

STOKE NEWINGTON SCHOOL & SIXTH FORM

**YEAR 8 OPTIONS
SUBJECT INFORMATION BOOKLET 2019/20**



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Core subjects

Subjects must be taken by all students are English language, mathematics and two sciences.

Subject	English Language GCSE
Syllabus Number	8700
Exam Board	AQA
Course Content	
<p>GCSE English language equips students to respond to previously unstudied texts from the 19th, 20th and 21st centuries and to write effective pieces of fiction and non-fiction.</p> <p>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.</p>	
Course Structure	
<p>In order to help ensure that all pupils have a thorough and confident understanding of the skills required and how best to approach the exams, English language is covered in explicit units which are revisited throughout the course until the end of the Year 11. This allows pupils time to consolidate their understanding and gives them frequent opportunities to address their areas for development.</p> <p>As there is some overlap in terms of the key skills developed by pupils with English literature, these two courses are sometimes also taught simultaneously.</p>	
Assessment Information	
<p>The course is assessed by two exams in the summer of year 11. There is no controlled assessment or course work. Students are assessed on key skills for reading and writing and are given a supplementary award for spoken language.</p> <p>Reading: critical reading and comprehension of a range of text types; summary and synthesis; evaluation of a writer's choice of vocabulary, form and structural features.</p> <p>Writing: producing clear and coherent texts in a range of styles; writing for impact and to engage the reader; vocabulary, spelling and grammar.</p> <p>In order to help ensure that pupils are well prepared for their final exams, pupils regularly benefit from extended writing practice and teacher feedback on how to improve their responses.</p>	
Examination Information	
<p>Students will be examined at the end of the course. There will be two exams:</p> <ol style="list-style-type: none">1. Creative reading and writing 1 hour 45 minutes2. Non-fiction reading and writing 1 hour 45 minutes	

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

- ✓ Read a variety of text types, including broadsheet newspapers and fiction, at home in order to develop vocabulary and resilience for unseen texts.
- ✓ Know and revise key subject terminology throughout the duration of the course.
- ✓ One of the unseen texts on paper 2 will be from the 19th century, so there will be some complex vocabulary and archaic language. The more pupils are familiar with 19th century texts, such as novels by Charles Dickens, the more prepared they will be.

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

- ✓ Complete all homework tasks to the best of your ability.
- ✓ Read a broad range of challenging text types.

Subject	English Literature GCSE
Syllabus Number	8702
Exam Board	AQA
Course Content	
GCSE English literature specifications have an 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 th century novel; a range of poetry written from 1789, including Romantic poetry; British fiction or drama.	
Course Structure	
<p>English literature is covered in explicit units which are revisited throughout the course until the end of the year 11. This allows pupils time to consolidate their understanding and gives them frequent opportunities to address their areas for development. All set texts are covered initially by the end of year 10, allowing time for impactful revision and consolidation of ideas.</p> <p>As the course is linear (assessed by terminal exams, with no coursework or controlled assessment) there are regular exam-style assessments in our curriculum to ensure students get sufficient practice and feedback.</p> <p>As there is some overlap with English language, these two courses will be taught simultaneously.</p>	
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	
<p>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.</p> <p>Paper 1: Shakespeare and 19th Century Novel 1 hour 45 minutes</p> <p>Paper 2: Modern British text and Poetry 2 hours and 15 minutes</p>	
What do you have to do to be successful in this subject?	
<ul style="list-style-type: none"> ✓ Be resilient when it comes to reading challenging texts. ✓ Be proactive about learning the plot, characters and themes if a text is particularly challenging. ✓ Consider carefully what the writer's purpose may have been in writing the texts. ✓ Learn quotes independently as the exams are 'closed book', meaning that pupils will need to know key quotations in advance. ✓ Understand that Years 9 and 10 are very important years for being ready to succeed in Year 11. ✓ Know the social and cultural contexts of the set texts. 	

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

- ✓ Complete all homework tasks to the best of your ability
- ✓ Read the set texts independently at home in order to ensure a confident understanding of plot, characters and themes.
- ✓ Learn quotes off by heart- the exams are 'closed book'.
- ✓ Revise set texts and key quotes from the beginning of year 10.



Subject	Mathematics GCSE
Syllabus Number	1MA1
Exam Board	Edexcel

Course Content

There are three assessment objectives for mathematics GCSE:

AO1-Use and apply standard techniques

AO2-Reason, interpret and communicate mathematically

AO3-Solve problems within mathematics and in other contexts

Topics include:

- 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 e.g. velocity-time
- Equation of a tangent to a circle at a given point

Students will learn and are expected to know these formulae:

- Quadratic formula
- Circle formulae
- Pythagoras's theorem
- Trigonometry formulae for right angled triangles
- Sine rule, cosine rule and area formula

The curriculum has an emphasis on problem-solving and the key mathematical concepts that relate to rates of change and proportionality.

Course Structure

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

Assessment Information

There are three examinations taken in June of year 11, two calculator papers and one non-calculator paper.

The balance of the assessment objectives is as follows:

A01 45-55 A01 40% 50%	A01: Use and apply standard techniques
A02 25-35 A02 30% 25%	A02: Reason, interpret and communicate mathematically
A03 15-25 A03 30% 25%	A03: Solve problems within mathematics and in other contexts

Examination Information

Students will sit examinations at the end of the course. They will sit three exams of 1 hour 30 minutes each, two calculator papers and one non-calculator paper.

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

Students need to be punctual and engaged in learning. Both classwork and homework should be completed with effort. The most successful students are resilient problem solvers, proactive and take ownership of their learning in mathematics. They seek advice from teachers, peers and online resources to develop their understanding of the subject.

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

Students will be given weekly homework in mathematics. At least one of these a fortnight will be a written piece of work. Homework should be completed on time and in full, with extension tasks attempted. In year 11, students will be given a fortnightly exam paper and access to an online database of exam style questions to enable them to practise at home and build their confidence with the GCSE.

The following websites can be used to support home learning:

- <http://www.hegartymaths.co.uk/>
- <http://www.mymaths.co.uk/>

Science GCSE

There are two possible pathways for GCSE sciences:

Single Science Pathway (also known as Triple Sciences) Three Science GCSEs

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. Students will be offered the single science pathway and those who take it up must pick it as one of their four options.

Combined Science “Trilogy” Pathway Two Science GCSEs

Pupils will get eight 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.

Subject	GCSE Biology, GCSE Chemistry, GCSE Physics 'Single Science Pathway' or 'Triple Sciences'	
Syllabus Number	8461, 8462, 8463	
Exam Board	AQA	
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 is taught over three years from the beginning of year 9.		
Assessment Information		

There are two examinations taken in June of year 11 for biology.
There are two examinations taken in June of year 11 for chemistry.
There are two examinations taken in June of year 11 for physics.

Examination Information

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

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

Getting things wrong is part of being a good scientist. Work really hard and don't give up. Enjoy the process of scientific investigation and discovery!

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

Exam questions
Work related to required practicals
Revision



Subject	GCSE Combined Science: Trilogy
Syllabus Number	8464
Exam Board	AQA

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 the topic list is the same as for the single sciences, but some of the content from the single sciences is not assessed in combined science.

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

Course Structure

Content is taught over three years from the beginning of year 9.

Assessment Information

There are six examinations for GCSE combined science, each lasting 1 hour and 15 minutes. 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 memorise most equations.

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

Getting things wrong is part of being a good scientist. Work really hard and don't give up. Enjoy the process of scientific investigation and discovery!

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

Exam questions
Work related to required practicals
Revision

Option subjects

Subject	Citizenship GCSE
Syllabus Number	4105
Exam Board	AQA

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 on four themes:

Theme 1 Life in Modern Britain: identity, diversity, migration, tax, government spending, the media, the role of NGOs, 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: Students investigate a citizenship issue of their choice and set up a campaign; it involves research, action and reflection. 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

Introduction to Citizenship

- Developing students' understanding of citizenship concepts and skills through the four themes specified above.
- Enquiry into topical issues and current affairs.
- Student action: Campaign on an issue they are passionate about.

Year10

- Theme 1: Life in modern Britain
- Theme 2 Rights and responsibilities
- Theme 3: Politics and participation

Year 11

- Theme 3: Politics and participation
- Theme 4: Active citizenship and pre-released topic
- Student action: Campaign on an issue they are passionate about
- Revision

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%
- Student 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 the 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 or Home Office.
- Welfare rights worker
- Political/social documentary maker/director



Subject	Art GCSE
Syllabus Number	1ADO/01, 1ADO/02
Exam Board	Edexcel

Course Content

The course is divided into two components:

Component 1: Personal Portfolio

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 11. Research and development of ideas is carried out in the sketchbook and themes are developed through drawing, printmaking, photography, painting, mixed media and sculpture. Students also have the opportunity to visit galleries and museums.

Students are continually kept informed about their progress and prepared for the end of component 1: personal portfolio, by ongoing classroom feedback.

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 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 your 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.



Subject	Languages GCSE (French/Spanish/Turkish)
Syllabus Number	1FR0. 1SP0, J737
Exam Board	Edexcel

Course Content

- Identity and culture: me/my life and family/where I am from/relationships/friendships etc.
- The local area, holidays 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
-

Course Structure

A01	Listening: Understand and respond to different types of spoken language	25%
A02	Speaking: Communicate and interact effectively in speech	25%
A03	Reading Understand and respond to different types of written language	25%
A04	Writing Communicate and interact effectively in writing	25%

Assessment Information:

Students will have a class summative assessment every half term, focusing on one of the four 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 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 practise 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 in a shorter period of time.

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

Subject	Music GCSE
Syllabus Number	J536
Exam Board	OCR
Course Content	
<p>GCSE music caters for all musicians from any musical background. It's not essential to be able to read music or have completed grades in your instrument of choice, you just need to be willing to perform and create your own compositions. All students taking music for GCSE will get priority for instrumental and vocal lessons in school.</p> <ul style="list-style-type: none"> • Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used. • Develop composing skills to organise musical ideas and make use of appropriate resources. • Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music. • Broaden musical experience and interests, develop imagination and foster creativity. • Develop knowledge, understanding and skills needed to communicate effectively as musicians. • Develop awareness of a variety of instruments, styles and approaches to performing and composing. • Develop awareness of music technologies and their use in the creation and presentation of music. • Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology. 	
Course Structure	
<p>My Music Learners should study their instrument, which may be any of the following – any instrument, voice, DJ-ing, sequencing (realisation using ICT).</p> <p>The Concerto Through Time Learners study the concerto and development from 1650–1910 through to the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto, and the Romantic Concerto.</p> <p>Rhythms of the World Learners study the traditional rhythms from four geographical regions of the world including – India and Punjab, Eastern Mediterranean and Middle East, Africa, and Central and South American.</p> <p>Film Music Learners study a range of music used for films and video games.</p> <p>Conventions of Pop Learners study a range of popular music including: solo artists from 1990 to present day, rock n roll of the 50s and 60s, rock anthems of the 70s and 80s, and pop ballads of the 70s, 80s and 90s.</p>	
Assessment Information:	

Integrated Portfolio (30% of total GCSE)	Practical Component (30% of total GCSE)	Listening and Appraising (40% of total GCSE)
<ul style="list-style-type: none"> Performance on the learner's chosen instrument Composition to a brief set by the learner. 	<ul style="list-style-type: none"> Ensemble performance (minimum 1 minute). Composition to an OCR set brief (min 3 minutes). 	<ul style="list-style-type: none"> A 1 hour 30 minutes written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the areas of study.

Examination Information:

Unit 1: Integrated Portfolio 30 %
Recording of one solo performance and one composition decided by the pupil. 60 marks.

Unit 2: Practical component 30%
One ensemble performance (two or more players) and one composition to a 'brief' set by exam board. 60 marks.

Unit 3: Listening & Appraising 40%
1½ hour written exam. Unheard music from areas of study 2, 3, 4 and 5. 80 marks.

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

- Take part in an extra-curricular music club
- Be able to analyse music using correct musical vocabulary
- Be organised and able to adhere to deadlines



Subject	Geography GCSE
Syllabus Number	8035
Exam Board	AQA
Course Content	
<p>Unit 1: Living with the physical environment</p> <ul style="list-style-type: none"> 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 <p>Unit 2: Challenges in the human environment</p> <ul style="list-style-type: none"> 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 <p>Unit 3: Geographical applications</p> <p>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.</p>	
Course Structure	
<p>Year 9:</p> <ul style="list-style-type: none"> Geographical skills Physical landscapes: Rivers Physical landscapes: Coasts Living world: Hot deserts Living world: Rainforests <p>Year 10:</p> <ul style="list-style-type: none"> Hazards: Tectonic hazards Hazards: Weather hazards Urban issues and challenges Fieldwork (summer term) <p>Year 11:</p> <ul style="list-style-type: none"> 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
What's assessed 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		What's assessed 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		What's assessed 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) 35 % of GCSE 		How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPaG) 35 % of GCSE 		How it's assessed <ul style="list-style-type: none"> Written exam: 1 hour 15 minutes 76 marks (including 6 marks for SPaG) 30 % of GCSE Pre-release resources booklet made available 12 weeks before Paper 3 exam
Questions <ul style="list-style-type: none"> Section A: answer all questions (33 marks) Section B: answer all questions (25 marks) Section C: answer any two questions from questions 3, 4 and 5 (30 marks) Question types: multiple-choice, short answer, levels of response, extended prose 		Questions <ul style="list-style-type: none"> Section A: answer all questions (33 marks) Section B: answer all questions (30 marks) Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) Question types: multiple-choice, short answer, levels of response, extended prose 		Questions <ul style="list-style-type: none"> Section A: answer all questions (37 marks) Section B: answer all questions (39 marks) Question types: multiple-choice, short answer, levels of response, extended prose

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 organise your own data collection and investigation – manage your time and organise 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.

Subject	Computer Science GCSE
Syllabus Number	J276
Exam Board	OCR
Course Content	
<p>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.</p> <p>Computer systems</p> <ul style="list-style-type: none"> • Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • Systems software • Ethical, legal, cultural and environmental concerns <p>Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation <p>Programming project</p> <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions 	
Course Structure	
<p>The course is made up of three units – mentioned above.</p> <p>Hardware theory Computational logic Programming project</p>	

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. 40% of final mark.

Computational logic: Exam of one and a half hours. 40% of final mark.

Coursework: 20%

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

Be very good at maths. For the first year of the course you should be a grade 6 minimum.

Be able to spend time solving problems.

Students just using lesson time cannot complete this course successfully.

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.

Subject	Food Preparation and Nutrition GCSE
Syllabus Number	8093
Exam Board	Eduqas/WJEC

Course Content

The new Food Preparation and Nutrition GCSE is an exciting and creative course which covers food commodities, practical cooking skills and methods, nutrition and the science behind cooking. The course will also ensure that students develop an understanding of the relationship between diet and health, food provenance and the factors affecting food choice, the working characteristics of food ingredients and food safety and hygiene. Students will learn about culinary traditions and cuisines from around the world.

Areas of study:

Food commodities
Principles of Nutrition
Diet and Good Health
The science of food
Where food comes from
Cooking and food preparation

This course is for students who are interested in the food industry, nutrition, 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 using a range of techniques, it will also teach students the science behind food and nutrition. Students learn a wide variety of culinary skills, how to present and serve food. They also learn about the environmental, ethical and economic effects of food preparation. Students will sometimes have to supply additional ingredients on top of the basic ones the school supplies. They are expected to take their food home, taste and evaluate it.

Course Structure

In year 9 and 10 students will work practically to build a range of essential food preparation skills as required by the specification.

Students will learn the theory for nutritional needs and health, they will test, analyse and evaluate their findings.

In year 10 students will complete mock non-examination assessments in preparation for year 11. For example task 1 might be to investigate the use of raising agents in baked products. Task 2 might be to plan, prepare and cook a range of dishes from the Mediterranean traditions.

Year 11

Students will complete their non-examination assessments this year, task 1 in the autumn term and task 2 in the spring term. For each task students will be able to select from a choice of two tasks set externally by the exam board. Both tasks will require written coursework which is made up of research, investigating, trialling, time planning, analysing and evaluating.

In May/June of year 11 students will sit a written theory exam with 50% of the final mark.

Assessment Information

Non exam assessment 50%

Task 1: The Food Investigation (Food Science) (15%)

Task2: The Food Preparation Assessment (35%) 20 hours

Single Examination Paper 50% 1 hour 45min

Examination Information

Single examination paper: 50% 1 hour 45min

Section A: Visual stimulus question about food preparation and techniques.

Section B: Eight questions of up to 14 marks each, applying knowledge in different formats.

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

- Have an interest healthy eating and nutrition
- Enjoy preparing, cooking and serving food
- Have an interest in the science of food and the working characteristics of ingredients
- Be interested in how food is produced and where it comes from
- Enjoy tasting and cooking new foods

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

- Practise exam questions
- Carry out research into recipes, ingredients and processed foods
- Cook healthy nutritious food at home as much as possible
- Experiment with flavours and ingredients
- Keep a food diary of your cooking and eating experiences
- Watch and learn from cookery shows on tv



Subject	Design and Technology GCSE: Graphics specialism
Syllabus Number	8552
Exam Board	AQA

Course Content

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. Within the core technical content there is an increased emphasis on the application of maths and science and students will be required to understand the properties and uses of a range of materials used across all the design and technology material areas.

Students will learn 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 and computer aided design, branding and 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 and 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 and 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. This non-exam assessment 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

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

Non-exam assessment / 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: 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 two 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



Subject	Design and Technology GCSE: Resistant Materials specialism
Syllabus Number	8552
Exam Board	AQA
Course Content	
<p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. Within the core technical content there is an increased emphasis on the application of maths and science and students will be required to understand the properties and uses of a range of materials used across all the design and technology material areas.</p> <p>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.</p>	
Course Structure	
<p>There will be three design/make projects in year 9 and 10 concentrating on the three 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.</p> <p>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.</p>	
Assessment Information	
<p>The course is assessed through two units.</p> <p>Paper 1 / exam is worth 50% of the marks:</p> <p>What's assessed</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours • 100 marks, 50% of GCSE <p>Section A – Core technical principles (20 marks)</p>	

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

Non-examined assessment / 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 two 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?

- Enjoy working with woods, metals and plastics
- Be confident using tools and machinery
- Be able to draw both freehand and technically
- Be inventive and creative
- Have an interest in sustainability and ethical design issues
- 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, you will be given exam questions to complete. These exam questions will give you better exam technique as well as reinforcing the subject knowledge you learn in class.

Subject	Art and Design: Textiles specialism
Syllabus Number	8204
Exam Board	AQA

Course Content

This is an exciting and creative course that involves the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students are required to work in one or more area(s) of textile design, such as those listed below:

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

They may explore overlapping areas and combinations of areas.

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, using a range of equipment and technology. 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 design and manufacturing industry, technological developments, environmental issues and sustainability in relation to manufacture and use of a range of product and materials. 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 showcasing designs and creations.

Course Structure

Component 1: Personal portfolio

Component 2: Externally set assignment

In year 9 students complete two practical projects based around textiles, fashion and interior design. They will learn a range of skills, processes and techniques that they can

apply to their portfolio unit over years 10 and 11. From January till May of year 11 students will complete the externally set assignment.

Assessment Information

Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study: No time limit: 60% of GCSE

Component 2: Externally set Assignment: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives: Preparatory period followed by 10 hours of supervised time : 40% of GCSE

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?

- 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.

Subject	Photography GCSE
Syllabus Number	8206/C 8206/X
Exam Board	AQA
Course Content	
<p>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).</p> <p>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.</p> <p>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.</p> <p>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>Component 1: Portfolio Component 2: Externally set assignment</p>	
Assessment Information	
<p>Component 1: Portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade.</p> <p>Component2: 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

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 so 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 organised, 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 organised and that you bring your sketchbook to every lesson. Every piece of work that you complete will contribute towards your overall GCSE grade.

Subject	Media and Film
Syllabus Number	J817 / 603/0889/8
Exam Board	OCR/Eduqas

Course Content

Learning about the Media is learning about all the ways people tell stories. Whether that's stories in pictures, stories in films or stories in games. Some stories make us laugh; some make us scared to turn off the lights; some stories are true; some are fantastical. This subject is about the stories we tell and how to tell them.

Media is changing. We've retired the GCSE Media Studies course and replaced it with two exciting new pathways:

- The first, OCR Creative iMedia allows students really to harness their creative potential. It's a vocational course that places production at the heart of everything we do. Students will learn about practical production techniques using software like Photoshop (images), Premiere (video), Unity (games design) and Maya (3D modelling). They also learn about the principles behind working in one of London's many creative industries, including how to plan for big production projects. The course is 75% coursework and 25% exam.
- The second, GCSE Film Studies allows student with the specific love of film to explore their interest at a specialist level. The course is more analytical and asks big questions like how film-makers make their audiences feel different things, how you can tell the same story in different ways, and how different groups (e.g. women and teenagers) are represented on film. The course is 70% exam and 30% coursework.

Both courses are equally, fully accredited and count towards important milestones like Sixth Form entry and University places, as well as key markers like Progress 8 and Attainment 8.

In Year 9, students will study a combined foundation course for both subjects and – in conversation with parents and teachers – students will then be placed in EITHER OCR Creative iMedia OR GCSE Film Studies for the start of Year 10.

Topics covered:

- Digital pre-production skills
- Creating digital graphics
- Creating a digital video sequence
- Developing digital games
- US film comparative study (e.g. Raiders Of The Lost Ark, Grease, Rear Window, Ferris Bueller's Day Off)
- Key developments in film and film technology
- US independent film (e.g. Little Miss Sunshine, Juno, The Hurt Locker)
- Global English/non-English language film (e.g. Slumdog Millionaire, District 9, Spirited Away, Let The Right One In)
- Contemporary UK film (e.g. Attack The Block, Skyfall)
- Film extract production [coursework] (screenplay or video production)

Course Structure

In year 9, all students will begin on the same pathway. This is a foundation course designed to give students the skills they need for both subjects and to allow students to have a full year of actually doing the course to decide which pathway and learning style is right for them.

As part of the Year 9 Parents' Evening process, teachers and parents will discuss the progress of students and which pathway might give them the best opportunities to succeed.

- **Media Production Pathway** This course will involve students in a motivating and hands on approach to learning about media production. It is an OCR Level 2 vocational qualification (fully accredited; GCSE equivalent) which consists of 75% coursework and 25% exam.
- **Film Pathway** This course will introduce students to a wide variety of domestic and international cinematic experiences and some of the developments in the history of film and film technology. It is a GCSE qualification (fully accredited; Level 2 equivalent) which consists of 30% coursework and 70% exam (2 exams).

Assessment Information

Media Production Pathway: The OCR Creative iMedia course consists of 3 long project-based units and one 1hr 15 minute exam. The units will be in: Creating Digital Graphics (Photoshop), Creating a Digital Video Sequence (Premiere) and Developing Digital Games (Unity, with Maya). From Year 10 onwards students will spend approximately half a year on each unit and will be assessed at the end through controlled assessments set by the exam board.

Film Pathway: Students will take an analytical approach to British, American and international film. Assessment will be through two 1hr 30 minute exams (70%) and one piece of film production, including an evaluative analysis (30%).

Both courses are fully accredited by the Qualifications Curriculum Framework (QCF) and enjoy equal status under law in the eyes of schools, colleges and universities.

Examination Information

Media Production Pathway

- One 1hour 15 minute exam in pre-production skills (25%)

Film Pathway

- One 1hr 30 minute exam on key developments of US film (35%)
- One 1hr 30 minute exam on key developments of global film (35%)

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

- A love of all kinds of storytelling, especially visual (e.g. posters, films, vlogs, music videos, games).
- The desire to learn about images, films, games and production.
- A willingness to learn new production software (Photoshop, Premiere, Unity, Maya).
- The passion to see a creative vision through from start to finish.
- ****GCSE Film Studies is an essay-based subject, so be prepared to write essays.**

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

- Produce your own media productions – we have tonnes of equipment that's ready to lend, and you can download all the software we use at home for FREE!!!
- Read reviews of key media products.
- Analysise images, films and video games in your own time and for fun.
- Enhance your own knowledge, by watching/playing things outside the set-texts of the course.

You've got to be willing to PRAE!!



Subject	Latin GCSE
Syllabus Number	C990P
Exam Board	EDUQAS
Course Content	
<p>The course is split into three components:</p> <p>Latin language: 50% of the qualification</p> <p>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.</p> <p>Latin literature and sources: 30% of the qualification</p> <p>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.</p> <p>Roman civilisation: 20% of the qualification</p> <p>Students will develop a solid knowledge in specified aspects of Roman civilisation using literary and archaeological sources.</p>	
Course Structure	
<p>In years 9 and 10 students focus on linguistic study. The language course follows the Cambridge Latin Course. In the final term of year 10 students will begin the literature module.</p> <p>In year 11 students continue the content for the literature component and complete the civilisation module.</p>	
Assessment Information	
<p>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.</p>	
Examination Information	
<p>All three components are assessed by final exam at the end of year 11.</p> <p>Latin Language Written Paper: 1 hour 30 mins</p> <p>Latin Literature and sources (themes) Written Paper: 1 hour 15 mins</p> <p>Roman Civilisation</p>	

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, both linguistic and cultural.

Subject	PE and Sport
Syllabus Number	J086 & 600/4779/3
Exam Board	OCR/Edexcel

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, role models, media
- Diet and how it can improve sports performance
- Sports injuries and how to treat and prevent them
- Effects of training on body systems
- Sports psychology
- Performance enhancing drugs
- Sports initiatives, e.g. Sport England's Start, Stay, Succeed
- Somatotypes (body shapes)
- Risk assessment and safety in sport
- Analysis of sports performance

Course Structure

In year 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 year 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 three different sports.

Pathway 2 will involve working towards a BTEC level 2 qualification (GCSE equivalent) which consists of 75% coursework and 25% exam. In general 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 three 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:

- 2 hour theory exam paper
- Written controlled assessment: Analysis of Performance
- Practical performance in three 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 at 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

- Five hours of homework per week
- Attendance to at least three different extra-curricular sports clubs. This includes clubs outside of school.

Subject	History GCSE
Syllabus Number	8145
Exam Board	AQA
Course Content	
<p>Paper 1: Understanding the Modern World</p> <p>Unit 1: Conflict and tension 1894-1918</p> <p>Unit 2: America 1840 -1895</p> <p>Paper 2: Shaping the Nation</p> <p>Unit 3: Britain, health and the people</p> <p>Unit 4/5: Elizabethan England c1568-1603 including study of the historic environment</p>	
Course Structure	
<p>Year 9</p> <p>Term 1 Skills Building</p> <p>Term 2 and 3 Britain: Health and the people</p> <p>Year 10</p> <p>America: 1840 - 1895</p> <p>Conflict and Tension</p> <p>Year 11</p> <p>Elizabethan England Including the historic environment</p>	
Assessment Information	
<ul style="list-style-type: none"> The subject is assessed by two written exams 	
Examination Information	
<p>Two written exams:</p> <ul style="list-style-type: none"> 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.

Subject	Drama GCSE
Syllabus Number	1DR0
Exam Board	Edexcel
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 an 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 course culminates in a written exam which draws upon students' understanding from across the course and explores aspects of being a performer, a director and a designer. The skills students 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 components.</p> <ul style="list-style-type: none"> • Component 1 Devising is currently delivered and examined in year 10 and allows students to develop skills in communication and devising. They will create their own performance from a given stimulus and record the development process. • Component 2 Performance from text is assessed externally in year 11. Students will perform TWO key extracts from a set text. Students are assessed on performance or on performance support/design elements. • Component 3 Theatre makers in practice is an externally assessed written exam (1hr 30 mins). The exam is split into two sections. Section A explores interpretations from a set text (we currently study 'An Inspector Calls') and section B is an evaluation of a live performance. 	
Assessment Information	
<p>Component 1 Devising – 40% of GCSE – students are internally assessed on both their performance (15 marks) and a portfolio that evaluates the development process (45 Marks).</p> <p>Component 2 Performance from text – 20% of GCSE - (externally assessed) students will perform or design two key extracts from a play. This unit is about performance or the realisation of a performance design. Students work in groups to perform a scripted text.</p> <p>Component 3 Theatre Makers in Practice – 40% of GCSE - 1hr 30 min exam paper. Students are assessed in two sections. Section A is 45 marks and explores a set text that is studied practically in lessons. Section B is 15 marks and is an evaluation of a live performance. Students will be taken to the theatre in order to answer this section.</p>	

Examination Information

Each unit is assessed through practical exploration, supporting portfolio and a written exam paper.

Component 1 is both practically assessed and a portfolio submitted.

Component 2 is externally assessed based entirely on practical work.

Component 3 is an externally assessed 1hr 30 min written 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 component 2 in particular students will need to organize extra rehearsal time outside of lessons. Students need to possess strong organisational skills and a good work ethic. Students will explore performing, directing and designing. The ability to make justified and informed opinions is an important part of the course.

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.

Set texts are expected to be read and continuously revisited at home.

Subject	Religious Studies GCSE
Syllabus Number	8062 A
Exam Board	AQA

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. The course tackles religious and secular perspectives on a range of moral and social issues and 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 and Islam.

Theme A: Relationships and families

- This theme is about personal and sexual relationships, including heterosexual and homosexual relationships and religious attitudes towards them.
- How people show their commitment through marriage and other forms of cohabitation and what the family in the twenty-first century looks like.
- This theme explores divorce as well as remarriage.
- Gender equality in the home and society.

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.

Course Structure

Year 9:

- In the first term a range of themes and issues are explored (abortion, euthanasia, miracles, religious expression, animal rights, etc.)
- Beliefs and teachings of Christianity
- Beliefs and teachings of Islam
- Theme A: Religion and Families
- Theme B: Religion and life

Year 10:

- Christian practices
- Islam practices
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Beliefs and teachings of Christianity and Islam

Year 11:

- Beliefs, teachings and practices of Christianity and Islam
- All themes
- Revision and preparing for the GCSE

Assessment Information

You will be assessed throughout the course with tests 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 (Christianity and Islam).

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 viewpoints 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 religious studies, 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, solicitor, 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 an hour 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 absence. 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.