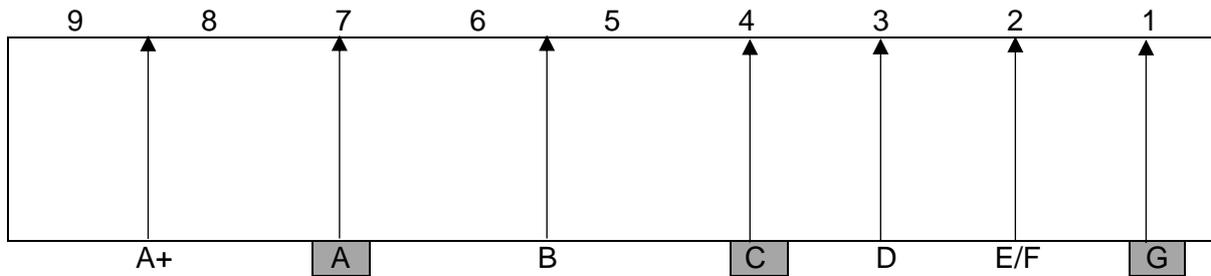# Lowton
Church of England
High School

Year 11 Curriculum Handbook
2017-2018

Assessment of Subjects

GCSE outcomes will either be by grade or level. Individual subject pages give further information.

9	8	7	6	5	4	3	2	1
A+		A	B		C	D	E/F	G

Outcome GCSE 1-9 Grade Level	Outcome A*-G GCSE Grade Level
English Mathematics Science Art Craft & Design Art & Design: Photography Computer Science Drama Geography History Modern Foreign Languages Music Physical Education RS (Option A)	Design Technology Hospitality and Catering ICT / ECDL RE

English

Qualification	WJEC GCSE Full Course in English Language WJEC GCSE Full Course in English Literature
Overview	Students starting Year 10 in September 2016 will be following the new GCSE curriculum which is graded from 1 up to 9 (9 being the highest). Most students will study two GCSEs during their English lessons. They will study English Language and English Literature as two GCSEs. A small minority of students may be better suited to studying one English Language GCSE with the possibility of an Entry Level Certificate and/or Functional Skills Level 1 in addition to this.
Objectives	Students are provided with a range of activities to develop the following areas: Speaking and Listening, Reading and Writing and Handwriting and Grammar
Course Content	**GCSE English Language** English Language consists of the study of both fiction and non-fiction texts. Students will study extracts from texts written in the 19th, 20th and 21st centuries – both fiction and non-fiction. Students will also be expected to write in a range of styles, such as stories, descriptions, letters, speeches. This course is usually taken alongside English Literature. Students will sit two exams at the end of the course which will assess both their reading and writing skills. Students will also take part in speaking and listening tasks which will not be counted as part of their GCSE English Language but will be reported on their final GCSE certificate. **GCSE English Literature** English Literature consists of the study of modern and traditional Literature, ranging from Shakespeare to the present day. Students will study one Shakespeare play; one pre- 19th century novel, such as 'A Christmas Carol'; one modern novel or play, such as 'Blood Brothers' as well as a range of poetry from 1789 to the present day. Throughout the course, students will receive an anthology of poems which they will study in class and for exam preparation at home.
Assessment	Students are arranged into sets according to their ability. As there is no longer any tiering, all students will complete the same exam papers and will be able to achieve the entire range of grades (1 to 9). Students will be assessed through two exams at the end of each course (Language and Literature). In all English GCSEs, students will be assessed by the class teacher throughout the course and by examinations at the end of Year 11. All students are entered for the same examinations. It would be beneficial if students had their own copies of the literature texts studied so that notes can be made for exam preparation although books are not allowed in exams. Details are provided at the start of Year 10.
Pathway to the Future	Good literacy skills help with all fields of work. Advanced English qualifications can help to lead to jobs in Publishing, Journalism or Marketing.

Mathematics

Qualification	Pearson Edexcel Level1/Level 2 GCSE (9-1) in Mathematics
Overview	Students starting Year 10 in September 2016 will be following the new GCSE curriculum which is graded from 1 up to 9 (9 being the highest). Students are arranged into sets according to ability.
Objectives	The aims and objectives of the GCSE Mathematics' course are to enable students to: • develop fluent knowledge, skills and understanding of mathematical methods and concepts. • acquire, select and apply mathematical techniques to solve problems. • reason mathematically, make deductions and inferences and draw conclusions. • comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
Course Content	The GCSE course in Mathematics gives students the opportunity to develop knowledge, skills and understanding of mathematical methods and concepts, and work in the following content: Number, Algebra, Ratio, proportion and rates of change; Geometry and measures; Probability; Statistics. The table illustrates the topic areas and the weightings for the assessment of the Foundation tier and Higher tier:

TIER	TOPIC AREA	WEIGHTING
FOUNDATION	Number	22 – 28%
	Algebra	17 – 23%
	Ratio, Proportion and Rates of Change	22 – 28%
	Geometry and Measures	12 – 18%
	Statistics and Probability	12 – 18%
HIGHER	Number	12 – 18%
	Algebra	27 – 33%
	Ratio, Proportion and Rates of Change	17 – 23%
	Geometry and Measures	17 – 23%
	Statistics and Probability	12 – 18%

Assessment	Assessment consists of three examination papers each 1hr 30 mins long in the summer of Year 11, (P1 no calculators, P2 and P3 calculators allowed). A small minority of students may sit the Certificate of Achievement in Mathematics (Edexcel). This leads to an award of Levels 1-3. For all work, as well as examinations, students will require a suitable scientific calculator, a ruler, compasses and protractor (none of which should be provided by school).

Pathway to the Future	Good Mathematical skills help with all fields of work. Particular fields include: Accountancy, Actuary, Scientist, ICT

Science

Qualification	AQA GCSE Combined Sciences (Trilogy). 2 GCSEs awarded.
Overview	Science, alongside Mathematics and English, is a core subject in the national curriculum. The Combined Sciences GCSE offered by AQA is designed to cover the new KS4 curriculum to be undertaken nationally by students from September 2016. Students will be awarded a 1-9 grade with 9 being the highest.
Objectives	To help students develop the important skills, knowledge and understanding necessary for their future careers in our technological society. To allow students to make informed decisions in the future regarding Science based issues which may impact on everyday life.
Course Content	The Combined Sciences GCSE offered by AQA includes key aspects of Biology, Chemistry and Physics and assesses each subject separately. The combined scores of the Biology, Chemistry and Physics examinations will be used to award an overall GCSE grade. Due to Combined Sciences being a double award subject, two equally weighted GCSE grades will be awarded. There is no longer any Controlled Assessment for GCSE Science. All assessment is based upon performance in examinations to be sat at the end of Year 11. Assessment of practical skills is carried out in each examination which will include questions pertaining to specific experiments set out by the examination board. All students will be required to carry out these experiments and keep a record of their work for reference and revision. On some occasions for a small minority of students it may be more appropriate to follow an alternative curriculum that is more suited to their educational requirements. AQA are currently developing possible alternatives to those outlined above (Entry Level Science and STEM Technical Awards) and these may become viable options upon accreditation. More information will be provided once it becomes available.
Assessment	• 6 written examinations: 1 hour 15 minutes each. • Foundation and Higher Tier • 70 marks • Exams are equally weighted, 16.7% of GCSE each. **Biology Paper 1** Cell Biology; Organisation; Infection and response; and Bioenergetics. **Biology Paper 2** Homeostasis and response; Inheritance, variation and evolution and Ecology. **Chemistry Paper 1** Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes. **Chemistry Paper 2** The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

	Physics Paper 1 Energy; Electricity; Particle model of matter; Atomic structure. **Physics Paper 2** Forces; Waves; Magnetism and electromagnetism.
Pathway to the Future	People with STEM (Science, Technology, Engineering and Mathematics) qualifications are in demand, putting them in a stronger position in today's competitive job market. Studying STEM subjects leads directly to a huge variety of exciting and rewarding career opportunities, and with STEM skills students could make an important contribution to many of the big challenges facing society today.

Triple Science

Qualification	AQA Triple Sciences (Biology, Chemistry, Physics). 3 GCSEs awarded.
Overview	Science, alongside Mathematics and English, is a core subject in the national curriculum. The Triple Sciences GCSE offered by AQA is designed to cover the new KS4 curriculum to be undertaken nationally by students from September 2016. Students will be awarded a 1-9 grade with 9 being the highest. Further to this it includes more advanced aspects of Biology, Chemistry and Physics that have a higher level of demand than those found in the Combined Sciences option. Students will be awarded a 1-9 grade with 9 being the highest.
Objectives	To help students develop the important skills, knowledge and understanding necessary for their future careers in our technological society. To allow students to make informed decisions in the future regarding Science based issues which may impact on everyday life. To prepare students as thoroughly as possible for progression to A Level Science options.
Course Content	The Triple Science GCSEs offered by AQA includes key aspects of Biology, Chemistry and Physics which cover all of the core content required. Further to this more advanced topics with a greater degree of difficulty, designed to better prepare students for the transition to A Level Sciences, are also included. The three subjects are assessed individually and a separate GCSE grade is awarded for each. Students therefore acquire three Science GCSE grades as opposed to the two grades acquired by students who select the Combined Sciences option. There is no longer any Controlled Assessment for GCSE Science. All assessment is based upon performance in examinations to be sat at the end of Year 11. Assessment of practical skills is carried out in each examination which will include questions pertaining to specific experiments set out by the examination board. All students will be required to carry out these experiments and keep a record of their work for reference and revision.
Assessment	Each subject has two written examinations: 1 hour and 45 minutes each. • Foundation and Higher Tier • 100 marks • 50% of GCSE **Biology** **Paper 1** Cell biology; Organisation; Infection and response and Bioenergetics. **Paper 2** Homeostasis and response; Inheritance, variation and evolution and Ecology. **Chemistry** **Paper 1:** Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes.

	Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere and Using resources. **Physics** **Paper 1:** Energy; Electricity; Particle model of matter; Atomic structure. **Paper 2:** Forces; Waves; Magnetism and electromagnetism; Space physics.
Pathway to the Future	The Triple Science GCSE is the better option for students who have ambitions to pursue a career in the Sciences. People with STEM (Science, Technology, Engineering and Mathematics) qualifications are in demand, putting them in a stronger position in today's competitive job market. Studying STEM subjects leads directly to a huge variety of exciting and rewarding career opportunities, and with STEM skills students could make an important contribution to many of the big challenges facing society today.

Religion and Ethics

Qualification	GCSE AQA Religious Studies
Overview	This specification encourages students to: • develop their interest and enthusiasm for the study of Religion and the relationship between Religion and the wider world This will be taken in Year 10. Students will receive a GCSE Grade A*-G
Objectives	To help students: • develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning; • express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
Course Content	

Religion and Citizenship	Religion and Morality
Topic 1: Religion and Relationships	Topic 1: Religion and Drugs
Topic 2: Religion and Multicultural Society	Topic 2: Religion, Elderly and Death
Topic 3: Religion and Human Rights	Topic 3: Rich and Poor in Modern Britain
Topic 4: Religion, Sport and Leisure	Topic 4: Global Inequality

Assessment	Students will complete two examinations at the end of Year 10. Each examination will last one hour and thirty minutes. Students are taught in mixed teaching groups.
Pathway to the Future	Religious Studies is a valuable GCSE qualification. It gives students the opportunity to reflect on the beliefs and values of others and express their own opinion. The course equips students for life in modern Britain.

European Computer Driving Licence (ECDL)

Qualification	BCS Level 2 ECDL Certificate in IT Application Skills
Overview	The European Computer Driving Licence is an internationally recognised qualification which covers the key concepts of computing. It is aimed at those looking to get a good basic understanding of computers and some of the most common software packages such as Microsoft Word, Excel and PowerPoint. Students can gain a distinction*, distinction, merit or pass which is equivalent to A*- C grades.
Objectives	In studying this course you will become proficient in the use of a personal computer and the most commonly used software packages. You will understand best practices and the advantages of using different software packages.
Course Content	To gain this qualification you will study the following units: • **Word processing** (Using Microsoft Word), Word Basics, Additional Features, Formatting Text, Formatting Pages, Working with Tables, Working with Objects, Using Mail Merge. • **Spreadsheet software** (Using Microsoft Excel), Introducing Workbooks, Additional Features, Customising Worksheets, Customising Printing, Working with Formulas, Working with Charts. • **Presentation software** (Using Microsoft PowerPoint), PowerPoint Basics, Modifying Presentations, Working with Images, Working with Objects, Working with Tables, Working with Charts, Finalising a Presentation, Giving a Presentation. • **Improving productivity using IT skills.** Planning, Selecting and Using IT Systems, Reviewing Ongoing Use of IT, Developing Solutions to Improve Productivity.
Assessment	Each of the units are assessed by an online test. If a student fails a test they can sit it more than once.
Pathway to the Future	The course is designed specifically for those who wish to gain a benchmark qualification in computing to enable them to develop their IT skills and enhance their career prospects.

The Personal Development Curriculum (SMSC)

This area of the curriculum covers Work-Related learning, Enterprise, Social, Moral, Spiritual and Cultural in addition to Citizenship and Careers Education and Guidance.

Work-Related learning includes:
- Learning 'about work' – using a specific context to increase students' understanding of the world of work and its contribution to the community.
- Learning 'through work' – using the world of work as a resource, environment and context for learning.
- Learning 'for work' – equipping students for working life.

Enterprise involves innovation, creativity, risk-management, risk taking, a 'can-do' attitude and the drive to make ideas happen. It is supported by:
- Financial capability which is the ability to manage one's own finances and to become questioning and informed consumers of financial services.
- Business and economic understanding which is the ability to understand the business context and make informed choices between alternative uses of scarce resource.

Work-Related learning and Enterprise are delivered through both the day to day curriculum and events/activities such as Enrichment Days and Work Experience.

Social, Moral, Spiritual and Cultural Development (SMSC) supports the statutory requirements for teaching on sexual relationships, drugs and alcohol, as well as other aspects of personal, social and health education. Much of this is taught across the curriculum, but some aspects are covered in the short course RE qualification, described later in this section.

Careers, Education Independent Advice and Guidance (CEIAG)
The aims of Careers, Education, Independent Advice and Guidance are met in various ways, across the curriculum, either through direct specialised input or within subject areas. Students have access to independent advice and guidance relating to careers opportunities and Post 16 progression.

During Year 9, students have Enrichment opportunities which enable them to look at themselves and assess their likes, dislikes, strengths and weaknesses, to talk with local colleges, have taster sessions and complete a Kudos questionnaire and careers action plan.

Students are aware of the facilities available in the Careers Library and how to access the information contained there, and many will have met the school's Careers Advisor, Mrs Whitham. Students also have the opportunity to use the Careers Library at lunchtime and to borrow materials or have a 1:1 or small group careers interview.

Students have access to the Careers Library at lunchtime and regular use of the library is a good idea. The leaflets, books and videos in the Careers Library are available for students to browse through or borrow.

Each Year 11 student receives an interview with the Career Adviser to help students plan for Post 16 progression.

Other events within the Careers, Education, Independent Advice and Guidance Programme during Years 10 and 11 usually include:
- A 16+ Opportunities Evening for students and parents, which all local colleges and a range of training providers attend, providing information for students regarding available opportunities when they leave school.

- A Practice Interview with experienced interviewers from the Business community and local colleges or training providers.
- Help and advice in preparing a Personal Statement, Curriculum Vitae, interview tips and other documents to use in interviews or applications.
- Help and advice on applications for College courses and Modern Apprenticeships.

Details of the above will be made available to parents at the appropriate time. If you have any queries regarding the careers advice and guidance available to your daughter/son please contact Mrs Shaw or Mrs Whitham at school.

Art, Craft and Design

Qualification	AQA - GCSE Art, Craft and Design
Overview	This GCSE is designed to bring Art, Craft and Design to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. Students will be awarded a GCSE grade 1-9 with 9 being the highest.
Objectives	We want this to be an inspiring GCSE that will encourage you to consider a wide range of approaches to expressing yourself through different materials, media and techniques. It will help you gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures.
Course Content	On the course you will specialise in the following areas: **Painting** You will explore the use of tone, colour, composition, materials and context. You will show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints. **Drawing** You will be encouraged to work from direct observation to explore drawing using line and tone. You should be prepared to use a wide variety of drawing materials using different surfaces. Drawing materials will include pastel, pencil, pen and ink, paint, charcoal or other media. **Printmaking** You will explore a variety of printmaking techniques and produce either a series of related images or one-off prints using methods such as linocut, etching, monoprinting, or screen printing. **Lens-based imagery** You will explore approaches to the production of still images using appropriate techniques, processes and equipment such as digital photography. **Sculpture** You will explore approaches to 3D forms using appropriate techniques, processes and equipment such as digital photography.
Assessment	**Component 1:** *Portfolio* *60% of the qualification* For this component you will produce a **portfolio of work** showing your personal response to a variety of **starting points**. *The portfolio is internally assessed and externally moderated by AQA* *Each student must select and present a portfolio representative of their course of study.*

	The portfolio must include both: **1 - A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. **2 A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. **Component 2:** *Externally Assessed Assignment* *40%* of the qualification **AQA will provide a separate externally set assignment** with **seven different starting points**. Students must select and respond to one starting point from their chosen title. **The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response**, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. *This component is internally assessed and externally moderated by AQA*
Pathway to the Future	The course is good preparation for progression to A Level in Art and Design: Fine Art, 3D art or Graphic Communication or a suitable college/vocational course. It could lead towards a career in fine art, new media, games development, games technologies and more. If you have a specific interest in drawing and painting, sculpture and printmaking, this is the course for you.

Art & Design: Photography

Qualification	AQA GCSE Art and Design: Photography
Overview	This GCSE is designed to bring Art and Design Photography to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. This GCSE will offer you the opportunity to use Digital technologies to create expressive artwork. Students will be awarded a GCSE grade 1-9 with 9 being the highest.
Objectives	As Photography student, you will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. You will be required to demonstrate Knowledge, Understanding and Skills in Still and Moving imagery.
Course Content	

Knowledge and understanding	Skills
The way sources inspire the development of ideas, relevant to photography including: •• how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements •• how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. The ways in which meanings, ideas and intentions relevant to photography will be communicated Include: The use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Visual and tactile elements such as: •• colour •• pattern •• line •• composition •• form •• scale •• tone •• sequence •• texture •• surface •• shape •• contrast.	Within the context of photography, students will demonstrate the ability to **use photographic techniques and processes**, appropriate to students' personal intentions, for example: •• **lighting** •• **viewpoint** •• **aperture** •• **depth of field** •• **shutter speed and movement** •• **use of enlarger** •• **chemical and/or digital processes** Use media and materials, as appropriate to students' personal intentions, for example: •• **film** •• **photographic papers** •• **chemicals appropriate to darkroom practices** •• **digital media, programs and related technologies** •• **graphic media for purposes such as storyboarding, planning and constructing shoots**.

Assessment	There is no final examination and the course is based on continuous assessment. The course consists of two units:
	Component 1: *Portfolio* *60% of the qualification* For this Component you will produce a **portfolio of work** showing your personal response to a variety of **starting points**. *The portfolio is internally assessed and externally moderated by AQA* *Each student must select and present a portfolio representative of their course of study. The portfolio must include both:* **1 - A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. **2 A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. **Component 2:** *Externally Assessed Assignment* *40% of the qualification* **AQA will provide a separate externally set assignment** with **seven different starting points**. Students must select and respond to one starting point from their chosen title. **The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response**, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. *This component is internally assessed and externally moderated by AQA*
Pathway to the Future	The course is good preparation for progression to A Level in Art and Design: Photography – Lens and Light-based Media or a relevant college/vocational course. It could lead towards a career in fine art, new media, games development or games technologies, as well as digital photography and video, and more. If you have a specific interest in capturing the world through a lens, filmmaking or creating animations this is the course for you.

Computer Science

Qualification	OCR GCSE Computer Science
Overview	This course gives you an in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming. Students will be awarded a GCSE grade 1-9 with 9 being the highest. Why Study GCSE Computer Science? • It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life • This qualification is included in the EBacc and has been approved by BCS(The Chartered Institute for IT)
Objectives	In studying this course you will: • Understand and apply the concepts of Computer Science, including logic, algorithms and data representation • Understand the components that make up digital systems, and how they communicate with one another and other systems • Develop your understanding of current and emerging technologies and how they work • Understand the impact of digital technology to the individual and wider society • Develop computer programs to solve problems, including designing, writing and debugging programs • Evaluate the effectiveness of computer programs/solutions.
Course Content	To gain this qualification you will study three units: **Computer Systems** This unit covers the body of knowledge about computer systems. You will develop you understanding of: • Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • Network security • System Software • Moral, social, legal, cultural and environmental concerns **Computational Thinking, Algorithms and Programming** This unit builds on the knowledge and understanding gained in the first unit and allows you to develop your computational thinking and programming skills. You will also develop your understanding of: • Translators and facilities of languages • Algorithms • High and low level programming • Computational logic

	• Data representation • Current and emerging technologies **Programming Project** This unit is designed to provide you with an opportunity to carry out a practical problem solving programming task using an high level language, for example python. You will be assessed on: • Programming techniques • Design • Development • Effectiveness and efficiency • Technical understanding • Testing, evaluation and conclusions
Assessment	**Computer Systems** (40%) This is assessed by a written exam paper of 1 hour 30 minutes. There will be a mixture of short and long answer questions. **Computational Thinking, Algorithms and Programming** (40%) This is assessed by a written exam paper of 1 hour 30 minutes. There will be a mixture of short and long answer questions, some of which require you to write program code. **Programming Project** (20%) You will create solutions to computing programming tasks chosen from a set of options supplied by OCR (controlled assessment).
Pathway to the Future	You can go on to higher study and employment in the field of computer science.

Design Technology – Hospitality & Catering

Qualification	WJEC GCSE Hospitality and Catering
Overview	GCSE Hospitality and Catering requires learners to demonstrate knowledge and understanding of: • the industry: accommodation; food and beverage; front of house • the types of products and services provided • a range of customer groups • job roles, career opportunities and relevant training • appropriate forms of communication within the industry • the importance of record keeping • the range of equipment used in the hospitality and catering industry. The course is practically based and students will be expected to take part in practical sessions most weeks in both Year 10 and Year 11. This means that students need to bring ingredients every practical lesson. Students will be awarded a GCSE grade A*-G
Objectives	• To be inspired, moved and changed by following a broad, coherent, satisfactory and worthwhile course of study and gain an insight into related sectors • To make informed decisions about further learning opportunities and career choices.
Course Content	• The industry: food and drink • Job roles and employment • Health, safety and hygiene • Food preparation • Methods of cooking • Culinary terms and presenting food • Nutrition and special diets • Menu planning • Costing and portion control • Specialist equipment • Environmental considerations • Food packaging
Assessment	Students have 6 one hour lessons per cycle. Students are taught in mixed ability group. **Unit 1:** Two practical tasks (controlled assessments) selected from six which are set by the exam board. (120 marks. 45 hours in total). The practical exam is 3 hours long and students are required to make 4 dishes. (60%) **Unit 2:** One written paper of 1 hour 15 minutes, externally set and marked. (80 marks. 40%) Homework is set as and when required, usually to consolidate the learning of the day. Bringing in ingredients is also included as homework.

Pathway to the Future	Events Management, Chef, Catering Manager, Nutritionist.

Design Technology – Resistant Materials

Qualification	AQA GCSE Resistant Materials
Overview	This syllabus is aimed at students wishing to explore their practical making skills and who wish to understand the theory of materials and manufacturing processes. The course is based around understanding how different types of resistant materials perform and how they are received by a client when combined within a product. You could for example be asked to create a docking station, lamp, small storage unit or radio for a specific client and within a specific budget. Students will be awarded a GCSE grade A*-G
Objectives	You will acquire knowledge, understanding and practical modelling skills through: • Focussed tasks and mini projects based on the key concepts contained within the syllabus • Research and Investigate design tasks and situations to formulate detailed design plans • Develop products and client based decisions based on the exam board design brief • Make 3D products that could be used to present new advertising strategies to a client • Communicate ideas and design proposals effectively, critically evaluate them and make proposed changes in line with set design criteria
Course Content	In Year 10 work will be centred on key concepts and mini projects that are similar in style to those for your final Controlled Assessment. You will learn how to create detailed and evaluative design sheets as well as create high quality 3d models and prototypes of your products. You will have the opportunity to experiment with different materials and will make a range of products throughout the first year. You will have full use of the CAD/ CAM facilities including 2D Design, laser cutter, plotter cutter and adobe photo-shop. You will start you final controlled assessment in the first summer term and this will lead into Year 11 in September. As part of the course you will need to have a detailed understanding of the knowledge and theory concepts contained within the scheme. Throughout Year 10 and 11 you will have bi-weekly Unit 1 lessons that will concentrate on the theory side of the syllabus. These will usually involve a home work task to extend the task.
Assessment	Unit 1: Knowledge and Theory Examination: 40% Unit 2: Controlled Assessment: Portfolio of design sheets and 3D outcome: 60%
Pathway to the Future	This course would be an ideal lead into crafts, joinery, architecture and product design, among other subjects.

Drama

Qualification	AQA GCSE Drama
Overview	The course offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will be introduced to key practitioners, theoretical influences and influential playwrights whilst developing and building their core practical performance skills. Students will be awarded a 1-9 grade, with 9 being the highest.
Objectives	Drama offers students the opportunity to explore a range of creative as well as critical thinking skills while engaging and encouraging them to become imaginative and confident performers and designers. It implements and instils key skills applicable to a variety of careers as you learn to present yourself in public with confidence. You will also learn to collaborate, communicate and negotiate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, reflect and refine your efforts. Whatever the future holds, you will emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.
Course Content	The subject content for GCSE Drama is divided into three components: Understanding drama (written exam) Devising drama (practical and coursework portfolio) Texts in practice (practical) In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets. Whilst there is a fundamental emphasis on the practical element in this course, the building up of a lively portfolio full of inspiration ideas, collaboration and experimentation and finally evaluation, is also a central part of the course. Thus GCSE Drama allows all students to pursue the course in a way consistent with their preferred creative style.
Assessment	AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others. **Component 1:** Written Exam (40%) Component 1 consists of the written paper – an open book exam of 1¾ hours Section A: multiple choice questions on knowledge and understanding of drama and theatre (4 marks) Section B: four questions on a given extract from the set play (chosen from a choice of six) (46 marks) Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks) **Components 2 & 3:** Practical Work (60%) Component 2 (10% + 30%) consists of creating and performing devised drama – 10% (students may choose to contribute as performer or designer).

	Students will analyse and evaluate their own work with the creation and development of a coursework portfolio – 30% (devising log). Component 3 (20%) consists of a performance of two extracts from one play (this text must be a contrast to the play examined in the written exam). Students may choose both the text and also may contribute as performer or designer.
Pathway to the Future	This course is for you if you intend to study AS or A-level Drama, as you will already have become familiar with studying whole set texts for the written papers. You will also have built solid foundations in reviewing a live theatre production and in interpreting key extracts. Drama students go on to pursue careers in Performing Arts , Entertainment Industry, Media, Politics, Teaching, Events Management etc. while Universities view Drama A level in conjunction with other appropriate subjects as acceptable for study in Medicine and Law.

Geography

Qualification	AQA GCSE Geography
Overview	Students opting for Geography this year will be the first to experience the new and improved examination syllabus. Whilst the core concepts of what is studied will remain, the focus will be towards making Geography more topical and therefore more relevant to students' lives. Students will be awarded a 1-9 grade, with 9 being the highest.
Objectives	Geography gives students the chance to explore exciting, ever changing subjects from climate change to dealing with the world's expanding population. Geography is more relevant today than it ever has been and is a subject that opens doors to a wealth of careers. • You should have a keen interest in the world around you. You should be prepared to work hard and research topics by yourself. • You will develop a thirst for travelling and enquiring about your local area and the world!
Course Content	• The study of subjects relevant to those whose life will span much of the twenty-first century. • A focus on the dynamic nature of the world we live in. • The ability to apply your understanding to complex issues of concern affecting the world and your own lives. • An enquiry approach to issues associated with themes and place specific contexts. • The importance of fieldwork as an essential element of an integrated approach to teaching and learning, which will be essential in your assessment (Including a minimum of two fieldwork investigations).
Assessment	The assessment of the course is based in three examinations taken at the end of Year 11. There is only 1 tier of entry suitable for all candidates. There is no coursework element, however students will be examined on the fieldwork investigations that they have conducted in Paper 3. **Paper 1: Living with the physical environment** **What is assessed?** The challenge of natural hazards: Earthquakes, Volcanic Eruptions, Tropical Storms, Climate Change. The living world: Ecosystems, Tropical rainforest, Hot Deserts. Physical landscapes in the UK: Rivers and Coasts. Geographical skills: Maps, graphs and statistics. **How it is assessed:** • Written exam: 1 hour 30 minutes • 88 marks; 35% of GCSE(multiple-choice, short answer, levels of response, extended prose). **Paper 2: Challenges in the human environment** **What is assessed?** Urban issues and challenges: Population and Urbanisation. The changing economic world: Globalisation and development.

	The challenge of resource management: The importance of food, water and energy. Geographical skills: Maps, graphs and statistics. **How it is assessed:** • Written exam: 1 hour 30 minutes. • 88 marks; 35% of GCSE (multiple-choice, short answer, levels of response, extended prose). **Paper 3: Geographical Applications** **What is assessed?** Issue evaluation: A critical thinking and application exercise based on pre-released material. Fieldwork: Based on two contrasting fieldwork studies conducted throughout the course. Geographical skills: Maps, graphs and statistics. **How it is assessed:** • Written exam: 1 hour 15 minutes. • 76 marks; 30% of GCSE (multiple-choice, short answer, levels of response, extended prose). • Pre-release resources booklet made available 12 weeks before Paper 3 exam.
Pathway to the Future	Geography could lead you to exciting career prospects - geography achieves good examination results nationally and is one of the most versatile subjects. Geography is classified as a science subject in many universities when studied at A Level.

History

Qualification	EdExcel GCSE History
Overview	A good historian is someone who… Likes to THINK CRITICALLY about the facts. Likes to put forward their OWN ARGUMENTS and be prepared to DEBATE and have their OPINION CHALLENGED. Has a passion for UNDERSTANDING PEOPLE and the decisions they made in the past. Is keen to explore whether the PAST can TEACH US anything about the PRESENT. Has a thirst to understand the world around them and actively questions it. Students will be awarded a 1-9 grade with 9 being the highest.
Objectives	The objectives of this GCSE course are: • To develop students awareness of the world they live in today and the development of the modern world • Develop the skills necessary to assess historical themes such as change over time; continuity and significance of events, people and processes • Apply second order historical concepts such as change over time, consequence, significance to address complex Historical questions • Develop key skills of analysis, evaluation, justification and critical examination of source material • Prepare students for further study.
Course Content	**Paper 1: Thematic study and historic environment** ***Medicine in Britain c.1250 – present & The British sector of the Western Front 1914-18: injuries, treatment and the trenches*** In this module you will look at the development of modern medicine in Britain from 1250 to the modern day. You will analyse historical themes and look at how individuals helped advance the cause of the medical care in Britain. You will then study how medicine was utilized and developed during WW1 when Britain was fighting on the Western Front. You will look at how plastic surgery was developed and how medical professionals dealt with those suffering from PTSD. **Paper 2: Period study and British depth study** ***Superpower relations and the Cold War 1941-1991 & Early Elizabethan England 1558-1588*** This module will be in two sections looking at the period of the Cold War 1941-1991; you will need to investigate how the Cold War developed and ultimately how it came to an end. This will require you to assess the roles played by the two major superpowers the USA and USSR.

	You will then read Early Elizabethan England and look at what life was like in England, Scotland, Wales and Ireland under the reign of Elizabeth 1. You will look at culture, society and past times as well how the monarchy quelled any dissent. **Paper 3: Modern depth study** *Weimar and Nazi Germany 1918-1939* This is your modern world study; here you will study the fall of the democratic Weimar Republic and the rise of one of the world's biggest totalitarian regimes; the Nazis. You need to assess what life was like to live under the Nazis for women, children, Jews, disabled and other minority groups. You will also assess how Hitler kept the Nazis under his firm control through fear and the law.
Assessment	There are three exam papers. All require extended written answers (essays). Papers 1 and 3 include sources **Paper 1** **Thematic study and historic environment** Medicine in Britain c.1250 – present The British sector of the Western Front 1914-18: injuries, treatment and the trenches Worth: 30% Written exam: 1 hour 15 minutes **Paper 2** **Period study and British depth study** Superpower relations and the Cold War 1941-1991 Early Elizabethan England 1558-1588 Worth: 40% Written exam: 1 hour 45 minutes **Paper 3:** **Modern depth study** Weimar and Nazi Germany 1918-1939 Worth: 30% Written exam: 1 hour and 20 minutes
Pathway to the Future	Solicitor, Barrister, Curator, Legal Executive, Political Researcher

Information & Communication Technology (ICT)

Qualification	WJEC GCSE ICT
Overview	In today's technological world, ICT is an important and worthwhile qualification. No matter what you decide to do when you leave school, the chances are you will end up working with ICT. This qualification will help you to understand more about how and why ICT operates in the way it does. Students will be awarded a GCSE grade A*-G
Objectives	In studying this course you will: • become an independent user of ICT who can make informed decisions about its use and be aware of its implications for individuals, organisations and society; • acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts; • develop ICT based solutions to solve problems; • develop your understanding of current and emerging technologies and the social and commercial impact of these technologies; • develop your understanding of the legal, social, economic, ethical and environmental issues raised by ICT; • recognise potential risks when using ICT, and develop safe, secure and responsible practice; • develop the skills to work together; and • evaluate ICT based solutions.
Course Content	To gain this qualification you will study the following units of work: **Unit 1: Understanding ICT** This unit will cover the following: • Knowledge of ICT Components • Data and Information • Digital Communications Methods in home and school contexts. **Unit 2: Solving Problems with ICT** This unit will cover the following: • Communications Software • Presentation Package • Information Handling Package • Spreadsheet Package. **Unit 3: ICT and Organisations** This unit will cover the application of ICT in business and industry. **Unit 4: Developing Multimedia Solutions** This unit will cover the following: • Using Graphics • Using Digital Video and Sound • Using Multimedia Assets to create websites.

Assessment	There are two controlled assessment units worth 30% each and two external examinations worth 20% each. • Unit 2 and 4 are controlled assessment tasks. • Unit 1 and 3 are written examinations and each will be assessed by a one and a half hour paper.
Pathway to the Future	This course combines essential theory with practical skills to equip you for further study or to enter employment. Future careers include: Engineering, Games Design, Software Engineer, IT Forensics, Web Developer, Systems Analyst

Modern Foreign Languages

Qualification	AQA GCSE French & German
Overview	Due to new technology and improved travel and communications it is crucial that we learn to speak and to understand each other in a wider global context. This can only be done effectively by learning other languages and appreciating associated cultures. You have developed important language skills and knowledge at Key Stage 3. The GCSE course will build on this and introduce you to a wider range of language structures and vocabulary. You will learn to recognise these and to apply your new knowledge to different contexts. If you enjoy language learning, consider taking both French and German at GCSE. Students will be awarded a 1-9 grade, with 9 being the highest.
Objectives	• A GCSE in another language rewards practical communication skills and adds a European dimension to your studies. • Learning another language can enhance your employment and mobility prospects whether you want a career in business, engineering, fashion or world class football • It encourages you to express yourself, your likes, dislikes, ideas and opinions and develops self-confidence.
Course Content	You will enjoy this course if you want to study a subject that offers: • a range of skills and a variety of activities with topics that include media, entertainment and youth culture, education, training and employment and social activities, fitness and health. These topics fall into three broad themes: Theme 1 – Identity and culture Theme 2 – Local, national, international and global areas of interest Theme 3 – Current and future study and employment • the opportunity to improve your communication skills and gain a better insight in to the life and culture of other countries.
Assessment	There are four exams at the end of Year 11. Each exam is worth 25% of your final of your overall GCSE grade. In consultation with your teacher, you will decide, whether to take the Higher Tier (grades 4-9) or Foundation Tier (grades 1-5) exam. The details of each exam are given below: Paper 1: Listening (25%) Understanding and responding to different types of spoken language. You will be asked to answer questions in both the target language and in English.

	Paper 2: Speaking (25%)
	Communicating and interacting effectively in speech for a variety of purposes. You will be asked to complete a role play, a photo card task and a general conversation.
	Paper 3: Reading (25%) Understanding and responding to different types of written language. You will be asked to answer questions in the target language and in English. You will also be asked to complete a translation task from the target language into English.
	Paper 4: Writing (25%) Communicating effectively in writing for a variety of purposes. You will be asked to complete structured writing tasks and to translate from English into the target language.
Pathway to the Future	You will be able to learn new languages from scratch at sixth-form college and even at University. The skills and techniques you will gain from studying both at GCSE will stand you in good stead for the future. A language qualification at any level increases your employability. For those who are considering studying at university in the future, you can do a language module as part of many degrees e.g. law, business, English, you don't have to do just a Languages Degree.

Music

Qualification	AQA GCSE Music
Overview	All students are expected to be able to play an instrument or sing to a competent level before choosing Music as a GCSE Students will be awarded a 1-9 grade, with 9 being the highest.
Objectives	This course encourages students to: • develop their own musical interests and skills including the ability to make music individually and in groups and to use music technology • evaluate their own and others' music • understand and appreciate a range of different kinds of music • actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
Course Content	The course has 4 parts – Listening and Appraising (20%), Composing and Appraising (20%), Composing Music (20%) and Performing Music (40%). These parts are connected through 5 Areas of Study based around the Elements of Music – Rhythm and Metre, Harmony and Tonality, Texture and Melody, Timbre and Dynamics and Structure and Form. These Areas of Study are explored through three musical strands – The Western Classical Tradition, Popular Music of the 20th & 21st centuries and World Music.
Assessment	**Performing (40%)** Students are encouraged to develop their performance skills during the course and must perform one solo and one ensemble piece in public for their final assessment. **Listening and Appraising (20%)** The final examination takes the form of a listening test where students will respond to questions based on short musical excerpts, drawing on music from all five Areas of Study. Recorded excerpts of music will be provided on a CD with a variety of styles of questions to be answered. **Composing and Appraising (20%)** Students are required to compose one piece of music which includes two or more of the 5 Areas of Study and links to one of the three strands. Once the composition has been completed students will appraise the process in writing. The composition will be created using music writing software such as Cubase and Sibelius. **Composing Music (20%)** Students are required to compose one piece of music which explores two or more of the 5 Areas of Study and may be in the style of the students choosing. The composition will be written using music writing software such as Cubase and Sibelius. Creativity and originality are encouraged, and the students require motivation and initiative to develop their own compositional ideas with teacher guidance.
Pathway to the Future	Composer for Film and TV, Performer, Music therapist, Songwriter, Teacher Work with record labels, Work in media

Physical Education

Qualification	EdExcel GCSE Physical Education
Overview	All students have a compulsory two hours of Physical Education per week. To complement this, students may opt to take the GCSE PE course. To take PE as an options students must be committed to bringing the correct PE kit to every lesson and attend at least one extra-curricular sports club. Students will be awarded a 1-9 grade, with 9 being the highest.
Objectives	Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport. Use this knowledge and understanding to improve performance in physical activity and sport. Perform effectively in range of different physical activities by developing skills, techniques and tactics. Understand the contribution that physical activity and sport make to health, fitness and physical wellbeing.
Course Content	**The GCSE course involves:** • Component 1: Fitness and the Body Systems • Component 2: Health and Performance • Component 3: Practical Performance skills. • Component 4: Personal Exercise Programme (PEP)
Assessment	• Component 1: Fitness and the Body Systems – anatomy and physiology, movement analysis, physical training and use of data. (36% of the marks) • Component 2: Health and Performance – health, fitness and well-being, sport psychology, socio – cultural influences and use of data (24% of the marks) • Component 3: Practical Performance – Assessed in 3 best sports (must cover both areas of individual and team games) through skills during individual and team practices and general performance skills. (30% of the marks) • Component 4: Personal Exercise Programme (PEP) – plan, carry out and evaluate a PEP. (10% of the marks)
Pathway to the Future	A Level/BTEC courses A sport related degree A career in the sports/science industry Careers in: Coaching, Police/Fire Service, Armed Forces, Physiotherapist, Nutritionist

Religious Studies

Qualification	GCSE AQA Religious Studies
Overview	This specification encourages students to: • develop their interest and enthusiasm for the study of Religion and the relationship between Religion and the wider world. This will be taken in Year 11. Students will receive a GCSE Grade 1-9
Objectives	To help students: • develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning; • express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.
Course Content	Component 1: The study of religions: beliefs, teachings and practices Students will study Christianity and Islam Component 2: Thematic studies Students will study religious teachings about the issues raised as well as different religious and non-religious beliefs about, and attitudes to those found in contemporary society. Students will study: • Relationships and families • Religion and life • Religion, crime and punishment • Religion, human rights and social justice
Assessment	Two 1 hour 45 minute examinations
Pathway to the Future	This is a rigorous academic course that will provide a foundation for A level in Social Sciences or Humanities subjects. The course will provide students with a knowledge and understanding of the different views in modern Britain and will develop skills in evaluation.