

Parkstone Grammar School

Year 8



Options

2024 - 2027

OPTIONS

Dear Student

Year 8 is a very important and exciting year for you as this is the first time that you will get the opportunity to begin considering subject choices that lead to your future studies.

During the Spring Term you will be asked to make your Option choices. This booklet provides you with information and advice that you will need when making these important decisions.

It is vital that your choices are made after informed discussions with your parents/carers and subject staff. You will have opportunities to find out about all of the subjects we offer and given good advice on what to consider in order to make informed decisions. There is plenty of time available and Form Tutors, Miss Henderson (Head of Year 8), Mrs Willis, Mr Scopes, Mrs Wilkinson our Careers Co-ordinator and I are all happy to help.



David Hallsworth
Headteacher

TIMETABLE OF EVENTS

| | |
|-----------------------------|--------------------------------------------------------------------------------------|
| Tuesday 21 November 2023 | ~ Year 8 Options Evening |
| Thursday 30 November 2024 | ~ Wellbeing Session - Making Good Choices |
| Thursday 7 December 2023 | ~ Year 8 Tracking Point 1 |
| Thursday 11 January 2024 | ~ Wellbeing Session – Discussing Options |
| *Thursday 11 January 2024 | ~ Initial Option Choices (<i>Password and log on details sent</i>) |
| *Thursday 25 January 2024 | ~ Initial Option Choices Deadline (<i>log on disabled from 26 January 2024</i>) |
| Thursday 25 January 2024 | ~ Year 8 PAR Parents’ Evening |
| Thursday 1 February 2024 | ~ Year 8 KST Parents’ Evening |
| Thursday 22 February 2024 | ~ Final option choices – (<i>log on reactivated</i>) |
| **Thursday 29 February 2024 | ~ Final Option Choices Deadline (<i>log on disabled from 1 March 2024</i>) |

** This is a survey of possible choices and is used for timetable planning.*

*** These are the final choices and used for designing option blocks for the school timetable. If a student’s choices cannot be timetabled parents/carers will be informed.*

THE CURRICULUM

The aim of our curriculum in Year 9 is to give students a broad curriculum which supports them in all areas of development, encourages engagement both in and beyond the classroom, challenges them academically and builds a diverse bank of knowledge for their next steps.

THE COMPULSORY CURRICULUM

All students will take the following at GCSE level:

English Language

English Literature

Mathematics

Science (this will lead to awards in the three Separate Sciences)

There is a strong ethos at the school that not only are we concerned with the academic progress of students but also their holistic development as participants within a rapidly changing world. We believe it is important for all young people to understand and explore their own moral and spiritual values as well as those of others. They should also have opportunity to undertake extended physical exercise as well as become responsible citizens within society. We also support them in their next steps, so there are plenty of opportunities to explore the world of work, including work experience, and to consider the options open to them post 16.

So, in addition all students will have:

Religious Education

Physical Education

Wellbeing Sessions – this includes PSHE, Careers and Citizenship

THE OPTIONAL CURRICULUM

This is where students will start to make choices about what they will be learning in Year 9. We offer a wide range of subjects to cater for the differing interests and abilities of all students.

Students are asked to pick **six** subjects from the following list to study in Year 9. They will then be asked to pick **four** from these six to study for their GCSEs in Year 10 and 11. They are recommended to ensure a breadth of choice, whilst at the same time considering their future career paths.

GCSE Level

Art
Business/Economics**
Computer Science
Design & Technology: Graphics & Textiles***
Drama
Food Preparation and Nutrition
French
Geography
German
History
Music
Physical Education
Religion and Philosophy
Spanish

** If students want to carry this subject on for their GCSEs they will choose to either study Business Studies or Economics.

*** If students want to carry this subject on for their GCSEs they will choose to specialise in either Graphics or Textiles.

English Baccalaureate

Students are strongly advised to take one language and one humanities subject (either History or Geography) plus two other subjects when they reach their final GCSE options. This will allow them to achieve the English Baccalaureate.

This pathway may not be suitable for all students and should be discussed carefully to ensure future career paths or subject combinations will not be closed.

Students can take more than one language and more than one humanities subject. We recommend breadth and creativity so including an arts or creative option would also be recommended.

CHOOSING YOUR YEAR 9 OPTIONS

When choosing your options, you will need to consider which subjects you enjoy the best and where your strengths lie.

Your teachers will be able to help you with this; so, don't forget to ask them how they feel you are getting on in your studies. Tracking Points will also provide you with additional information. Before you make your final choices, you will have had many opportunities to discuss the options open to you and to listen to the advice of others.

However, it is important that the final decision is yours. You should pick the subjects that you feel you will enjoy the most and that will enable you to follow any career aspirations that you may have. You should also aim to maintain a broad and balanced curriculum.

For many students the choice is often simple and straightforward, however, for others the choices may be more difficult to make. We therefore offer an opportunity, if needed, for students and parents to discuss their choices with a member of the Leadership Group who will be able to provide advice and guidance. Mrs Willis (Deputy Headteacher) is also available to contact at school to discuss any of your queries. You may also be invited to a meeting with a member of the Leadership Group if we have any concerns about the choices narrowing a student's curriculum or it not being the right path to reach their aspirations.

* A Password and log on details will be sent via Groupcall to enable you and your child to complete their option choices from **Thursday 11 January 2024 – Thursday 25 January 2024**.

It will be disabled on **Friday 26 January 2024**

** The Log on will be re-activated to enable you and your child to complete their final option choices from **Thursday 22 February 2024 – Thursday 29 February 2024**.

It will be disabled on **Friday 1 March 2024**

We aim to arrange the timetable to give maximum choice and each year the majority of students do get to study their first-choice subjects.

However, we cannot guarantee that we can offer your first choice of subjects. This may be due to one of the following reasons:

- a) The demand for a course is insufficient and we may not be able to run it.
- b) Some combinations of subjects may not be possible to timetable.
- c) The demand for a course is such that there is insufficient staffing available and we will need to limit the number of groups being taught.

In such cases we will meet with students to find a solution, and inform you of this change.

** This is a survey of possible choices and is used for timetable planning.*

*** These are the final choices and used for designing option blocks for the school timetable. If a student's choices cannot be timetabled parents/carers will be informed.*

CHOICES PROCESS

YEAR 8 CHOICES

For Curriculum Commencing September 2024

Choices will be made using SIMS Options. The access procedure will be shared nearer the date with separate user guidelines for both students and parents.

Please see below an example of the Student Choices page where students select their 6 main choices in order of preference and two reserves, also in order of preference.

Parents will be able to log into this page to approve their child's choices.

PLEASE NOTE:

1. If too many students opt for a subject for which we have limited numbers, then priority will be given to the preference order.
2. If a subject is undersubscribed we reserve the right to withdraw it from the options system.
3. Where subject combinations prove impossible, we will meet with the student to find a solution.

ENGLISH LANGUAGE

In English lessons, students are prepared for **both English Language and English Literature GCSEs**. During Year 9 students will begin the new GCSE course by focusing on GCSE style tasks and activities to develop the skills required, through study and analysis of a range of non-fiction texts, developing imaginative and accurate creative writing responses, and preparing for a formal speaking and listening presentation.



◆ Description of Subject - GCSE English Language

For **English Language**, students read and develop skills for imaginative, personal and critical responses to a range of different literary and non-fiction texts covering the 19th, 20th and 21st Century time periods. The ability to write clearly, coherently and accurately using a range of vocabulary and sentence structures is also an important aspect of the course.

GCSE English Language grades are based on assessment by examinations at the end of the course.

Speaking and Listening skills are also taught and assessed as part of **GCSE English Language**. These help students to develop effective interaction in discussions and plan effectively for different purposes and audiences in making presentations, speeches and responding appropriately to any questions and feedback. **Speaking and Listening skills** are assessed by teachers in school and receive a separate grade on the GCSE certificate.

◆ Examination Details - GCSE English Language

Paper 1: Explorations in Creative Reading and Writing

1 hour 45 minutes
Reading Paper 25%
Writing Paper 25%

Paper 2: Writers' Viewpoints and Perspectives

1 hour 45 minutes
Reading Paper 25%
Writing Paper 25%

YEARS 9, 10 & 11

◆ What you will do

- ~ Study a wide range of fiction and non-fiction texts from the 19th, 20th and 21st centuries.
- ~ Analyse how writers use language and structure to create different effects for their readers.
- ~ Use your knowledge to improve and develop your own writing for different purposes and audiences.
- ~ Complete speaking and listening assignments.
- ~ Learn skills and techniques that will prepare you for the examinations

◆ **Board :** AQA

◆ **Specification :** 8700

ENGLISH LITERATURE

◆ Description of Subject - GCSE English Literature

During Year 9 students will develop the critical skills required for the new GCSE course through study of a novel, or a modern or Shakespearean play, and learning how to respond to 'unseen' poetry.

For **English Literature**, students learn to respond with sensitivity and perception to a variety of classic and modern writers, including drama, poetry and prose by writers ranging from Shakespeare to 21st Century.

GCSE English Literature grades are based on assessment by examinations at the end of the course.

◆ Examination Details - GCSE English Literature

Paper 1: Shakespeare and the 19th Century novel

1 hour 45 minutes

Written Paper 40%

Paper 2: Modern Texts and Poetry

2 hours 15 minutes

Written Paper 60%



YEARS 9, 10 & 11

◆ What you will do

- ~ Study a range of literature texts from the 19th, 20th and 21st Centuries.
- ~ Study poetry, prose and drama texts.
- ~ Analyse themes, characters and structure of texts.
- ~ Learn skills and techniques to help you prepare for the exam.

YEARS 9, 10 & 11

◆ What you will do

Texts studied will include:

- ~ 19th Century novel: 'Pride and Prejudice'
- ~ Modern Texts: 'An Inspector Calls'
- ~ Poetry: Power and Conflict Poetry
- ~ Shakespeare: 'Macbeth'; 'The Tempest'; 'Romeo and Juliet'; 'The Merchant of Venice'; 'Much Ado about Nothing'

◆ **Board :** AQA

◆ **Specification :** 8702

Student Comments :

"English helps to develop your writing skills and gives you a sound basis for other subjects."

"Presentations to the class gave me loads of confidence."

"The variety of texts really broadens your horizons."

"We get plenty of support and guidance."

"Role play, hot-seating and seeing a live performance at the Lighthouse really brought the play to life for me."

MATHEMATICS

◆ Description of Subject

The Mathematics GCSE has been designed to develop both a deep and broad mathematical understanding. It will provide all students with greater coverage of key areas such as ratio, proportion and rates of change and require them to apply their knowledge and reasoning to provide clear mathematical arguments. It will focus on ensuring that every student masters the fundamental mathematics that is required for further education and future careers. It will provide greater challenge for the most able students by thoroughly testing their understanding of the mathematical knowledge needed for higher level study and careers in mathematics, the sciences and computing.



Mathematics lies at the heart of the educational process and it comes as no surprise that both universities and employers place great importance on a high grade in the subject. At a basic level it provides the numeracy so essential to modern day life but there is so much more to the subject than just that.

Above all, Mathematics is about problem solving. It develops the ability to tackle complex problems with logic, precision, creativity and clarity of expression - and with such transferable skills we shall be opening doors to future opportunities in many fields.

Which other subject gives you that wonderful thrill when you finally spot the way to answer a problem, or suddenly understand something that you thought was totally beyond you yesterday? What other area provides you with a universal language to understand, interpret and predict both the motion of the universe and the movements of the tiniest particle?

We hope that you will enjoy your GCSE Mathematics. We are looking forward to teaching you.

◆ Examination and Assessment Details

Assessment is based **entirely** on the final examination which consists of 3 papers of 1 hour and 30 minutes each. One paper is non-calculator whilst the other two will both require a calculator.

There is no Controlled Assessment in GCSE Mathematics.

YEARS 9, 10 & 11

◆ What you will do

The course will consist of the following areas of study in the given percentages:

- ~ 15% Number
- ~ 20% Ratio, Proportion and Rates of Change
- ~ 30% Algebra
- ~ 15% Statistics and Probability
- ~ 20% Geometry and Measures

◆ Board : Edexcel

◆ Syllabus Number : 1MA1

Student Comment :

"Cool! It is a real challenge - I never thought I would enjoy it this much."

SEPARATE SCIENCES

◆ Description of Subject

Year 9 marks the beginning of the 3 Separate Science GCSE courses. These courses are designed to bridge the gap between KS3 to GCSE Chemistry, Biology and Physics, and the content covered forms the foundation year of our three year GCSE courses which continue into Year 10 and are then examined at the end of Year 11.

There is a strong emphasis on ICT/Thinking Skills/Numeracy in Science and Scientific Enquiry, or 'How Science Works', as well as a high level of scientific academic rigour.



- ◆ **Examination Details** - Edexcel GCSE 9–1 Biology
Edexcel GCSE 9–1 Physics.
AQA Chemistry GCSE 9–1

◆ What you will do

| BIOLOGY | BIOLOGY | CHEMISTRY | CHEMISTRY | PHYSICS | PHYSICS |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Topic 1 – Key concepts in Biology</p> <p>Topic 2 – Cells and control</p> <p>Topic 3 – Genetics</p> <p>Topic 4 – Natural selection and genetic modification</p> <p>Topic 5 – Health, disease and the development of medicines</p> <p>Topic 6 – Plant structures and their functions</p> <p>Topic 7 – Animal coordination, control and homeostasis</p> <p>Topic 8 – Exchange and transport in animals</p> <p>Topic 9 – Ecosystems and material cycles</p> | | <p>Topic 1 – Atomic Structure & the periodic table</p> <p>Topic 2 – Structure & Bonding</p> <p>Topic 3 – Quantitative Chemistry</p> <p>Topic 4 – Chemical changes</p> <p>Topic 5 – Energy changes</p> <p>Topic 6 – Rate & extent of chemical change</p> <p>Topic 7 – Organic Chemistry</p> <p>Topic 8 – Chemical Analysis</p> <p>Topic 9 – Chemistry of the atmosphere</p> <p>Topic 10 – Using resources</p> | | <p>Topic 1 – Key concepts of Physics</p> <p>Topic 2 – Motion and forces</p> <p>Topic 3 – Conservation of energy</p> <p>Topic 4 – Waves</p> <p>Topic 5 – Light and the electromagnetic spectrum</p> <p>Topic 6 – Radioactivity</p> <p>Topic 7 – Energy – Forces doing work</p> <p>Topic 8 – Forces and their effects</p> <p>Topic 9 – Electricity and circuits</p> <p>Topic 10 – Static electricity</p> <p>Topic 11 - Magnetism and the motor effect</p> <p>Topic 12 – Electromagnetic induction</p> <p>Topic 13 – Particle model</p> <p>Topic 14 – Forces and matter</p> |

- ◆ **Board :** Edexcel (Biology, Physics)
AQA (Chemistry)

- ◆ **Syllabus Numbers :** 1BI0 (Biology)
1PH0 (Physics)
8462 (Chemistry)

RELIGIOUS EDUCATION

Non-Examined

◆ Description of Subject

With lessons taking place once a fortnight, RP provides a rare gift and opportunity in enabling our students to flourish and fulfil their potential as inquisitive, empathetic, and critical thinkers. For, as Socrates and Aristotle believed, ‘The unexamined life is not worth living’ and ‘The mark of an educated mind’ is to consider an argument without necessarily accepting it.



RP offers students the opportunity to reflect, understand and assess serious moral and philosophical issues that they will encounter as part of their life's journey: medical ethics, euthanasia, environmental ethics, prejudice and discrimination, the problem of evil.... Significantly, school is one of the few places where they are able to consider such issues in an informed, thoughtful and considerate environment.

Equally, the philosophical and ethical skills of RP equip our students to become logical thinkers. Through the exploration of religious and non-religious approaches students will become adept in analysing arguments, enriching their own views through the consideration of other's opinions so to allow them to develop well founded beliefs of their own.

Philosophical and ethical issues permeate every aspect of our lives. Through the exploration of morality, the RP department aim to help students apply theory to practice by considering how religious and non-religious belief systems impact on the lives of us all.

◆ Course Details

Topics include:

1. Medical Ethics, including the sanctity of life versus the quality of life debate, how medical ethics boards make decisions about health care, and the significance of the Hippocratic oath.
2. Extremism and radicalisation, including: radicalisation and extremism in religion, politics, and animal rights.
3. Examining the relevance of the Black Lives Matter Movement in the UK, including: what is the Black Lives Matter movement? the impact of colonialism on race relations, is racism hard-wired into our societies? and significant figures in Black British History.
4. Environmental Ethics, including: the value of lives, animal experimentation, the ethics of zoological gardens, and the use of natural resources.

◆ Examination Details

There is no examination at the end of this course.



PHYSICAL EDUCATION

◆ Description of Subject

Physical Education is a core subject which the students will take part in twice a week.

This subject is non-examined however does provide students with so many lifelong skills that are valuable in many GCSE courses.



◆ Course Content

The students follow a structured pathway of activities aimed at developing competence, and becoming increasingly effective in performance as a participant, as a leader and as an official.

The students experience a broad and balanced range of activities from Netball to Gymnastics and Volleyball to Athletics. It is intended that the students will develop skills, tactics, attitudes and knowledge and understanding that will encourage them to adopt a healthy and active lifestyle.

◆ Skills you will develop

Core PE will equip you with a variety of different skills:

- Teamwork
- Leadership
- Communication
- Problem solving
- Knowledge of rules and regulations
- Healthy and Active lifestyle advice

◆ What we expect from you

- Hardworking attitude
- Excellent organisation – bringing PE kit to every lesson
- High levels of effort
- High levels of concentration
- Willingness to attempt challenges



Student Comments :

"Lots of variety, lots of fun"

"It gives you more opportunities to expand on the skills that you have"

"It's great fun"

WELLBEING – YEARS 9-11

All students will have a timetabled Wellbeing lesson, once per fortnight, with Miss Wasch. The curriculum content overview for Years 9-11 is attached below.

Week B period 1 – students will have a ‘Time to Talk’ session with their tutor. The focus of these sessions is to educate and nurture students with their physical and mental wellbeing; to equip students with various strategies and resources to better cope with and manage their emotions. There will be opportunities for tutors to check-in with individual tutees during this time.

Skills that students will acquire: Students will take part both in class and small group discussions. They will learn to make decisions based on information and facts given to them. They will present their ideas and share their views with others in a variety of ways. These will include the use of role-play, debating, presenting talks, producing display work and written work. They will develop the self-awareness, resilience and confidence required for their remaining school career at PGS, further education and the world of work.

Tips for how to be successful in the course: To be successful, it is important for students to develop enquiring and growth mindsets; to demonstrate a willingness to listen carefully to different opinions and facts, and to always show respect. Students should show a willingness to contribute and display their ideas, either orally or through written work/notes. Importantly, we should see students demonstrating kindness and continue developing their empathy to better understand and support others.

Examination and assessment details: This is a non-examined curriculum and has been developed to meet the statutory PSHE and RSE guidance in England.

| Year 9 | Year 10 | Year 11 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Health and Wellbeing Rethinking Periods Relationship between physical and mental health Positive self-image and healthy lifestyle Body Image – Eating Disorders – over and under eating | Living in the Wider World Preparation for Work Experience How to contact employers - Writing formal emails, making formal phone calls. Use of Unifrog | Living in the Wider World Complete CV Interview techniques - mock interviews Next steps Application processes, and skills for further education |
| Living in the Wider World Letter from Year 13 Use of Unifrog Strengths and weaknesses Setting goals – long term and short term | Health and Wellbeing Mental health Stigma, safeguarding health, reframing negative thinking Strategies to promote mental wellbeing Signs of emotional or mental ill health Mental health and the media and challenging stigma | Health and Wellbeing Health Choices Contraception update STI's – specific focusing on chlamydia and herpes FGM Pornography how it presents a distorted picture of sexual behaviour, revenge porn and up skirting |
| Relationships Respectful Relationships Different types of families and parenting Positive relationships in the home and ways to reduce homelessness amongst young people Conflict and its causes in different contexts, this will include separation and divorce | Relationships Healthy relationships Relationships and sex expectations, myths, pleasure, and challenges, including the impact of the media and pornography Consent Safe / unsafe relationships – link back to harassment work in year 9 Coercive control – including gaslighting Sexting | Relationships Communication in relationships Consent, abstinence and sexual relationships - recap How to communicate wants and needs How to handle unwanted attention, including online Challenging harassment and stalking Abusive relationships - signs and support |
| Health and Wellbeing Peer influence, substance use and gangs, assertiveness, substance misuse, and gang exploitation Managing exam wellbeing and revision support | Health and Wellbeing Rethink Periods Endometriosis, PCOS and Menopause First Aid and CPR Training Managing exam wellbeing and revision support The influence and impact of drugs, gangs, role models and the media | Health and Wellbeing How to develop self-efficacy, including motivation, perseverance, and resilience. The nature, causes and effects of stress and stress management strategies Quiet revision time to prepare for mock exams and support with revision techniques |
| Relationships Intimate relationships Consent, abstinence, and romantic curiosity All types of relationships Contraception – Condoms male and female pill – link to heterosexual and LGBTQ+ Introduction to STI | Relationships Addressing extremism and radicalisation Community cohesion and challenging Extremism Feminism – link to discrimination and toxic masculinity | Living in the Wider World Finance Pay slips and Taxation Savings, Loans and Debt Mortgages and Renting Maternity and Paternity rights Budgeting Game |
| Living in the Wider World Employability skills Young people's employment rights and responsibilities Skills for enterprise and employability | Living in the Wider World Health and Safety for work Work experience Unifrog skills builder Producing a CV Gambling and risk | Health and Wellbeing Independence Festivals and drugs Organ donation and blood donation Screening services and self-examination Body alteration – influences and risks |

ART & DESIGN

◆ Description of Subject

The creative industries are one of the fastest growing industries in the UK. Our Country's future depends, in large measure, on the qualities of designers, creative artists and crafts people employed in a wide range of industries and working situations. Art education produces people capable of improving all aspects of our environment and creates life-long learners with transferrable skills including: creative thinking, problem solving and critical reflection; all of which employers in every industry are crying out for. From lounge furniture to street furniture, newspapers to TV graphics, jewellery to dishwashers, fabrics to high fashion, through countless items we use every day, Art is all around us, in both our homes and work environments. Whether you wish to become a designer, craftsperson or pursue art solely for the pleasure it gives, GCSE in Art and Design is the course for you!



During the course you will encounter stimulating challenges including sculpture, painting, drawing and printmaking. These will help you improve your observation skills, respond imaginatively to first-hand experiences, react inventively to the world around you and generally improve your practical abilities in a wide range of materials and techniques.

◆ Examination and Assessment Details

• Portfolio of work (60% of total)

Work is presented on mounted sheets and in sketchbooks and as final pieces. Coursework portfolios consist of all the work produced over the 3-year course, across a minimum of two project genres.

• Externally set task (40% of total)

The examination consists of a period of preparation and research plus an unaided 10 hour practical exam in which students complete a final response for their exam project. Marks come from both the preparation work and the final response.

| YEAR 9 | YEAR 10 | YEAR 11 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do <ul style="list-style-type: none"> ~ You will begin by reaffirming your observational drawing skills ~ You will then complete a series of experimental workshops under the guise of an Animals Project, which will introduce you to a variety of new and exciting techniques and materials ~ This will give you the tools and knowledge to empower you to complete exciting projects in Years 10 & 11 with a huge variety of techniques and materials, following your own independent journey | ◆ What you will do <ul style="list-style-type: none"> ~ Produce critical and contextual material related to a theme ~ Produce your own work based on a personal response to the starting point ~ Develop an experimental approach to using a range of 2 and 3-dimensional media, following your own personal journey ~ Discover the importance of display and mounted sheets for researching and developing ideas ~ Discover how to use materials effectively and safely | ◆ What you will do <div> Autumn Term (Portfolio work) <ul style="list-style-type: none"> ~ Continue to develop your personal journey ~ Produce final experiments with ideas and materials ~ Refine & develop a final response to your project </div> <div> Spring / Summer Term (Externally set task) <ul style="list-style-type: none"> ~ Respond to the external examination topic of your choice ~ Follow your journey from your own chosen starting point, from initial research through to final response </div> |

◆ Board: ◆ AQA ◆ Syllabus Number: 8202

Student Comment: "I'm amazed when I look back at my portfolio from the three years and see how much work I have produced and how much my drawing and painting has improved. The three years passed by in a flurry of creativity"

BUSINESS STUDIES AND ECONOMICS

(THEN SELECTING BUSINESS STUDIES IN YEAR 10 & 11)

◆ Description of Subject

Business is a practical subject where business knowledge and understanding is applied to a wide variety of situations.

As part of this course, you will use real life case studies to solve business problems and take part in realistic business simulations. You will use ICT as a business tool for the purposes that a business would use it, for example with cash flow forecasts.

You will be expected to be aware of, and discuss, current business issues and the benefits and drawbacks arising for UK and overseas firms from globalisation.

The course consists of a range of areas such as enterprise and entrepreneurship, marketing, finance, production, ownership and control, and the external environment, related to both large and small businesses.



◆ Examination and Assessment Details

Students follow the GCSE 9-1 course in Business with the Pearson Edexcel exam board. The course code is 1BS0. The course textbook is Edexcel GCSE (9-1) Business by Coupland-Smith et al ISBN 978-1-29217-984-1.

The course is linear and the students will be assessed through two external exams in Year 11.

Theme 1: Investigating small business and Theme 2: Building a business are 90 marks each and both papers last 1 hour 45 minutes.

| YEAR 9 | YEAR 10 | YEAR 11 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do Year 9 students are offered a general introduction to both Business and Economics. Foundation concepts are explored to help students understand more about each specialist subject. Introductory concepts include: ~ Enterprise and Entrepreneurship. Students are introduced to the nature of business and how business ideas come about. ~ Spotting a business opportunity. Students explore how new and small businesses identify and understand customer needs. ~ Introduction to Economics – topics include the main economic groups and the basic economic problem. ~ Economic objectives and the role of government in managing the economy. | ◆ What you will do ~ Putting a business idea into practice. This topic focuses on making an idea happen. ~ Making the business effective. Students explore factors that impact on the success of the business. ~ Understanding external influences on business. Students are introduced to a range of factors outside of the immediate control of the business and how businesses respond to these influences. ~ Growing the business. Students are introduced to methods of growth as businesses evolve. ~ The impact of globalisation and the ethical and environmental questions facing businesses are explored. | ◆ What you will do ~ Making marketing decisions. Students explore how each element of the marketing mix is managed and used to inform and make business decisions. ~ Making operational decisions. This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes. ~ Making financial decisions. Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. ~ Making human resource decision. Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic. |

◆ Board : Pearson Edexcel

◆ Syllabus Number : 1BS0

Student Comments :

"I didn't realise how much went into launching a new product".

"It's not just the theory that is interesting - it's putting the theory into practice!"

BUSINESS STUDIES AND ECONOMICS

(THEN SELECTING ECONOMICS IN YEAR 10 & 11)

◆ Description of Subject

Economics is a social science that studies how individuals and groups make decisions with finite resources to best satisfy their wants, needs and desires. Or, in more simple terms, Economics is about making the right choices when you are faced with limited resources.

This is a problem that every person, business, charity, government and country face every day of their existence. We all have unlimited wants and desires but only limited resources which we need to use in the best possible way to maximise our happiness.

During this course you will study:

- Microeconomics - how individual markets work
- Macroeconomics - how the whole economy works and Britain's role in the European Union and the impact of globalisation

It is important that you have an interest in current affairs and a desire to understand more about the economy you live, study and work in.



◆ Examination and Assessment Details

Students follow the GCSE 9-1 course in Economics with the OCR exam board. The course code is J205. The course textbook is Economics by Bancroft et al ISBN 978-1-4718-8834-2.

The course is linear and the students will be assessed through two external exams in Year 11.

Introduction to Economics and the National and International Economics papers are both worth 80 marks and are 1 hour 30 minutes long.

| YEAR 9 | YEAR 10 | YEAR 11 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do Year 9 students are offered a general introduction to both Business and Economics. Foundation concepts are explored to help students understand more about each specialist subject. Introductory concepts include: ~ Enterprise and Entrepreneurship. Students are introduced to the nature of business and how business ideas come about. ~ Spotting a business opportunity. Students explore how new and small businesses identify and understand customer needs. ~ Introduction to Economics – topics include the main economic groups and the basic economic problem. ~ Economic objectives and the role of government in managing the economy. | ◆ What you will do ~ Economic objectives and the role of government – topics include fiscal, monetary and supply-side policies as well as the limitations of markets. ~ The role of markets and money – topics include demand and supply, labour markets and financial markets. | ◆ What you will do ~ International trade and the global economy – topics include globalisation, exchange rates and the balance of payments. |

Board :

OCR

◆ Syllabus Number :

J205

Student Comments :

"Economics has really opened my eyes to situations and decisions I may have to face in the future." "I have really enjoyed finding out how economy works and why people make the choices they do." Also, why not go to this website and see why other students have studied this subject – <http://studyingeconomics.ac.uk/economics-students-views/>

COMPUTER SCIENCE

◆ Description of Subject

The course gives students a real, in-depth understanding of how computer technology works. Students will develop critical thinking, analysis and problem-solving skills through the study of computer programming, skills that can be transferred to other subjects and even applied in day-to-day life. In this respect the course provides excellent preparation for students who want to study or work in areas that rely on these skills especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine. The increasing importance of information technologies mean there will be a growing demand for professionals who are qualified in this area.



◆ In Computer Science you will learn about:

- ◆ **Fundamentals of algorithms:** Design, Efficiency, Search, Sort
- ◆ **Programming:** Topics - Data type, programming concepts - variables/constants, assignment, iteration, selection, subroutines, arithmetic operations in a programming language, relational operations in a programming language, Boolean operations, data structures, Input/Output, string handling, random number generation, robust and secure programming
- ◆ **Fundamentals of data representation:** Topics - number bases, converting between bases, units of information, binary arithmetic, character encoding, representing images, representing sound, data compression
- ◆ **Computer systems:** Topics - hardware and software, Boolean logic, software classification, classification of programming languages and translators, systems architecture
- ◆ **Fundamentals of computer networks:** Topics - main types of network, wireless or wired, topologies, protocols, methods of network security, TCP/IP stack model
- ◆ **Cyber security:** Topics - definition and purpose of cyber security, cyber security threats, methods to detect and prevent cyber security threats
- ◆ **Relational databases and structured query language (SQL):** Topics - concept of a database, relational database, structured query language
- ◆ **Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy:** Explain the current ethical, legal and environmental impacts and risks of digital technology on society. Where data privacy issues arise these should be considered.

◆ You will learn by:

- ◆ applying critical thinking skills to solve complex problems
- ◆ using new-found programming skills to independently code and debug programs
- ◆ gaining a deep understanding of problem solving and experience in creating logical and efficient solutions

◆ Examination and Assessment details:

- Two one hour and 30-minute exam papers at the end of the syllabus: J277/01 Computer Systems

| | Year 9 | | | | | | Year 10 | | | | | | Year 11 | | | | | |
|---------------------------------------------------------|--------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|
| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| 1.1 Architecture of the CPU | | | | | | | | | | | | | | | | | | |
| 1.1.1 CPU Performance | | | | | | | | | | | | | | | | | | |
| 1.1.2 Embedded Systems | | | | | | | | | | | | | | | | | | |
| 1.2.1 Primary memory | | | | | | | | | | | | | | | | | | |
| 1.2.2 Secondary storage | | | | | | | | | | | | | | | | | | |
| 1.2.3 Virus | | | | | | | | | | | | | | | | | | |
| 1.2.4 Data storage | | | | | | | | | | | | | | | | | | |
| 1.2.5 Compression | | | | | | | | | | | | | | | | | | |
| 1.3.1 Networks and topologies | | | | | | | | | | | | | | | | | | |
| 1.3.2 Wired and wireless networks, protocols and layers | | | | | | | | | | | | | | | | | | |
| 1.4.1 Threats to computer systems and networks | | | | | | | | | | | | | | | | | | |
| 1.4.2 Identifying and preventing vulnerabilities | | | | | | | | | | | | | | | | | | |
| 1.5.1 Operating systems | | | | | | | | | | | | | | | | | | |
| 1.5.2 Utility software | | | | | | | | | | | | | | | | | | |
| 1.6.1 ELCE | | | | | | | | | | | | | | | | | | |
| 2.1.1 Computational thinking | | | | | | | | | | | | | | | | | | |
| 2.1.2 Designing, creating and refining algorithms | | | | | | | | | | | | | | | | | | |
| 2.1.3 Searching and sorting algorithms | | | | | | | | | | | | | | | | | | |
| 2.2.1 Programming fundamentals | | | | | | | | | | | | | | | | | | |
| 2.2.2 Data types (throughout PRIMM) | | | | | | | | | | | | | | | | | | |
| 2.2.3 Additional programming techniques | | | | | | | | | | | | | | | | | | |
| 2.3.1 Defensive design | | | | | | | | | | | | | | | | | | |
| 2.3.2 Testing | | | | | | | | | | | | | | | | | | |
| 2.4.1 Boolean logic | | | | | | | | | | | | | | | | | | |
| 2.5.1 Languages | | | | | | | | | | | | | | | | | | |
| 2.5.2 IDE | | | | | | | | | | | | | | | | | | |
| Revision/Exam Questions | | | | | | | | | | | | | | | | | | |

DESIGN & TECHNOLOGY

(THEN SELECTING GRAPHICS OR TEXTILES IN YEAR 10 & 11)

◆ Description of Subject

On 30 October 2018 the BBC published the article 'Surgery students - losing dexterity to stitch patients' (Professor Kneebone, Imperial College). He explains that '*...young people need to have a more rounded education, including creative and artistic subjects, where they learn to use their hands.*' (www.bbc.co.uk).

This course has been designed to encourage you to be able to design and make products with creativity and originality, using a range of materials. You will be challenged to think like a designer, by the range of practical activities. You will be encouraged to develop ways to design, understand and apply colour, to develop spatial concepts, and to understand different materials and their manipulation. You will design and make product(s) using graphic media and textiles and new technologies. This will include the application of Computer Aided Design and Computer Aided Manufacture. The course would suit you if you are interested in careers in the design industry from Graphics, architecture and product design to Fashion and Textiles, marketing and garment engineering.

All students across the GCSE Design and Technology will be expected to study the *core technical* and *designing and making principles*. These *core technical principles* are:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical device
- Materials and their working properties



◆ Examination and Assessment details:

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component 1: Written examination: 2 hours – 100 marks – 50% qualification (<i>Year 11</i>) | Component 2: Non-exam Assessment: 35 hours – 100 marks – 50% qualification (<i>start end of year 10, into year 11</i>) |
| <ul style="list-style-type: none"> ~ Core technical principles ~ Specialist technical principles ~ Designing and making principles | <ul style="list-style-type: none"> ~ Design and Make Task Non-Exam Assessment ~ Students will produce a prototype product and a design folder for evidence |

| YEAR 9 | YEAR 10 | YEAR 11 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Throughout Year 9 students will: <ul style="list-style-type: none"> ~ Acquire information and confidence that builds on their KS3 learning which will include knowledge and understanding of different materials, tools, machines and manufacturing processes. ~ Develop knowledge, understanding and skills. ~ Work on a range of broad and contemporary challenges, which provide a basis from which students can undertake a design, make and evaluate a project within a real world context. ~ Through studying Design technology, students may acquire confidence in choosing and using different materials. | Students will opt to follow either the <u>Textiles</u> or <u>Graphics</u> route in Year 10. <ul style="list-style-type: none"> ~ You will continue to develop your skills in a practical design and make project. ~ You will develop your knowledge in the specialist technical principles. ~ You will carry out a practice Non Exam Assessment which will prepare you for your real NEA. | Throughout the end of Year 10 and Year 11, students will work on their 35-hour design and make NEA task. <ul style="list-style-type: none"> ~ Students will produce a prototype product and a design folder of evidence, Applying the skills and knowledge they have learned. ~ Students will have a fortnightly exam preparation lesson where they will cover part C of the theory and practice exam technique and revision. ~ The final few weeks of Year 11 up until study leave will be focused revision and exam practise. |

Students who have studied Design and Technology in the past have often said how it positively changes the way they tackle their work and approach life challenges. Problem solving takes on a more thoughtful approach, while attitudes and understanding of design issues such as cultural and social implications or environment and sustainability matters, sets them up for their future as adults in a technological and ever-changing world, despite what career or life path they end up following.

DRAMA

◆ Description of Subject

Success in this subject is dependent upon your commitment to the course and your ability to challenge yourself whilst being a key team player. Drama is a practical subject, however 70% of your GCSE will be based on written reflection and analysis of performance and production elements. During the course you will learn how actors and designers use their skills to bring a text from page to stage. You will apply this understanding to a text and try out your ideas as an actor or designer. You will also use this knowledge to devise a piece of theatre for an audience and to help you analyse how live theatre is created. The school will arrange class visits to the theatre.



◆ Examination and Assessment Details

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component 1: Understanding drama |
| <ul style="list-style-type: none"> Knowledge and understanding of drama and theatre Study of one set play from a choice of nine Analysis and evaluation of the work of live theatre makers |
| Written exam: 1 hour and 45 minutes. Open book. 80 marks. 40% of GCSE |
| Component 2: Devising drama (practical) |
| <ul style="list-style-type: none"> Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work |
| Devising log (60 marks). Devised performance (20 marks). 80 marks in total. 40% of GCSE |
| Component 3: Texts in practice (practical) |
| <ul style="list-style-type: none"> Performance of two extracts from one play (students may contribute as performer or designer). Free choice of play but it must contrast with the set play chosen for Component 1 |
| <ul style="list-style-type: none"> Performance of Extract 1 (20 marks) and Extract 2 (20 marks). 40 marks in total. 20% of GCSE This component is marked by an AQA visit |

| YEAR 9 | | YEAR 10 | | YEAR 11 | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do | | ◆ What you will do | | ◆ What you will do | |
| Autumn Term | ~ An introduction to 'What is theatre': production and performance, style and genre. To include an exploration of all production elements. Assessment: performance of a duologue and group piece and written theatre review. | Autumn Term | ~ Study of set play for written exam ~ Introduction to practical skills and written approach ~ A mini project to use these skills*(scripted) ~ Theatre visit | Autumn Term | ~ Final Devised assessment* (2) ~ Externally and internally moderated ~ Theatre visit & written practice |
| Spring Term | ~ An introduction to physical theatre techniques. Performance and written reflection are assessed. ~ Students create a devised project based on a given stimulus from a past GCSE devised exam. Performance and written explanation are assessed at the beginning of the summer term. | Spring Term | ~ Second practical project - devising* ~ Trial of the written paper ~ Practical assessment (1) | Spring Term | ~ Polish and present final scripted assessment* (externally examined) ~ Revision of set play ~ Theatre visit & written practice |
| Summer Term | ~ Students create a scripted performance project based on the GCSE Set Text and have the opportunity to perform or design for this piece. Individual contribution and written reflection are assessed. | Summer Term | ~ Begin final Devised project (30% of GCSE) ~ Trial written paper ~ Complete portfolio | Summer Term | ~ Practice of timed answers ~ Revision & Examination |

**Attendance throughout the rehearsal process is essential*

*

◆ Board :

AQA

◆ Syllabus Number :

8261

FOOD PREPARATION & NUTRITION

◆ Description of Subject

Students will have the opportunity to experiment and cook with a wide range of ingredients creating stunning dishes. The course will enable them to understand and apply the principles of food science, the importance of nutrition and healthy eating as well as developing a wide range of practical skills. A GCSE in Food will equip students for an array of careers in both the food industry and beyond. The course also allows students to incorporate their studies in many other subjects including the Sciences.



◆ During the course you will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food using different cooking techniques and equipment.
- Develop knowledge and understanding of the nutritional and functional properties as well as the chemical characteristics of food.
- Understand the relationship between diet, nutrition and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food.
- Understand and explore a range of ingredients and processes to inspire new ideas or modify existing recipes.



Examination and Assessment Details

Component 1: Principles of Food Preparation and Nutrition

50% of qualification

Written Examination: 1 hour 45 minutes

Component 2: Food Preparation and Nutrition in Action

Assessment 1 (8 hours)

15% of qualification

A scientific food investigation based on scientific principles underlying the preparation and cooking of food.

Assessment 2 (12 hours)

35% of qualification

Prepare, cook and present three dishes based on tasks set by the exam board.

| YEAR 9 | YEAR 10 | YEAR 11 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What you will do <ul style="list-style-type: none"> - You will develop both theoretical and practical skills in a variety of areas. - You will study the different areas of food and create innovative and exciting dishes. - You will carry out practise NEA experiments and practical assessments. - There will be the opportunity to attend some master classes to focus on high level practical skills and presentation techniques. | What you will do <ul style="list-style-type: none"> - You will develop and hone your skills and knowledge. - You will continue to build on your repertoire of practical skills. - You will carry out mini NEA1 experiments to understand the functions and characteristics of different ingredients. - You will complete a mock NEA2 and produce high level dishes and supporting evidence in response to a brief. | What you will do <ul style="list-style-type: none"> - NEA1 the food investigation assessment. 8 hours approx. to complete a written report and experimental practical task in response to a brief. - NEA2 the food preparation assessment. 12 hours approx. to complete a written report, practical developments and trialling of recipes and a three-hour practical session to make and present three high level dishes in response to a brief. - Exam prep to recap and consolidate knowledge ready for the written exam. |

◆ **Board :**

Eduqas
(WJEC)

◆ **QAN :**

601/8093/6

Student Comment:

"Food is a really rewarding subject, you get to prepare loads of interesting and exciting dishes."

"It is a really useful subject and will help to prepare you for later life."

FRENCH

◆ Description of Subject

French is an official language in 29 countries and spoken on every continent. In today's increasingly globalised society, the ability to speak a foreign language is a valuable skill, opening doors to both employment and travel opportunities. The French course builds on the foundations laid in Years 7 and 8, but also introduces new topics and language, allowing the students to communicate about topics relevant to their lives. The course is challenging and engaging, and you will be impressed by how much you can say! With the aim of equipping our students to use French effectively for practical communication, lessons are interactive in approach, featuring plenty of pair work, role-plays and songs. We also offer insights into the culture and civilisation of French-speaking countries, through video clips, literary texts and most importantly, cultural trips. Effective communication in a language is underpinned by a solid grammatical understanding which we develop systematically over time. We use a range of resources from the Dynamo 2, Expo GCSE and Studio GCSE textbooks, as well as websites and apps such as The Language Gym, Quizlet and Kahoot, to make vocabulary and grammar learning fun!



◆ Topics Studied:

By the end of the course, students will be able to listen to, read, speak and write about the following subjects: family, friends, relationships, equality, physical and mental well-being, food and drink, sports, places in town, shopping, transportation, the natural world, environmental issues, social media and gaming, future opportunities, school, music, TV and film, accommodation, tourist attractions.

◆ Examination and Assessment Details - The final examination is outlined as follows:

| Paper 1: Speaking Non-examined assessment - 25% | Paper 2: Listening and Understanding Examination - 25% | Paper 3: Reading and Understanding Examination - 25% | Paper 4: Writing Examination – 25% |
|----------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------|
| Read aloud, Role-play, Photo description with follow-up conversation | Listening and dictation | Reading and translation into English | Writing responses and translation into French |
| All papers to be taken at the end of Year 11 | | | |

| YEAR 9 | YEAR 10 | YEAR 11 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: ~ At home and in town ~ Free Time Activities Assessment: Mock examination in the Summer Term (mixed skill) | ◆ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: ~ Self, Family and Friends ~ Music/TV/Cinema ~ Technology ~ Local Area ~ Francophone customs & festivals Assessment: ~ Mock examination | ◆ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: ~ Holidays ~ Education ~ Work ~ The environment ~ Poverty & social issues ~ Preparation for terminal examinations Assessment: ~ Mock examination in January (Mixed skill) |

◆ **Board :** Edexcel ◆ **Syllabus Number :** 1FR1

Student Comment : "I have learnt so much already. J'adore le français!" (Year 9 student in first term).

GEOGRAPHY

◆ Description of Subject

- Are you interested in the planet and its environments?
- Do you wonder about solutions to the world's problems?
- Do you ever look at the landscape and wonder how it got like that?



Geography at GCSE offers the opportunity to explore the world, its landscapes, peoples, places and environments. It investigates the world's physical and human problems and seeks solutions. The GCSE syllabus covers a balance of human and physical topics (shown in the grid below).

As well as classroom study, Geography also includes a practical element which allows you to go out and experience the environments you are studying such as the beach and dunes at Studland, rivers and city areas such as London.

Geography is a highly regarded subject and its students are recognised as being adaptable and familiar with world issues, top universities favour it as a 'door opening' subject and it is also included in the EBac subject list.

Geography helps us all be more informed and responsible global citizens, let's face it, without it we would all be lost!

◆ Examination and Assessment Details

Three exam papers: Human Geography, Physical Geography, Geographical Skills

| YEAR 9 | YEAR 10 | YEAR 11 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do Climate Change The causes, consequences and solutions to global climate change. Urban Change Why is there inequality and poverty in the world and what can be done? Coastal environments What shapes our coastline, the features of erosion and deposition and the human impacts. Urban change in the UK What factors are influencing the change in the UK and how will this impact our future? Fieldwork (Bournemouth) Investigate a question about our local environment, by collecting data, analysing the data and coming to conclusions. | ◆ What you will do Natural hazards What causes Earthquakes, what damage can they do and what can be done to help? Economic change Economic issues in the UK. Economic issues in a poorer country - Nigeria. Weather hazards Natural weather hazards – what causes them and the damage they can do. Sustainable cities How cities can develop through sustainable practices and have a positive impact on its residents and the environment. Resources Where food, water and energy come from now and in the future. Fieldwork (Swanage) Investigate a question about our local environment, by collecting data, analysing the data and coming to conclusions. | ◆ What you will do Resources Where food, water and energy come from now and in the future. Rivers How do rivers work and how do they create land forms? Living World The world's different environments such as tropical rainforests and deserts. Fieldwork (Studland) Investigate a question about our local environment, by collecting data, analysing the data and coming to conclusions. Pre-release A case study release by the exam board. In this has a debate on an issue. |

◆ Board : AQA

◆ Syllabus Number:

8035D

Student Comments :

"My favourite subject - I look forward to lessons and find the topics fascinating!"

"A subject I am truly enthusiastic about due to the diversity of topics which are relevant in the world today."

GERMAN

Description of Subject

German is an official language in 6 European countries and is the most widely spoken language in the EU. In today's increasingly globalised society, the ability to speak a foreign language is an important skill, opening doors to both employment and travel opportunities. Germany is an important trading partner, with the majority of its exports going to the USA, France and UK. Hence many employers value German language skills. Although you have not covered a lot of ground yet in German, you will be impressed by how much you can say at the end of the three years. Progress in Year 9 is fast and often groups are small. We aim to equip students to use German effectively for practical communication and lessons are therefore interactive in approach, featuring plenty of pair work, role-plays and songs. We also offer insights into the culture and civilisation of German-speaking countries, through video clips, literary texts and most importantly, our cultural trip to Berlin. Effective communication in the language is underpinned by a solid grammatical understanding which we develop systematically over the three years. The course books at GCSE are GCSE Higher (used in Year 10/11) and Foundation (for use in Year 9). We also provide students with an individual login for the interactive resources and digital book. We supplement these with subscriptions to websites and apps such as The Language Gym, Linguascope, Quizlet and Kahoot, to make vocabulary and grammar learning fun!



| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme 1: My Personal World Me, my family and friends Relationships Equality Theme 4: Media & Technology Social Media & Gaming Music, TV & Film | Theme 2: Lifestyle & Wellbeing Physical & Mental Wellbeing Food & Drink Sports Theme 5: Study & Future Work & Travel School | Theme 3: Neighbourhood Places in town Shopping Transport Natural World & Environmental issues Theme 6: Travel & Tourism: Accommodation Tourist Attractions |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Examination and Assessment Details

| | | | |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Paper 1: Listening Examination - 25% 1 hour Questions in English & dictation | Paper 2: Speaking Examination - 25% Reading aloud, Role-play, Photo card & Conversation 10-12 mins + 15 mins prep | Paper 3: Reading Examination - 25% Questions in English Translation from German into English 1 hour | Paper 4: Writing Examination - 25% 2 Writing Tasks Translation into German 1 hour 20 minutes |
| NB: All papers to be taken at the end of Year 11 | | | |

Board : Edexcel Specification Code: Tbc – German (2024)

| YEAR 9 | YEAR 10 | YEAR 11 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do Throughout the course you will be required to understand and provide information about the following areas: ~ Family/relationships/equality ~ Music, TV & Film ~ Places in town ~ Shopping Assessment: ~ End of Year Mixed Skill Test ~ End of Unit Writing or Speaking Task | ◆ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: ~ Lifestyle & Wellbeing ~ Technology ~ Study and future plans Assessment: ~ End of year examination in the Summer Term (Mixed skill) <i>There is also a mixed skill practise examination at the end of every unit.</i> | ◆ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: ~ Travel & Tourism ~ Natural World ~ Environment ~ Preparation for terminal examinations Assessment: ~ Mock examination in January (Mixed skill), including mock oral <i>There is also a mixed skill practise examination at the end of every unit.</i> |

Student Comment :

"I was amazed at how much I could say by the end of Year 10, and the 'Sam' videos were great fun, too!"

HISTORY

◆ Description of Subject

History is a subject of today, not just the past. In order to understand the present and comprehend the complexities of modern life, it is imperative to look back in order to understand how the world has been shaped. History will also develop skills for a range of other subjects and for the modern world, such as framing arguments and opinions, assessing the value of sources of information, analytical skills and decision-making.

Lessons will be interesting and make you think! It will be nearly impossible to be a passenger in the lessons as there will be discussions, debates, role-plays and source analysis for you to get involved in. History is all about arguments so you will be shaping them in order to answer controversial questions such as “Should the Atomic Bomb have been dropped?” “Was King John a Pointless King?” and “Did the Communist Revolution in Russia create the changes that were expected?”



◆ Examination and Assessment Details

History is a linear course with all units being examination-based at the end of Year 11.

| YEAR 9 | YEAR 10 | YEAR 11 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do An introduction to GCSE exam skills via a variety of different topics in order to bridge the gap between KS3 and KS4. A variety of topics are being considered for the first two terms of Year 9 to include both British and Global stories and topics. Summer Term – Start GCSE Topics Paper 3 Russia and the Soviet Union, 1917–41 ~ February and October ~ Causes of the Revolutions and outcomes ~ Moves towards Civil War ~ Methods of Lenin and Stalin ~ Economic and Social Changes <u>30% of Qualification</u> | ◆ What you will do: Continue to study content and skills for Year 11 Summer Examinations. Content: Paper 1 Crime and punishment in Britain. (1000–present) and Whitechapel, (1870–c1900) crime, policing and the inner city. ~ Nature and changing definitions of criminal activity ~ The nature of law enforcement and punishment ~ The development of the police force and the nature of Victorian London influencing criminal activity <u>30% of Qualification</u> Paper 2 (part a) Superpower relations and the Cold War, 1941–91 ~ The start of the Cold War ~ Communism vs Capitalism ~ Division of Berlin ~ Cuban Missile Crisis ~ End of the Cold War <u>20% of Qualification</u> | ◆ What you will do: Continue to study content and skills for Year 11 Summer Examinations, with time for revision. Paper 2 Cold War topic (Continued) Paper 2 (part b) The reigns of King Richard I and King John, 1189–1216 ~ The nature of kingship ~ Motives for the Crusades ~ King John and troubles with Barons ~ Magna Carta <u>20% of Qualification</u> Revision – with a particular focus on reviewing material from Year 9 |

◆ **Board :** Edexcel

◆ **Syllabus Number :** 1HIO

Student Comment :

“The different modules covered have been really interesting and fun to study and the teachers have been amazingly helpful in assisting me to overcome any problems I have encountered.”

MUSIC

◆ Description of the Subject

The Eduqas GCSE Music course will appeal to all students who love performing, listening to and composing music.

These three activities are studied within four Areas of Study which cover a wide variety of music. They are:

- Musical forms and devices
- Music for ensemble
- Film music
- Popular music

Performing ability to a minimum of grade 4 standard should be reached by the end of the course.



◆ Examination and Assessment Details

Performing percentage – 30%

Composing percentage – 30%

Listening examination percentage – 40%

| YEAR 9 | YEAR 10 | YEAR 11 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ What you will do In Year 9 students will be taught to compose in a range of musical styles, take part in a range of instrumental performances (both solo and in groups), and will learn about the elements of music in detail. They will also learn some theory of music and be trained in the use of 'Noteflight' (music notation software) and Cubase (music sequencer). Students should be taking part in music on a regular basis, either through one-to-one lessons, ensembles or participation in out-of-school clubs. | ◆ What you will do Autumn Term ~ Introduction to musical forms and devices and popular music ~ Introduction to composition Spring Term ~ Introduction to music for ensemble and film music ~ Start free composition ~ Ensemble performance Summer Term ~ Solo or ensemble performance ~ Finish free composition ~ Year 10 exam | ◆ What you will do Autumn Term ~ Composition to a set brief ~ Revisiting musical forms and devices and popular music ~ Mock performances Spring Term ~ Final performances ~ Music Mock exam ~ Revisiting music for ensemble and film music ~ Finalising compositions Summer Term ~ Revision and listening examination |

Board:

Eduqas

Syllabus Number :

tbc

Student Comment :

"Doing GCSE music has made me a better musician and enhanced my love of the subject. It's also been great fun!"

PHYSICAL EDUCATION

◆ Why choose GCSE PE?

GCSE PE is a stimulating, engaging, challenging and exciting course. It allows learners to critically analyse and evaluate physical performance and apply their experiences of practical activities to theoretical situations. As well as this, it allows performers to develop their knowledge and understanding of practical sport.



◆ Skills you will develop

The course will equip you with a variety of different skills that can benefit you within school, the work place and also life.

- Teamwork
- Leadership
- Communication
- Critical evaluation
- Data interpretation

◆ Where can GCSE PE take you?

GCSE PE is a well-respected option offering many career pathways. Some students who took GCSE PE have gone on to study the following at university:

- Physiotherapist
- Sports Journalist
- Sports Scientist
- Nutritionals
- Teacher Training
- Sports Coaches

◆ What we expect from you

- Hardworking attitude
- Reliable
- Work well independently and as part of a team
- Take part in extra-curricular clubs and practises regularly and play a sport or activity outside of school
- Have fun and participate with a smile!

◆ Examination and Assessment Details

Students must complete all components:

| Content Overview | Assessment Overview | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------|
| ~ Applied anatomy and physiology ~ Physical training | Physical factors affecting performance (01) 60 marks 1 hour written paper | 30% of total GCSE |
| ~ Socio-cultural influences ~ Sports psychology ~ Health, fitness and wellbeing | Socio-cultural issues and sports psychology (02) 60 marks. 1 hour written paper | 30% of total GCSE |
| ~ Practical activity assessment ~ Analysing and evaluating performance (AEP) | Performance in physical education (03) 80 marks Non-exam assessment (NEA) | 40% of total GCSE |

◆ Board : EDEXCEL

◆ Syllabus Number : 601/8161/8

RELIGION & PHILOSOPHY

◆ Description of Subject

Religion and Philosophy offers students the opportunity to reflect, understand and assess serious moral and philosophical issues that they will encounter as part of their life's journey, for example, medical ethics, euthanasia, environmental ethics, prejudice and discrimination, and the problem of evil. Significantly, school is one of the few places where they can consider such issues in an informed, thoughtful, and considerate environment.

Equally, the philosophical and ethical skills of R.P. equip our students to become logical thinkers. Through the exploration of religious and non-religious approaches students will become adept in analysing arguments, enriching their own views through the consideration of other's opinions, which in turns allows them to develop well founded beliefs of their own. By employing the use of glossaries, mind-mapping, cognitive flow charts, the Six Keys to Success, and lateral thinking techniques, academic rigour are evident throughout.

R.P. provides a rare gift and opportunity in preparing our students to become critical thinkers who can make reasoned arguments, whilst remaining empathetic, inquisitive, and informed. For as Socrates and Aristotle believed, "The unexamined life is not worth living" and "the mark of an educated mind is to consider an argument without necessarily accepting it."



◆ Examination Details:

Exam Board: Eduqas Exam Route: Route A58

R.P. is a three-year linear course with three written examination papers:

- Religious, Philosophical and Ethical Studies in the Modern World. 2-hour exam – 50%
- Study of Christianity. 1-hour exam – 25%
- Study of Islam - 1-hour exam – 25%

◆ Course Details:

| YEAR 9 | YEAR 10 | YEAR 11 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What you will do | What you will do | What you will do |
| Autumn Term Jewish Beliefs and Practices including beliefs about Monotheism, the role of Abraham and Moses, and diversity in Judaism. Spring Term Philosopher Queens A unit in which we explore the teachings and impacts of a diverse range of women philosophers. Secular Ideologies including Utilitarianism, virtue ethics and Humanism. Summer Term Christian Beliefs and Teachings , including: the nature of God, creation stories, role of Jesus, beliefs about the afterlife. | Autumn Term Issues of Human Rights , including: social justice, prejudice, discrimination, issues surrounding wealth and poverty Islamic Beliefs and Teachings , including: the nature of Allah, the nature of prophet hood, the significance of angels, and beliefs about the afterlife. Spring Term Issues of Life and Death , including: the origins of the universe, attitudes towards the environment, abortion and euthanasia. Summer Term Issues of Good and Evil , including: crime and punishment, issues surrounding forgiveness, the problem of evil and suffering. | Autumn Term Islamic Practices , including: the five pillars, the ten obligatory acts, jihad, and festivals. Christian Practices , including: forms of worship, sacraments, pilgrimages, festivals and the role of the Church. Spring Term Issues of Relationships , including the nature of families, the purpose of marriage, the purpose of sex, issues surrounding gender equality. Summer Term Revision and Past Questions. |

Board: **Eduqas** **Syllabus Specification:** **Route A**

Student Comment:

"I think completely differently now than when I started the GCSE course. R.P. also improved my other GCSE results by helping me structure my arguments and develop my analytical skills. The course is not so much "thoughts to repeat", rather "how to think." The teachers take a genuine interest and truly involve themselves in student learning."

SPANISH

Description of Subject



In today's increasingly globalised society, the ability to speak a foreign language is a valuable skill, opening doors to employment, research and travel opportunities. With an estimated of 500 million of speakers around the world, Spanish is an official language in 22 countries. It is also the third most used language on the Internet. The Spanish course builds on the foundations laid in Years 7 and 8, and also introduces new topics and language, allowing the students to communicate about topics relevant to their lives. The course is challenging and engaging, and you will be impressed by how much you can say! With the aim of equipping students to use Spanish effectively for practical communication, lessons are interactive in approach, with a variety of activities including pair work, and role-plays. Effective communication in Spanish is underpinned by a solid grammatical understanding which we develop systematically over time. We use a range of resources from Mira Express, Mira GCSE and Viva GCSE textbooks, as well as websites and apps such as Pearson Active Learn, The Language Gym and Quizlet, to make vocabulary and grammar learning fun!

We also present the culture and civilisation of Spanish-speaking countries, through research tasks, video clips and songs. Last but not least, the Spanish Department offer cultural trip (Years 10 & 11) to a different part of Spain every year: Madrid & Toledo, Andalucía and Barcelona.

Topics Studied:

By the end of the course, students will be able to listen to, read, speak, and write about the following subjects: family, friends, relationships, equality, physical and mental well-being, food and drink, places in town, transportation, the natural world, environmental issues, social media and gaming, free time including music, TV and film, sports, shopping, eating out, accommodation, tourist attractions, school and future opportunities.

♦ Examination and Assessment Details - The final exams are as follows:

| Paper 1: Speaking | Paper 2: Listening and Understanding | Paper 3: Reading and Understanding | Paper 4: Writing |
|----------------------------------------------------------------------|--------------------------------------|--------------------------------------|-----------------------------------------------|
| Non-examined assessment - 25% | Examination - 25% | Examination - 25% | Examination – 25% |
| Read aloud, Role-play, Photo description with follow-up conversation | Listening and dictation | Reading and translation into English | Writing responses and translation into French |
| NB: All papers to be taken at the end of Year 11 | | | |

| YEAR 9 | YEAR 10 | YEAR 11 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ♦ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: <ul style="list-style-type: none"> • At home and in town • Free Time Activities • Holidays (1) • Customs & festivals in the Spanish speaking countries (1) Assessment: End of Year examination in the Summer Term (mixed skill) | ♦ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: <ul style="list-style-type: none"> • Holidays • Self, Family and Friends • Technology • Local Area • Customs & festivals in the Spanish speaking countries (2) Assessment: End of Year examination in the Summer Term (Mixed skill) | ♦ What you will do Throughout the course you will be required to understand and provide information and opinions about the following areas: <ul style="list-style-type: none"> • Music/TV/Cinema • Education • Work • The environment • Poverty & social issues • Preparation for external examinations Assessment: Mock examination in January (Mixed skill) |

♦ Board :

Edexcel

♦ Syllabus Number :

TBA

