

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

Subject Information Booklet

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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 other than in technology subjects will be in the new grading 0 to 9, technology subjects will continue grading GCSE G to A*

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.

Alan MacAskill

Deputy Head

Current Year 8	English Language GCSE
Syllabus Number	8700
Exam Board	AQA
Examination from	2017

Course Content

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

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

Course Structure

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

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

Assessment Information:

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

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

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

Examination Information:

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

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

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

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

How has the department prepared for the new GCSE?

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

Current year 8	English Literature GCSE
Syllabus Number	8702
Exam Board	AQA
Examination from	2017 onwards
Course Content	
<p>The new GCSE English Literature specifications have a new emphasis on ‘classical literature’ and ‘substantial whole texts’. This means students will study a range of challenging texts: a play by William Shakespeare; a 19th Century novel; a range of poetry written from 1789, including Romantic poetry; British fiction or drama.</p>	
Course Structure	
<p>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.</p> <p>As there is some overlap with English Language, these two courses will be taught simultaneously.</p>	
Assessment Information:	
<p>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.</p>	
Examination Information:	

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

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

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

How has the department prepared for the new GCSE?

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

Year 8	Science Overview
Syllabus Number	Currently awaiting accreditation
Exam Board	AQA
For examination in	2018 onwards

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 (formerly called 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”
Syllabus Number	
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	
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 8	Maths GCSE
Syllabus Number	1MA1
Exam Board	Edexcel
For examination in	2017 onwards
Course Content	
<p>What Stays the Same</p> <ul style="list-style-type: none"> • 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 <p>NEW TOPICS</p> <ul style="list-style-type: none"> • Venn diagrams • Product rule for counting • Iteration to find approximate solutions • Solve quadratic inequalities • Find the nth 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 <p>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.</p>	
Course Structure	
<p>Maths will be taught as one continuous 5 year progression from Year 7 to Year 11.</p>	

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 8	ART GCSE
Syllabus Number	1ADO/01, 1ADO/02
Exam Board	Edexcel
For examination in	2018
Course Content	
<p>The course is divided into 2 Components: Component1: 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.</p> <p>Students are continually kept informed about their progress and prepared for the end of Component 1 Personal Portfolio by ongoing classroom feedback, the Year10 exam and the PPE exam set in December of Year 11. The results of both of these exams are given a GCSE grade.</p>	
Course Structure	
<p>Component 1: Personal Portfolio</p> <p>Component 2: Externally Set Assignment</p>	
Assessment Information:	
<p>Component 1 Personal Portfolio. This is marked out of 72 and carries 60% of your marks.</p> <p>Component 2 Externally Set Assignment. This is also marked out of 72 and carries 40% of your total marks.</p>	
Examination Information:	
<p>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</p>	

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 8 Syllabus Number	Construction and the Built Environment BTEC QAN 601/0543/4
Exam Board	WJEC
For examination in	2018
Course Content	
<ul style="list-style-type: none"> • 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	
<p>In year 9</p> <ol style="list-style-type: none"> 1. Learn Carpentry techniques 2. Learn Painting and Decorating techniques 3. Learn Tiling techniques <p>In year 10</p> <ol style="list-style-type: none"> 4. Learn about Health and Safety 5. Learn about Construction Planning 6. Learn Joinery techniques <p>In year 11</p> <p>You will complete a practical project and report worth 50% of your final grade</p>	
Assessment Information:	
<p>You will be assessed at the end of each unit throughout the course.</p> <p>You will receive either a Level 1 Pass or a Level 2 Pass, Merit or Distinction</p>	

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	Food and Nutrition GCSE
Syllabus Number	To be confirmed
Exam Board	WJEC/AQA
For examination in	2017

Course Content

The new Food preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills

The course will ensure that students develop an understanding of nutrition, food provenance, the working characteristics of food ingredients and food safety.

Students will learn about British and International cuisines

Areas of study:

Nutrition

Food, Health, Safety and Hygiene

Food Preparation, Cooking and Presentation

Nutrition and Menu Planning

Costing and Portion Control

Specialist Equipment

Time Planning

Food Provenance

Cooking Methods

Scientific Food Compounds

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

Course Structure

In year 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 3 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 (15%)

Task2: The Food Preparation Assessment (3%) 20 hours

Examination Information:

Single Examination Paper 50% 1 hour 45min

Section A Multiple Choice

Section B 5 questions in different formats

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 9 Syllabus Number	Citizenship GCSE 4105	
Exam Board	AQA	
For examination in	2017 onwards	
Course Content		
<p>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:</p> <ul style="list-style-type: none">• 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:<ol style="list-style-type: none">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		
<p>Year 9</p> <p>Introduction to Citizenship</p> <ul style="list-style-type: none">• Developing students understanding of Citizenship concepts and skills• Enquiry into topical issues and current affairs. <p>Theme 1 Life in Modern Britain</p>	<p>Year10</p> <ul style="list-style-type: none">• Theme 2 Rights and Responsibilities• Theme 3 Politics and Participation	<p>Year 11</p> <p>Theme 4 Active Citizenship</p> <p>Pre-release topic</p> <p>Revision</p>

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%

First part based on a case study in the pre-release materials with short answer questions moving up to one 8 mark question.

Second part 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

Theme 2 Rights and Responsibilities

Both topics are worth 40 marks and feature source analysis, application and evaluation.

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.

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

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

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

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

Able to spend time solving problems

Students just using lesson time cannot complete this course

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

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

Current Year 9 Syllabus Number	Drama GCSE
Exam Board	Edexcel
For examination in	September 2018
Course Content	
<p>Drama GCSE at Stoke Newington is a varied course designed to allow students to explore and communicate ideas through various aspects of drama. It provides students with opportunity to explore a wide range of Themes, Practitioners (such as Stanislavski and Brecht) and Theatre History alongside developing skills in group work and performance. Pupils can gain knowledge, skills and understanding through practical participation and performance utilising a range of different explorative strategies and performance techniques. The 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 they learn on the course will prepare them for all forms of further education in both Sixth Form and College as well as University or Employment.</p>	
Course Structure	
<p>The examined elements of the course are divided into three 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 2 sections- Section A explores interpretations from a set text. Section B is an evaluation of a live performance. 	
Assessment Information:	

Component 1 Devising – 40% of GCSE – students are internally assessed on both their performance (15 marks) and a portfolio that evaluates the development process.

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 realization of a performance design.

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 explored 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.

Examination Information:

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

Unit 1 is both practically assessed and a portfolio submitted.

Unit 2 is externally assessed based entirely on practical work.

Unit 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 unit 2 in particular students will need to organize extra rehearsal time outside of lessons. Students need to possess strong organizational skills and a good work ethic. 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.

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

Course Structure

Year 10:

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

Year 11:

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

Assessment Information:

Unit1 (Dynamic Planet) and Unit 2 (People and the planet): 1h15 exam worth 78 marks – 6 marks for spelling and grammar (both higher and foundation)

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

Unit 4: 2000 word investigation into a coastal issue

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

Examination Information:

As above

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

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

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

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

Current Year 9 Syllabus Number	Design and Technology: Graphic Products GCSE To be confirmed
Exam Board	AQA
For examination in	2019
Course Content	
<p>GCSE Graphic Products has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make products using a graphic media and new technologies to prepare them for the world of work. The course is designed to foster awareness of the need to consider sustainability and the environmental impact of their designing.</p> <p>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.</p> <p>Graphic Products can provide an excellent platform for students interested in study at university level or pursuing a career in any graphical discipline such as product design, illustration, architecture, games design and CAD.</p>	
Course Structure	
<p>In year 9 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.</p> <p>In year 10 & 11 they will complete their major design project controlled assessment 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 controlled assessment combines both theory and design development work and includes research, planning and evaluation work</p> <p>In May/June of year 11 students sit a written theory exam.</p>	
Assessment Information:	

The course is assessed through two units.

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

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

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

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

Examination Information:

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

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

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

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

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

Current Year 9 Syllabus Number	History GCSE 8145
Exam Board	AQA
For examination in	2018
Course Content	
<p>Paper 1: Understanding the Modern World</p> <p><u>Unit1: Conflict and Tension 1894-1918</u></p> <p><u>Unit2: America 1920-1973 Opportunity and Inequality</u></p> <p><u>Paper 2: Shaping the Nation</u></p> <p><u>Unit 3 Britain Health and people</u></p> <p><u>Unit4/5 Elizabethan England C1568-1603 including study of the historic environment</u></p>	
Course Structure	
<p>Year 9</p> <p>Skills Building Conflict and Tension</p> <p>Year 10</p> <p>America: Opportunity and Inequality</p> <p>Britain: Health and People</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 taken in June 2018 	

Examination Information:

Two written exams in June 2018

- 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

- 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	Languages GCSE (French/Spanish/Turkish)													
Syllabus Number														
Exam Board	Edexcel													
For examination until	2017													
Course Content														
<ul style="list-style-type: none">• 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														
<table><tr><td>AO1</td><td>Listening: Understand and respond to different types of spoken language</td><td>25%</td></tr><tr><td>AO2</td><td>Speaking: Communicate and interact effectively in speech</td><td>30%</td></tr><tr><td>AO3</td><td>Reading Understand and respond to different types of written language</td><td>25%</td></tr><tr><td>AO4</td><td>Writing Communicate and interact effectively in writing</td><td>30%</td></tr></table>			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%
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:														
<p>Students will have a class summative assessment every half term, focusing on one of the 4 skills or on 2 productive skills at the teacher’s discretion. Students will be regularly assessed on their written and spoken abilities, with clear verbal and written feedback given throughout their learning. Students will also be assessed on their grammatical skills and on their ability to translate texts effectively in writing.</p>														
Examination Information:														

Listening, Reading 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 Syllabus Number	Latin GCSE C990P
Exam Board	DuQAS
For examination in	2018 onwards
Course Content	
<p>The course is split into 3 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.</p> <p>In year 11 students cover the content for the Civilisation and Literature components.</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:	

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 9 Syllabus Number	Media Studies GCSE 3571H
Exam Board	AQA
For examination in	2017 onwards
Course Content	
<p>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.</p> <p>Areas covered include: magazine and newspaper publishing; television, advertising, music and film promotion; internet and multimedia platforms; film genre and music videos. Students are able to produce their own projects as diverse as a short film, music video, advertising campaign, etc.</p>	
Course Structure	
<p>Year 9 starts with an introductory unit.</p> <p>Year 9 – Assignment 1: Advertising and Audiences</p> <p>Term 10– Assignment 2: Television Promotion and Representation</p> <p>Exam – Make a film trailer in a day.</p> <p>Year 11 – Assignment 3: students make their own project</p> <p>Study the exam unit.</p>	
Assessment Information:	
<p>30%: 1 piece of coursework in each year</p> <p>30%: practical project in Year 11</p> <p>40%: written exam – set topic which changes each year.</p>	

Examination Information:

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

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

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

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

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

Current Year 9 Syllabus Number	Music GCSE J536
Exam Board	OCR
For examination in	2017 onwards
Course Content	
<p>Unit 1: Integrated Portfolio – solo performance and a composition</p> <p>Unit 2: Practical Component – Ensemble performance plus a composition</p> <p>Unit 3: Listening and Appraising – written paper with CD</p>	
Course Structure	
<p>Unit 1: Integrated Portfolio 30 % Recording of 1 solo performance and 1 composition decided by the pupil. 60 marks</p> <p>Unit 2: Practical component 30% 1 Ensemble performance (2 or more players) and 1 composition to a 'brief' set by exam board. 60 marks</p> <p>Unit 3: Listening & Appraising 40% 1 ½ hour written exam. Unheard music from areas of study 2, 3, 4 and 5. 80 marks</p>	
Assessment Information:	
<p>Unit 1: Performing music 30 %</p> <ol style="list-style-type: none"> 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 <p>Unit 2: Practical component 30%</p> <ol style="list-style-type: none"> 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 8	PE GCSE
Syllabus Number	J086
Exam Board	OCR
For examination in	2019
Course Content	
<p>GCSE PE is a balanced combination of practical sporting performance and theoretical application. The course aims to enable students to become increasingly physically competent through being actively engaged in different physical activities. It also provides students with the theoretical basis to make informed decisions about their own health, diet and participation in sports. Our students will also learn how sports performance can be improved through training methods and the analysis of performance.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> - HEALTHY ACTIVE LIFESTYLES - FITNESS, TRAINING METHODS AND PRINCIPLES OF TRAINING - BENEFITS OF SPORTS PARTICIPATION - INFLUENCES ON SPORTS PARTICIPATION E.G. PARENTS, ROLEMODELS, MEDIA - DIET AND HOW IT CAN IMPROVE SPORTS PERFORMANCE - SPORTS INJURIES AND HOW TO TREAT AND PREVENT THEM. - EFFECTS OF TRAINING ON THE CARDIOVASCULAR SYSTEM (HEART, BLOOD AND BLOOD VESSELS) - EFFECTS OF TRAINING ON THE RESPIRATORY SYSTEM (LUNGS) - EFFECTS OF TRAINING ON THE MUSCULAR SYSTEM - EFFECTS OF TRAINING ON THE SKELETAL SYSTEM - PERFORMANCE ENHANCING DRUGS - SPORTS INITIATIVES E.G. SPORT ENGLANDS "START, STAY, SUCCEED" - SOMATOTYPES (BODY SHAPES) - RISK ASSESSMENT AND SAFETY IN SPORT - ANALYSIS OF SPORTS PERFORMANCE 	
Course Structure	
<p>The course is a 70%/30% split between theory and practical performance. Students will be assessed on their practical performance in 3 different sports. This will happen under controlled assessment conditions and students will be given a mark out of 25 for their performance in each sport. At the end of the course in Yr11, students will sit 2 x 1hr written exam papers. There is also 1 piece of written controlled assessment/coursework. These take the form of an "Analysis of Performance".</p>	
Assessment Information:	

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 60% 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.

It is important to note that there will be an end of first term assessment period, after which the PE department may recommend that students who fall below a specific theory exam and practical standards, continue on an alternative pathway such as a BTEC Sport course where

Examination Information:

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

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

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

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

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

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

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

Current Year 9 Syllabus Number	Photography GCSE 8206/C 8206/X
Exam Board	AQA
For examination in	2017
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). 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.</p>	
Course Structure	
<p>Component 1: Portfolio</p> <p>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>Component: 2 - Externally Set Assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.</p> <p>All work is marked according to the four Assessment Objectives which are consistently referred to during teaching to embed a clear understanding of the criteria for all students. Books are marked</p>	

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

Course Content

Course Content

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

Areas of study:

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

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

Course Structure

Course Information

25% Religion 1

25% Religion 2

50% Textual Studies of 4 themes in two religions

Assessment Information:

Assessment:

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

Each paper has two sections:

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

B- questions which require longer more detailed responses

Examination Information:

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

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

Be interested in discussing and debating ideas.

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

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

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

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

Current Year 9 Syllabus Number	Resistant Materials GCSE Awaiting accreditation
Exam Board	AQA
For examination in	2017 onwards
Course Content	
<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 3 design/make projects in year 9 concentrating on the 3 main materials (wood, plastic, metal).</p> <p>The major project (controlled assessment) will start at the summer term in year 10 and will continue until the end of the autumn term in year 11.</p> <p>In May/June of year 11 there will be a written theory exam.</p> <p>Throughout the course the students will concentrate on subject knowledge and will learn how to use computer aided design tools so they will be able to implement into their final project</p>	
Assessment Information:	
<p>You will be assessed throughout the course with tests at the end of every project. The projects will be assessed by yourself, your peers and by your teacher.</p> <p>Your major project (controlled assessment) is 45 hours long and will be externally assessed.</p> <p>A written exam is completed in summer of year 11.</p>	
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?

- **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 each questions to complete, it is vital that you gain the skills needed to perform to your best abilities when it comes to the examination. These exam questions will give you better exam techniques as well as reinforcing the subject knowledge you learn in class.

Current Year 9 Syllabus Number	Design and Technology: Textiles GCSE To be confirmed
Exam Board	AQA
For examination in	2019
Course Content	
<p>Textiles design is a course suited for those interested in fashion, costume and interior design.</p> <p>Students are taught through practical skills, in a series of small projects ranging from interior design, costume design, fashion and accessories design.</p> <p>Students are taught fashion illustration and textiles design techniques using a range of design tools including computer aided design.</p> <p>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.</p> <p>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.</p> <p>Students also learn about the textiles industry, technological developments and smart fabrics, environmental issues and sustainability in relation to textile manufacture and use.</p> <p>In year 11 they concentrate on one of the specialist areas for further development and produce a portfolio and a textile product.</p> <p>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</p>	
Course Structure	
<p>In year9 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.</p> <p>In year 10 students will complete a third project that might be based around mass production and fashion or costume. In the summer term students will begin their controlled assessment project, this will continue into year 11 until February half term. Students will spend the final term preparing for their written exam</p> <p>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.</p> <p>The final exam takes place in May/June of year 11</p>	

Assessment Information:

The course is assessed in two ways.

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

Examination Information:

The exam is 2 hours long and worth 40% 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 Syllabus Number	Turkish GCSE J737, J037, J137
Exam Board For examination in	OCR 2017 (remains as before)
Course Content	
<p>There is no course content published for the new GCSE (New GCSE Turkish will be reformed after 2017). However the typical content for language GCSE is home and local area, health and sport, leisure and entertainment, travel and the wider world, education and work.</p> <p>Currently the new Turkish GCSE course has not been published, however the qualification authority has outlined the following general information:</p> <p>The course will support students to communicate confidently in speaking and writing with native Turkish speaker. Students will be encouraged to become self-assured members of a multi-lingual society and to understand the Turkish culture, politic, economic, history and geography. Students will start to express their thoughts and ideas with increasing levels of accuracy, spontaneity and depth either in speaking and writing. The course will be made up of receptive (understanding) skills, listening and reading in Turkish and English, as well as the communicative skills of speaking and writing only in Turkish.</p>	
Course Structure	
<p>The course is structured as a 3 year programme (with five 5 hours teaching time spread over 2 weeks) working on all of the 4 skills in a progressively more and more challenge nature. Students will have a range of opportunities to be exposed to different forms of written and spoken Turkish. Students will be examined at the end of year 11 by the external examinations. There will be equal weighting for all 4 skills (i.e. AO1 Listening – 25%; AO2 – Speaking – 25%; AO3 Reading – 25%; AO4 Writing – 25%).</p> <p>More able students will be encouraged to take GCSE Turkish first year, according the results AS and A2 exams will follow in 3 years. Which means the most able students will be able to have their A2 in Year 11.</p>	
Assessment Information:	
<p>Students will have a form of summative assessment every half term, focusing on one of the 4 skills, governed by the department assessment plan.</p> <p>Students will be regularly assessed on their written and spoken abilities, with clear verbal and written feedback given throughout their learning.</p> <p>Listening, Reading and Writing will be assessed by <u>one final exam</u> at the end of year 11. One final speaking exam will take place in school, though the recording will be sent off to be marked by the exam board externally.</p>	

You will need at least a grade B in Turkish at GCSE level to get your AS and A2 Turkish. Please see the information below:

AS -The course will help you to develop your general study skills – but most of all you will learn to communicate at a higher level, focusing on reading and writing skills. The syllabus covers many contemporary issues including society, culture, citizenship and the environment. You will also build on your GCSE knowledge and will be introduced to more complex vocabulary and ideas. Your reading and writing skills will be assessed by exam.

A2 -In the A2 course, you will develop the skills gained at AS level. You will gain comprehension and translation skills in addition to further developing your reading and writing. The course offers an additional range of topics, including study of a specific region or community, history, cultural and socioeconomic issues.

You will study texts by Baykurt, Ilgaz, Abasiyanik, Pamuk and Guntekin. Your reading, writing and translation skills will be assessed by exam.

The future

Gaining an A level in Turkish will help progression to higher education and into a range of careers.

Examination Information:

The exams are:

Listening : 1 hour

Reading : 1 hour

Writing : 1 hour (answering 2 questions only, each 150 words)

Speaking 10 min.

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

MORE ABLE STUDENTS WILL BE ABLE TO STUDY GCSE-A LEVEL TURKISH DURING 3 YEARS:

Turkish (OCR H197/H597)

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

Students will be encouraged to become self-assured members of a multi-lingual society and to understand the Turkish culture, politic, economic, history and geography. Students will start to express their thoughts and ideas with increasing levels of accuracy, spontaneity and depth either in speaking and writing.

Be able to finish 3 homework booklets on grammar, writing styles, geography and history.

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

Visit museums and galleries as often as possible. (British Museum, Yunus Emre Culture Centre, Alevi Centre, Community centers) .Also, write a journal about your holiday while you are in Turkey.

Read articles about Turkey and found out about the Turkish/Kurdish culture in magazines and newspaper.

Keep homework booklet and book and read Turkish books.

Use your revision guides to build on subject knowledge.

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