5 (see above). Two Questions require understanding of staff notation.
5. x1 Question in prose (mini essay)
6. Mix of multiple choice and short questions.
7. A total of 80 marks for the paper.
8. A total of 120 marks for coursework (performing and composing)

### **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. (Free lessons are provided)
- Take part in an extra-curricular music club
- Be able to analyse music using correct musical vocabulary
- Be organized and able to adhere to deadlines
- Develop current skills using music IT Software (Logic / Sibelius)

Current Year 9	Geography GCSE
Syllabus Number	8035
Exam Board	AQA
For examination in	2018 Onwards

## Course Content

### Unit 1: Living With The Physical Environment:

- 3.1.1 Section A: **The challenge of natural hazards** – Climate Change, Tectonic and Weather Hazards
- 3.1.2 Section B: **The living world** – Ecosystems, Deserts and Rainforests
- 3.1.3 Section C: **Physical landscapes in the UK** – UK landscapes, Rivers and Coasts

### Unit 2: Challenges in the Human Environment

- 3.2.1 Section A: **Urban issues and challenges**
- 3.2.2 Section B: **The changing economic world**
- 3.2.3 Section C: **The challenge of resource management** – Water issues

### Unit 3: Geographical Applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. Students will answer questions based on an issue described by a pre-release booklet and questions based on the fieldwork which they will have completed over the course of the GCSE.

## Course Structure

Year 9:

- Geographical skills
- Physical landscapes: Rivers
- Physical Landscapes: Coasts
- Living World: Hot Deserts
- Living World: Rainforests

Year 10:

- Hazards: Tectonic Hazards
- Hazards: Weather Hazards
- Urban Issues and challenges
- Fieldwork (Summer Term)

Year 11:

- The Changing Economic World
- The Challenge of Resource Management
- Unit 3 Preparation

## Assessment Information:

### 2.2 Assessments

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical applications
<b>What's assessed</b> 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills	<b>What's assessed</b> 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills	<b>What's assessed</b> 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 30 minutes</li> <li>88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))</li> <li>35 % of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 30 minutes</li> <li>88 marks (including 3 marks for SPaG)</li> <li>35 % of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>76 marks (including 6 marks for SPaG)</li> <li>30 % of GCSE</li> <li>Pre-release resources booklet made available 12 weeks before Paper 3 exam</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: answer all questions (33 marks)</li> <li>Section B: answer all questions (25 marks)</li> <li>Section C: answer any two questions from questions 3, 4 and 5 (30 marks)</li> <li>Question types: multiple-choice, short answer, levels of response, extended prose</li> </ul>	<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: answer all questions (33 marks)</li> <li>Section B: answer all questions (30 marks)</li> <li>Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)</li> <li>Question types: multiple-choice, short answer, levels of response, extended prose</li> </ul>	<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: answer all questions (37 marks)</li> <li>Section B: answer all questions (39 marks)</li> <li>Question types: multiple-choice, short answer, levels of response, extended prose</li> </ul>

Students will be assessed regularly in lessons using past exam papers as well as sitting end of topic tests every half term and PPE exams in year 10 and year 11.

## 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
- Be able to use statistical tests and interpret a range of different graphs
- Be able to write extended essay style responses to 12 mark exam questions

### **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



Year 9	IT Level 1-2 course
Syllabus Number	TLM Certificates in Open Systems and Enterprise
Exam Board	TLM
For examination in	2020

### Course Content

There is a level 1-2 course being offered at the moment by 'The Learning Machine' (TLM) in conjunction with Prodigy (who are an education company linked with the Microsoft Office Specialist certification).

Students learn how to use computers effectively, doing a number of different units.

#### **Aims of the course:**

- Developing the skills needed for employment.
- Gaining practical experience and competence with contemporary technologies including programming where appropriate.
- Increasing the capacity to transfer knowledge and skills between contexts.
- Developing practical skills in creativity and problem solving.
- Developing an understanding of the social and commercial impact of IT.
- Developing an understanding of the legal, social, economic, ethical and environmental issues raised by IT.
- Developing safe, secure and responsible practice when using IT including reducing risk.

#### **The following knowledge and understanding will be required to support learning for the qualification.**

- Demonstrate knowledge and understanding of audiences at which work is targeted.
- Understand the purpose in common applications and/or applications they have used.
- Demonstrate knowledge and understanding of strengths and weaknesses in the ways information is presented.
- Demonstrate knowledge and understanding of intellectual property.
- Know common file types and the implications of open and proprietary standards.
- Understand information flow starting with input of information, processing and output.
- Understand the costs associated with different applications including direct and indirect costs.

- Have the confidence to deal with the unfamiliar such as the code in a computer program and work out what to do.
- Understand the principles of ordered list of instructions underpinning algorithms.
- Understand abstraction as picking out common features of objects in order to simplify. E.g. A common structure for a template to input information into different systems.
- Understand the benefits of target setting for IT projects.
- Know specific characteristics of software in order to make choices of tools.
- Demonstrate a practical understanding and respect for acceptable use policies

### **Course Structure**

Students will learn how to use IT in realistic situations, with an emphasis on their application of practical skills.

They will be prepared for a multiple choice examination, on theory.

### **Assessment Information:**

Students will be assessed in two ways.

1. Practical units of IT – with a 20 hour project.
2. Multiple choice exam

### **Examination Information:**

One exam

A multiple choice exam about IT theory

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

Students will need to be able to work steadily on practical work.

They will also need to be able to do some practical tasks outside of lesson time.

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

They will need to complete homework tasks.

They will need to be able to practise IT skills outside of lessons.

Current Year 9	Computer Science GCSE
Syllabus Number	Syllabus J276
Exam Board	OCR
For examination in	2017 onwards

### Course Content

This is a GCSE which involves understanding how computers work both in terms of hardware and coding. Students will find out how different elements function, and they will also develop an understanding of how to use computational logic to develop programming solutions.

#### Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and Wireless Networks
- Network topologies, protocols and layers
- System Security
- Systems Software
- Ethical, legal, cultural and environmental concerns

#### Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation\*

#### Programming project

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

## Course Structure

This is made up of 3 units – mentioned above.

Hardware theory

Computational logic

Programming project

## Assessment Information:

**Each of the units mentioned above are assessed separately.**

Programming project – Coursework project done in Year 11, worth 20% of final mark

## Examination Information:

Hardware theory – Exam of one and a half hours worth 40% of final mark

Computational logic – Exam of one and a half hours worth 40% of final mark

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

Very good at Maths – for the first year of the course 6 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	Food & Catering Level 2 Technical Award
Syllabus Number	3725
Exam Board	AQA
For examination in	2018 onwards

### Course Content

Food and Catering is practical based course, which will enable students to develop their culinary skills. The course is structured to allow students to practise and experiment with a wide range of ingredients and cooking skills.

Skills learnt will include: Pastry making, bread making, pasta making, cake making, presenting food, culinary terminologies, making sauces, using electrical equipment

Areas of study:

- Nutrition
- Costing
- Planning
- Organisation
- Group work
- Cooking methods
- Menu planning for specific diets.
- Health, safety & Hygiene
- Portion control

### Course Structure

Over the course of the 3 years students will complete 3 units of work.

#### Unit 1: Skill demonstration

What's assessed

Learners will undertake a number of mini-projects that will allow them to be assessed against 12 core practical skills.

Learners will produce a folder of evidence of individual dishes which should be photographed for moderation purposes.

#### Unit 2: Extended making project

What's assessed

Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through Unit 3. It will also assess the transferable skill of communication.

Learners will produce a menu, production plan and sample dishes in response to the brief in addition to a small portfolio to evidence the planning and development and testing and evaluation

stages. This should be no more than 15 pages and include photographic evidence of the sample dishes for moderation purposes.

### **Unit 3: Fundamentals of food and catering What's assessed (Examination)**

Learners will be assessed on their knowledge and understanding of the following:

- meals and menu planning
- cooking methods and recipes
- commercial practice
- careers opportunities
- food hygiene and safety.

### **Assessment Information:**

#### **Non Exam Assessment 60%**

Unit 1: Skills demonstration

- 30% of overall qualification
- Internally assessed

Unit 2: Extended making project

- 30% of the overall qualification
- Internally assessed

### **Examination Information:**

Unit 3: Fundamentals of food and catering

- 40% of overall qualification
- Externally assessed
- Written exam: 1 hour 30 minutes

Questions

Section A

20 multiple choice questions (20 marks).

Section B

Mixture of short-answer and extended-response questions (76 marks).

**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.

**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 8	Construction and the Built Environment
Syllabus Number	QAN 601/0543/4
Exam Board	WJEC
For examination in	2018 onwards

### Course Content

- This course is an introduction to the Construction Industry and is based on learning through doing, theory and practical work. It is made up of units which are both theory and practical, students must pass all units in order to achieve the Award or Certificate
- A written theory exam is now compulsory
- Students will study three units
- Pupils will learn to select and identify materials to make a range of items: doors, windows, joinery as well as tiling and decorating
- The course is an ideal start for pupils that are interested in construction

### Course Structure

In Year 9

1. Learn Carpentry techniques
2. Learn Painting and Decorating techniques
3. Learn Tiling techniques

In year 10

4. Learn about Health and Safety
5. Learn about Construction Planning
6. Learn Joinery techniques

In year 11

You will complete a practical project and report worth 50% of your final grade

### Assessment Information:

You will be assessed at the end of each unit throughout the course.

You will receive either a Level 1 Pass or a Level 2 Pass, Merit or Distinction

You must meet all deadlines and there is no resubmission of work



### **Examination Information:**

There is a written exam passed on the work that will have completed for Unit 1 Health and Safety in the Construction Industry. The exam will be in the summer of year 10.

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

To be successful in this subject you will need to possess the following :

- A good grasp of practical math's (area, volume, measuring, ratio and percentage)
- To access the higher grades you should be self-motivated and be able to plan and carry out work with greater independence
- Be aware of Health and Safety in the working environment
- You need to be interested in working in the Construction Industry

### **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. You will look at case studies of construction projects or find out about regulations.

All activities are designed to help you to complete each unit or the exam.

Current Year 9	Design and Technology GCSE: Graphics Specialism
Syllabus Number	To be confirmed
Exam Board	AQA
For examination in	2019 onwards

### Course Content

GCSE Design and Technology 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 specialism 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 9 & 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.

In year 11 they will complete their design & make task. 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 NEA combines both theory and design development work and includes research, planning and evaluation work: this is worth 50% of the final mark

In May/June of year 11 students sit a written theory exam. This is worth 50% of the final mark.

## Assessment Information:

The course is assessed through two units.

### **Paper 1 / exam is worth 50% of the marks:**

#### **What's assessed**

- Core technical principles
- Specialist technical principles
- Designing and making principles

#### **How it's assessed**

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

#### **Questions**

##### **Section A – Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

##### **Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

##### **Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions including a 12 mark design question

### **NEA / Design and make task is worth 50% of the marks:**

#### **What's assessed**

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

#### **How it's assessed**

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

#### **Assessment criteria:**

- Investigating
- Designing
- Making
- Analysing and Evaluating

### **Examination Information:**

Paper 1 is sat in May/June of year 11 and is worth 50% 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	Design and Technology GCSE (Resistant Materials specialism)
Syllabus Number	Awaiting accreditation
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 three design/make projects in year 9 and 10 concentrating on the 3 main materials (wood, plastic, metal).

The major project (Non examination assessment) will start at the summer term in year 10 and will continue until the end of the spring term in year 11. This is worth 50% of final mark.

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 NEA combines both theory and design development work and includes research, planning and evaluation work: this is worth 50% of the final mark

In May/June of year 11 students sit a written theory exam. This is worth 50% of the final mark.

### Assessment Information:

The course is assessed through two units.

**Paper 1 / exam is worth 50% of the marks:**

**What's assessed**

- Core technical principles
- Specialist technical principles
- Designing and making principles

**How it's assessed**

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

**Questions**

**Section A – Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

**Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

**Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions including a 12 mark design question

**NEA / Design and make task is worth 50% of the marks:**

**What's assessed**

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

**How it's assessed**

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

**Assessment criteria:**

- Investigating
- Designing
- Making
- Analysing and Evaluating

### **Examination Information:**

A written exam 2 hours long, 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 these exam questions to complete. These exam questions will give you better exam technique as well as reinforcing the subject knowledge you learn in class.

Current Year 9	Design and Technology GCSE: (Textiles Specialism)
Syllabus Number	To be confirmed
Exam Board	AQA
For examination in	2019 onwards

### 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 9 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.

In Year 10 students will complete a third project that might be based around mass production and fashion or costume.

In Year 11 they will complete their design & make task. 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 NEA combines both theory and design development work and includes research, planning and evaluation work: this is worth 50% of the final mark

In May/June of Year 11 students sit a written theory exam. This is worth 50% of the final mark. 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.

The final exam takes place in May/June of Year 11.

## Assessment Information:

The course is assessed through two units.

### **Paper 1 / exam is worth 50% of the marks:**

#### **What's assessed**

- Core technical principles
- Specialist technical principles
- Designing and making principles

#### **How it's assessed**

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

#### **Questions**

##### **Section A – Core technical principles (20 marks)**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

##### **Section B – Specialist technical principles (30 marks)**

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

##### **Section C – Designing and making principles (50 marks)**

A mixture of short answer and extended response questions including a 12 mark design question

### **NEA / Design and make task is worth 50% of the marks:**

#### **What's assessed**

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

#### **How it's assessed**

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks

- 50% of GCSE
- **Assessment criteria:**
- Investigating
- Designing
- Making
- Analysing and Evaluating

### **Examination Information:**

The exam is two hours long and worth 50% of all marks. 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.

Current Year 9	Photography GCSE
Syllabus Number	8206/C 8206/X
Exam Board	AQA
For examination in	2017 onwards

### Course Content

The course is divided into two components –Component 1, the Portfolio/coursework element and Component 2, the Externally Set Assignment which is on a theme set by the Examining board (AQA). The Portfolio consists of a selection of work resulting from trials and experiments, skills based workshops and mini-projects to help develop an understanding of the technology and techniques used in Photography. These skills are transferred into two main projects – Nature Into Abstraction and Identity/Portraiture. These are started in the second half of year 9 and continue through into 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 Slinkachu, Stimpson, Halsman, Lichfactor, 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.

### Course Structure

Component 1: Portfolio

Component 2: Externally Set Assignment

### Assessment Information:

Component: 1 - Portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade.

Component: 2 - Externally Set Assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.

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.

### **Examination Information:**

Component 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 8	English Language GCSE
Syllabus Number	8700
Exam Board	AQA
Examination from	2017 onwards

### Course Content

GCSE English Language equips students to respond to previously unstudied texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 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	English Literature GCSE
Syllabus Number	8702
Exam Board	AQA
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 19<sup>th</sup> 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 19<sup>th</sup> 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	Media Studies GCSE
Syllabus Number	8572
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: television, advertising, music and film promotion; social media; film genre music videos and video games. Students are able to produce their own projects as diverse as a short film, music video, video games, etc.

### Course Structure

Year 9 takes a project-based approach that will cover key media theories and production skills in at least the following media: moving image (TV/film/music video), print production (magazines/advertising), video games.

Year 10 covers concepts such as key media representations, media audiences and media industries (Exam paper 1); students will also prepare for coursework based on a brief set by the exam board (e.g. make a media product that engages with the concept of bullying).

Year 11 begins with the main piece of production coursework before moving onto exam work, which focuses on media language and contexts (Exam paper 2).

### Assessment Information:

35%: Paper 1 (examined end of Y11)

35%: Paper 2 (examined end of Y11)

30%: Non-exam assessment (coursework)

### **Examination Information:**

A combination of shorter, knowledge-based questions and longer *close study* questions. You will prepare the close study topics before the exam, based on what is learned in class. There will also be analysis of 'unseen' media products and questions based on media themes (like celebrities, media violence and the 'post-truth' era)

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

- Love discussing and writing about different media products (e.g. TV, games, social media)
- Have an inquiring mind.
- Have an interest in the media and how it affects your life.
- Be prepared to learn new practical skills, Photoshop, Adobe Premier, Unity game engine, 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, filming and designing games.

Current Year 8	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: AO1-Use and apply standard techniques, AO2-Reason, interpret and communicate mathematically, and AO3-Solve problems within mathematics and in other contexts
- Much of the content
- Problem solving

#### 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

The new curriculum will see an increased emphasis on problem-solving and the key mathematical concepts that relate to rates of change and proportionality. Some traditionally higher material content has been moved down to foundation level and some additional content introduced as outlined above.

## Course Structure

Maths will be taught as one continuous 5 year progression from Year 7 to Year 11.

## 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

## Examination Information:

Students will sit examinations at the end of the course. They will sit three exams of 1 hour 30 minutes each, 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, up from 3.5 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?

The scheme of work has been updated so that it contains all the new content. The course now has a continuous a five year structure to reflect that the learning of mathematics should be continuous progression from Year 7 to Year 11 (and beyond).

A number of staff have attended external training on the new curriculum and this has been shared with the department in meetings and school INSET

In school the team continue to research and train each other with regards to the new areas of the curriculum and how to best deliver to students. There has been an increased emphasis on problem-solving to develop confidence in application of mathematical skills using different teaching styles to encourage independence and thinking skills, and in the form of explicit problem-solving tasks undertaken in lessons.

It is important that students are secure in key areas before progressing to more challenging concepts in the new curriculum and therefore assessment in lessons (at the end of topics and each half term) will focus in detail on what students need to do to improve before moving on. Some key work this year has been on the development of robust assessments to support teaching and student learning in this way.

Current Year 9	Latin GCSE
Syllabus Number	C990P
Exam Board	DuQAS
For examination in	2018 onwards

### Course Content

The course is split into three components

#### **Latin language: 50% of the qualification**

Students learn Latin grammar and vocabulary to enable them to answer comprehension questions and write a translation from Latin into English on an unfamiliar story. There is also an element worth 10% of this component, which requires students to translate from English into Latin.

#### **Latin literature and sources: 30% of the qualification**

Students apply their linguistic knowledge, cultural understanding and literary analysis skills to a selection of authentic texts and other cultural based materials on a common theme.

#### **Roman Civilisation: 20% of the qualification**

Students will develop a solid knowledge in specified aspects of Roman Civilisation using literary and archaeological sources.

### Course Structure

In years 9 and 10 students focus on linguistic study, the language course follows the Cambridge Latin Course.

In year 11 students cover the content for the Civilisation and Literature components.

### 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:

All 3 components are assessed by final exam at the end of year 11

– Latin Language

**Written Paper: 1 hour 30 mins**

-Latin Literature and sources (themes)

**Written Paper: 1 hour 15 mins**

Roman Civilisation

**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 centred on work completed at home.

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

Current Year 8	PE AND SPORT
Syllabus Number	J086 & 600/4779/3
Exam Board	OCR/EDEXCEL
For examination in	2020 onwards

### Course Content

PE and Sport 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 BODY SYSTEMS
- SPORTS PSYCHOLOGY
- 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

In Yr 9, all students will begin on the same pathway learning about fitness testing and training, practical sports performance, anatomy and physiology and sports leadership. These topics will be assessed via written exams and practical performances. Based on the outcomes of these rigorous assessments over the first two terms of Yr 9, a decision will be agreed upon between teacher, pupil and parent about the most suitable pathway for the student to continue along.

**Pathway 1** will involve working towards a GCSE qualification which consists of a set of theory exams that account for 70% of the overall final grade. The remaining 30% will be assessed via practical performance in 3 different sports.



**Pathway 2** will involve working towards a BTEC level 2 qualification (GCSE equivalent) which consists of 75% coursework and 25% exam. In generally terms, the content of both courses is quite similar but the nature of how they are assessed is the key difference. It is important to note that both courses are accredited by the Qualifications Curriculum Framework (QCF), and are recognised as equivalent by sixth form colleges and universities alike.

### Assessment Information:

**Pathway 1:** Although 30% of the assessment is practical (performance in 3 different sports), a large part of the teaching will be classroom based in order to prepare you for the examination which comprises 70% 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.

**Pathway 2:** 75% coursework. This will include both theory and practical assignments. 25% theory exam on Fitness for Sport and Exercise. (This can be re-taken on demand).

### Examination Information:

#### **PATHWAY 1:**

- 2hr theory exam paper
- Written controlled assessment: Analysis of Performance
- Practical performance in 3 different sports

#### **PATHWAY 2:**

- 25% theory exam
- 75% coursework

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

It is important that students are taking part in a range 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.

Attendance to extracurricular clubs. Play at least three 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

- Specifically for pathway 2, it is important that you are well organised to meet assignment deadlines

**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)

Year 8	Science Overview
Syllabus Number	See below
Exam Board	AQA
For examination in	<b>2018 onwards</b>

Pupils will all start GCSE Science in year 9 following the new GCSE Science programme of study. There are no more Controlled Assessments in the new GCSE examinations. Practical skills and understanding is assessed within the written examinations. Under the new rules, all examinations will be sat at the end of year 11.

### **Single Science Pathway (also known as Triple Sciences)**

#### **3 Science GCSEs**

**Examined as 6 papers – each paper lasting 1:45mins.**

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 topics.

### **Combined Science “Trilogy” Pathway (formerly called Core and Additional)**

#### **2 Science GCSEs**

**Examined as 6 papers - each paper lasting 1:15mins.**

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.

Current Year 8	GCSE Biology, GCSE Chemistry, GCSE Physics “Single Science Pathway” or “Triple Sciences”
Syllabus Number	8461, 8462, 8463
Exam Board	AQA
For examination in	2018 onwards

### Course Content

Biology Units	Chemistry Units	Physics Units
B1 Cell Biology	C1 Atomic structure	P1 Forces
B2 Organisation	C2 Bonding	P2 Energy
B3 Infection and response	C3 Quantitative chemistry	P3 Waves
B4 Bioenergetics	C4 Chemical changes	P4 Electricity
B5 Homeostasis and response	C5 Energy changes	P5 Magnetism
B6 Inheritance and evolution	C6 Rates of reaction	P6 Particle model of matter
B7 Ecology	C7 Organic chemistry	P7 Atomic structure
	C8 Chemical analysis	P8 Space physics
	C9 Chemistry of the atmosphere	
	C10 Using resources	

For more information go to:

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

### Course Structure:

Content taught over 3 years from the beginning of year 9.

### **Assessment Information:**

There are 2 examinations taken in June of year 11 for Biology  
There are 2 examinations taken in June of year 11 for Chemistry  
There are 2 examinations taken in June of year 11 for Physics

All pupils doing Single Sciences would be expected to sit papers at the higher tier.

Grades Awarded

Higher only	9,8,7,6
Higher and Foundation	5,4
Foundation only	3,2,1

### **Examination Information:**

Each paper is 1 hour and 45 minutes. Calculators are permitted in examinations. Candidates are required to memorize most equations.

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

More subject content has come down from A level – in particular within Physics units.  
No more Controlled Assessments – practical skills examined within the written papers.  
The courses are linear and all exams are taken at the end of year 11.

### **How has the department prepared for the new GCSE?**

We are re-writing our Schemes of Work for the new specification.

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

Current Year 8	GCSE Combined Science: Trilogy
Syllabus Number	8464
Exam Board	AQA
For examination in	2018 onwards

### Course Content

Biology Units	Chemistry Units	Physics Units
B1 Cell Biology	C1 Atomic structure	P1 Forces
B2 Organisation	C2 Bonding	P2 Energy
B3 Infection and response	C3 Quantitative chemistry	P3 Waves
B4 Bioenergetics	C4 Chemical changes	P4 Electricity
B5 Homeostasis and response	C5 Energy changes	P5 Magnetism
B6 Inheritance and evolution	C6 Rates of reaction	P6 Particle model of matter
B7 Ecology	C7 Organic chemistry	P7 Atomic structure
	C8 Chemical analysis	
	C9 Chemistry of the atmosphere	
	C10 Using resources	

Please note that some of the content from the Separate Science is not assessed in Combined Sciences.

For more information go to <http://www.aqa.org.uk/subjects/science/new-science-gcse-specifications>

### Course Structure

Content taught over 3 years from the beginning of Year 9.

### Assessment Information:

There are 6 examinations for GCSE Combined Science: Trilogy each lasting 1 hour and 15 minutes

#### Grades Awarded

Higher only	9,8,7,6
Higher and Foundation	5,4
Foundation only	3,2,1

Pupils may either sit papers at the Higher or Foundation tier.

#### **Examination Information:**

Each paper is 1 hour and 15 minutes. Calculators are permitted in examinations. Candidates are required to memorize most equations.

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

More subject content has come down from A level – in particular within Physics units.  
No more Controlled Assessments – practical skills examined within the written papers.  
The courses are linear and all exams are taken at the end of year 11.

#### **How has the department prepared for the new GCSE?**

We are re-writing our Schemes of Work for the new specification.

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

Current Year 9	History GCSE
Syllabus Number	8145
Exam Board	AQA
For examination in	2019 onwards

### Course Content

#### Paper 1: Understanding the Modern World

Unit1: Conflict and Tension 1894-1918

Unit2: America 1920-1973 Opportunity and Inequality

Paper 2: Shaping the Nation

Unit 3 Britain Health and people

Unit4/5 Elizabethan England C1568-1603 including study of the historic environment

### Course Structure

#### Year 9

Skills Building Conflict and Tension

#### Year 10

America: Opportunity and Inequality

Britain: Health and People

#### Year 11

Elizabethan England Including the Historic Environment

### Assessment Information:

- The subject is assessed by two written exams



### **Examination Information:**

Two written exams

- Paper 1: Understanding the Modern World
- Written paper – 1 hour 45 minutes- 84 marks 50% of the GCSE
- Paper 2 Shaping the Nation
- Written paper- 1 hour 45 minutes- 84 marks 50% of the GCSE

### **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	RE GCSE
Syllabus Number	8062 A
Exam Board	AQA
For examination in	2017 onwards

### Course Content

The subject at GCSE reflects the importance religion can play in a modern society. The two main religions we will be focusing on are Christianity and Islam, however there will be opportunity to explore Buddhism in the thematic study. The course tackles religious and secular perspectives on a range of moral and social issues and also explores humanistic and atheist beliefs. Religious Studies is accessible to persons of any religious persuasion or none.

#### Areas of study:

**The study of beliefs, teaching and practices of Christianity and Islam.**

**Religious, philosophical and ethical studies the four themes exploring through Christianity, Islam and another religion of their choice:**

#### **Theme B: Religion and life**

- This theme explores science and religion; how they compare and how they clash, especially on ideas about the origins of the Universe and life.
- The value of the world, including environmental issues and animal rights.
- The value of human life, including issues of euthanasia and abortion.

#### **Theme D: Religion, peace and conflict**

- Religious beliefs and attitudes towards peace, justice, forgiveness and reconciliation.
- Religious beliefs and teachings about violence and terrorism, both of which some religious and non-religious people are involved in.
- Beliefs and teachings about war itself and attitudes to conflict and fighting war, including when religious believers will go to war.
- Religious attitudes to peace, including how individuals have fought for peace and how religions support victims of war.

#### **Theme E: Religion, crime and punishment**

- What we mean by crime and why people commit crimes, including the idea of evil people and action, and the way society deals with offenders.
- Impact of crimes, the suffering they cause, and how we should help victims of crime.
- Idea of punishment and the debate about the death penalty.
- Religious teachings and belief about human nature, repentance and forgiveness.

#### **Theme F: Religion, human rights and social justice.**

- Human rights – what are they, why we should have them and how religious people may view them.
- The issue of prejudice – what it is and why it may happen; religious attitudes to prejudice and discrimination, both generally and in specific situations.
- Poverty both in the UK and across the world; why there is poverty; exploitation of the poor; religious attitudes to poverty and helping those in poverty.

## Course Structure

### Year 9:

- Religion and Science
- Theme F: Religion, human rights and social justice.
- Beliefs, teaching and practices.

### Year 10:

- Beliefs, teaching and practices.
- Theme F: Religion, human rights and social justice.
- Theme B: Religion and life
- Theme D: Religion, Peace and Conflict

### Year 11:

- Theme D: Religion, Peace and Conflict
- Theme E: Religion, Crime and Punishment
- Revision and preparing for the GCSE.

## Assessment Information:

You will be assessed throughout the course with tests at the end of every half term, in the form of peer assessment, self assessment and teacher assessment. You will also be assessed on a project based on the religious aspects or the thematic aspect of the course (this is not a formally assessed piece of work, but builds on the skills necessary for the course.)

## Examination Information:

Two written examinations = 1 hour 45 minutes each assessing 50% of the course content. There will be multiple choice, short answer and essay questions in both exams.

### **Paper 1: Beliefs, teachings and practices of two religions**

Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48. Paper 1 = 96 marks (plus 5 marks for spelling, punctuation and grammar)

### **Paper 2: Religious, philosophical and ethical studies themes (four themes)**

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.

Paper 2 = 96 marks (plus 5 marks for spelling, punctuation and grammar) Total marks: 202

## 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.

- You will need to read around topics by watching the news, reading the news and debating the news.
- Be interested in what's happening in the world and how current affairs are affected by personal belief systems
- You will need to be prepared to discuss and debate issues.
- You will need to be organised and be able to work independently and within a group.
- Good writing skills
- You will need to be keen to practise skills such as negotiation, collaboration, discussion and debate.

### Career paths:

If you are thinking about taking an A-level in RE, History, English, Philosophy & Ethics, Sociology, Government & Politics or Law, this would be a good subject for you.

Religious Studies is a relevant qualification for any job which involves working with other people but is especially relevant if you are interested in a career as a police officer, social worker, teacher, doctor/nurse, and working in the armed forces.

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

You will be expected to complete 60 minutes of homework every week. Students must complete homework at the times that it is set and catch up on any work and/or homework they have missed due to absences. 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.