

KS4 Curriculum Booklet



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Key Stage 4 – Recent Changes

Key Stage 4 begins for all KAA students at the start of Year 10. Some 'core' subject areas may begin working towards the GCSE course before this (for example science) in order to maximise the amount of lesson time available. However most subjects will begin in September 2017.

Students will work on their KS4 courses until the end of Year 11. Recent government changes mean that the vast majority of GCSE courses are now 'linear', meaning they are assessed in the main at the end of Year 11. Coursework and controlled assessment has gone in most subjects, and where it remains, its weighting in the overall subject grade has been heavily reduced. Most GCSE courses have also had their content and specifications revised very recently. The new 'strengthened' courses are being examined for the first time this year, however it is generally accepted that they are all now much more demanding and require much more of students than they have in recent years.

In addition to this, students will now be measured against a new GCSE grading system. Exam boards will no longer award A*-G grades, but instead numbered grades 9 to 1. There is no perfect conversion between the old and new grading systems, except to say a new Grade 5 is equivalent to a 'high old-style C' / 'low old-style B' and 9 is much more demanding than the 'old-style A*'. Please see the table below for more detail.

Old-style Grades	Future Grades	Ofqual guidelines
A**	9	"Broadly the same proportion of students will achieve a Grade 7 and above, as currently achieve a Grade A and above"
A* / A	8	
A	7	
A / B	6	"Broadly the same proportion of students will achieve a Grade 4 and above, as achieve a Grade C and above, however Grade 5 is the new floor target"
B / C	5	
C / D	4	
D / E	3	"The bottom of Grade 1 will be aligned with the bottom of Grade G"
E / F	2	
F / G	1	
U	U	Unclassified

All of this therefore means standards and expectations at KAA must be high from the outset. We make no apologies for expecting the best from our first GCSE cohort, however we must make sure students choose the courses that suit them best of all, and that they will be most successful in, because the results climate is now less forgiving than ever.

Courses at Key Stage 4

The courses students will study at KS4 are either **core** or **optional**.

Core

Core subjects must be studied by all students and most (but not all) of them are examined at GCSE.

Core Subject	Lessons per wk	Number of GCSEs	Description
English	5	2	Eng Literature & Eng Language
Maths	4	1	Mathematics GCSE
Science	5	2 or 3 depending on pathway	'Combined' or 'Separate' Sciences
PE**	2	None – subject is not examined	Core PE
PSHE*	1	None – subject is not examined	PSHE

*As part of PSHE students will look at what it means to be a 21st Century Global Citizen, Sex and Relationships Education, British Values and health and wellbeing.

**Core PE is an important lesson for all students, every week. PE promotes a healthy lifestyle, a healthy mindset, and allows students the time to work with their peers in a fun, assessment free environment.

Optional

Optional subjects are chosen by students. All are examined, and most at GCSE. All option subjects will be taught in 3 lessons a week and students should **choose 4**.

Optional Subject	Number of GCSEs	Description
History	1	Part of the EBacc suite of subjects
Geography	1	Part of the EBacc suite of subjects
French	1	Part of the EBacc suite of subjects
German	1	Part of the EBacc suite of subjects
Computer Science	1	Part of the EBacc suite of subjects
Art	1	
Dance	1	
DT - Food & Nutrition	1	A Design and Technology GCSE
DT - Product Design	1	A Design and Technology GCSE
DT - Textiles	1	A Design and Technology GCSE
Drama	1	
Music	1	
PE	1	
Psychology	1	
RE	1	
Statistics	1	
Food Technical Award	-	Not a GCSE – a new 'Technical Award'
Life Skills Qualification	-	Practical, life skills award

How to choose

Most students should choose 4 GCSE options. We strongly advise that **students pick subjects that they enjoy and are doing well in at KS3**. Almost half a student's week will be devoted to these option subjects and the demands of each course will be high. It will be difficult to achieve good GCSE grades without having a good grounding at KS3 and without the desire to work independently in each subject area.

As a starting point, I would suggest students ask themselves the following questions and use the answers to guide their thinking...

Do I enjoy this subject? For example, when sitting down to work in this lesson, or when completing homework at home, you might feel more motivated than you do with other subjects.

Am I doing well in this subject? For example, you might find that you consistently get good feedback from your teacher in this subject and have consistently met or exceeded your target. Your target might also be higher for this subject than it is for others.

Some linked points - If you wish to study a language, you must make sure you have studied the same language at KS3. Students who have a home language other than English, will also be encouraged to take an additional GCSE in this language at a later date. If you wish to study music, you need to play an instrument yourself (see music page below).

Do you have an interest in this subject beyond the classroom? For example, you might attend enrichments in this subject area. You might also have represented your house, or the school, in something relevant to this subject. (The School production? Sports teams? Art Club? Debating?)

What do I want to do after GCSE? Does this subject directly, or indirectly feed in to a course at A-Level? For example, if you want to study history A-Level then you will need to have done history GCSE. This is not the case with everything. For example, if you want to study government and politics A-Level then you don't need to (and cannot) do politics GCSE. It would be a good idea, however, to do something similar, for example GCSE history.

Does my preferred way of working fit with the demands of this subject? For example, if you like writing essays and are confident drafting and re-drafting pieces of work, then more literacy based subjects (such as history and RE) are probably well suited to you. If you like completing practical work and are happy planning larger projects, then DT is probably well suited to you. If you are happy performing in front of your peers, then drama, dance and music are probably a good fit.

Do I want to go to University? If so then making sure you have a broad range of subjects that feed into lots of A-Levels and degree subjects is probably advisable (see the EBacc comments below).

Students at KAA will be guided to select a broad, yet strong range of GCSEs/courses. We aim for every student to achieve the following by the end of Year 11...

2 GCSEs in English

1 GCSE in Mathematics

3 or 4 GCSEs in Sciences and other EBacc subjects (see below)

3 further GCSEs (either EBacc subjects, further GCSEs, or in some cases technical awards)

This means each student at KAA can achieve **at least 9** strong qualifications, and in many cases 10.

The EBacc

The English Baccalaureate - though not a qualification in itself - is a measure of strength in some core academic subjects; specifically English, mathematics, history or geography, the sciences (including computer science) and a language.

Research with universities and employers have shown that these subjects most of all indicate overall academic strength and are therefore the ones that will keep the most doors open for students in the future. Students wishing to apply to the Sixth Form and then university are strongly encouraged to make sure they have at least some of the EBacc subjects to make their application as strong as possible.

All pupils will study English, mathematics and the sciences (either double science or triple science) as part of their core curriculum. Students are encouraged to also study a Language (French or German) **and** a humanity (history or geography) as part of their 4 option subjects.

For example, a typical KAA student studying an EBacc compliant curriculum might take...

English, maths, double science, history (*first option choice*), **French** (*second option choice*), **drama** (*third option choice*) and **art** (*fourth option choice*)

Importantly, however, it is **not** the case that EBacc subjects are any better than other subjects. At KAA we know the value of DT, drama, dance, art, RE, music, PE (and other non-EBacc subjects) for both their development of the individual and as areas of study in their own right. We strongly believe that students should also include at least one of these subjects in their option choices, more if they wish.

GCSE English Literature

Course Leader: Mr J Clayton



At GCSE, English becomes two subjects: English Literature and English Language. You will get two separate GCSE grades and qualifications at the end of Year 11.

The English Literature course will test the following skills:

- Comprehension skills: how well can you infer information about plot, character, events and settings?
- Critical Reading: how well do you consider different ways of interpreting a text? Does the historical context of a text help you come to your own informed opinion?
- Analytical skills: how well can you analyse how writers use language, form and structure.
- Comparison skills: how well do you compare and contrast texts that you have studied.

Over the course of year 10 and 11, you will study the following texts in full:

- **A Christmas Carol** by Charles Dickens
- **An Inspector Calls** by J.B. Priestley
- **Macbeth** by William Shakespeare
- **Conflict Anthology** by Various Poets

You will sit 2 exam papers at the end of the course:

Exam Paper 1: Shakespeare and 19th Century novel (A Christmas Carol)

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of Lit GCSE

Section A: Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

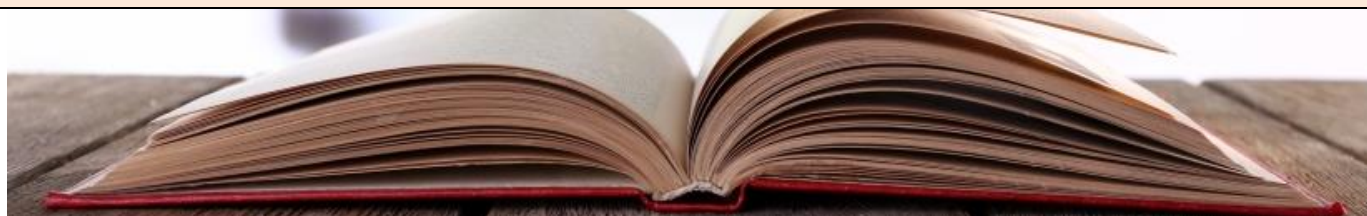
Exam Paper 2: Modern Text (An Inspector Calls) and Poetry

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of Lit GCSE

Section A: Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry: Students will answer one question on one unseen poem and one question



GCSE English Language

Course Leader: Mr J Clayton



The English Language course develops your reading and writing skills. The final exams will test:

- Your ability to retrieve information from a range of different texts.
- Your ability to comment on the overall structure of a text
- Your ability to analyse a writer's use of language.
- Your ability to compare the content of two different texts.
- The overall structure of your writing: how well you can plan and paragraph.
- Your ability to use different types of sentences.
- The breadth of your vocabulary
- Your accuracy with spelling and grammar.

There are two papers which ask you to look at different types of text.

Paper 1 asks you to read and comment on an **extract of fiction** and write a piece of **descriptive or narrative writing**.

Paper 2 asks you to read and comment on an **extract from non-fiction text** and write **to present your viewpoint on a topic**.

The structure of the exams is below:

Exam Paper 1: Creative Reading and Writing

What's assessed?

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

How is it assessed?

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Exam Paper 2: Non-Fiction Texts

What's assessed?

Section A: Reading

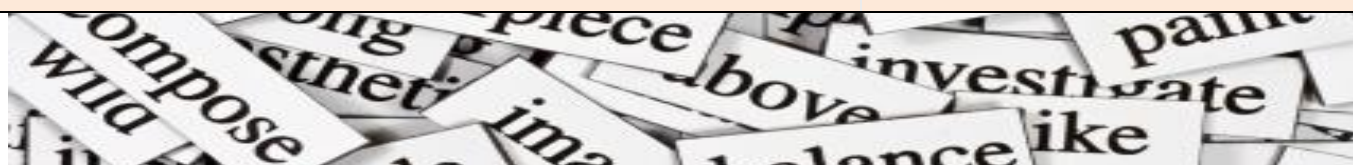
- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

How is it assessed?

- written exam: 1 hour 45 minutes
 - 80 marks
- 50% of GCSE





GCSE maths will provide you with a varied and useful 'toolbox' of skills with which you can understand a wide variety of mathematical problems. It will train you to be logical and systematic and see the relevance and beauty of maths in all areas of life.

The Edexcel mathematics GCSE will develop and test your knowledge and competency in three ways:

1. **Mathematical Fluency** – teaching you how to use mathematical skills and procedures on a variety of concepts; from the simple, to the more complex.
2. **Problem Solving** – teaching you how to approach unfamiliar multi-step questions.
3. **Reasoning** – teaching you how to communicate effectively and explain using mathematical ideas.

Assessment Scheme

There will be three exams that aim to assess your mathematical competency in the summer term of year 11. Two of these papers will allow the use of a calculator, but the other will not – therefore requiring a higher degree of numerical acumen.

GCSE mathematics is still assessed in tiered papers – meaning that some students will sit 'Foundation' exams, and some 'Higher' exams. Both tiers allow students to access a Grade 5 (see above for 'old style' and 'new style' grade conversions).

Content

The weighting of mathematical content is slightly different at each tier:

Mathematical content	Foundation	Higher
Number	25%	15%
Algebra	20%	30%
Ratio, Proportion and Rates of Change	25%	20%
Statistics and Probability	15%	15%
Geometry and Measures	15%	20%

Progression routes

Maths is compulsory and an important subject for all students. Every student will require maths to continue in any field of higher study. All students wishing to continue onto the Sixth Form or to University (to do any course) will require grades 5 and above as a minimum.

Students wishing to pursue future mathematical careers have a wide range to choose from. Many great mathematicians go into the fields of accountancy, actuary and investment banking. Some take a more scientific root with computing, engineering sciences, statistical research, or research sciences. Mathematics is also essential for many design, building and architectural careers.

There are, of course, many other roles that require a high degree of mathematical competency but are not at the forefront of their role such as: Medicine, politics, teaching, management and running a business. The reality is, a good mathematics GCSE is certain to make a positive difference to any student's future study, career and employment options.

GCSE Science

Course Leader: Mr R Greenish



There are two pathways students can take when working towards GCSE science at KAA. Some students will work towards the **AQA Combined Science** course, **worth 2 GCSEs**. Some students will take the AQA separate sciences courses and achieve a separate **GCSE in Biology, one in Chemistry and one in Physics, (3 GCSEs in total)**. In their options meeting, students will be advised on one of these two options.

From the start of the summer term, students in Year 9 will be guided towards one of these routes and will begin their science GCSE course.

Whichever course students follow, the AQA exam board specification encourages the development of knowledge and understanding by providing opportunities for students to work scientifically. Students will build on their understanding of the following areas:

For **GCSE Biology** students should have an understanding of the following biological principles:

- The structure and functioning of cells and how they divide by mitosis and meiosis.
- That variation occurs when gametes fuse at fertilisation.
- The two essential reactions for life on Earth: photosynthesis and respiration.
- Metabolism is the sum of all the reactions happening in a cell or organism, in which molecules are made or broken down.
- All molecules are recycled between the living world and the environment to sustain life.

For **GCSE Chemistry** students should have an understanding of the following chemical principles:

- Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements.
- Elements show periodic relationships in their chemical and physical properties and these periodic properties can be explained in terms of the atomic structure of the elements.
- Atoms bond by either transferring electrons from one atom to another or by sharing electrons.
- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave.
- There are barriers to reaction so reactions occur at different rates.
- Chemical reactions take place in only three different ways: proton transfer, electron transfer & electron sharing.
- Energy is conserved in chemical reactions so can therefore be neither created nor destroyed.

For **GCSE Physics** students should have an understanding of the following physical principles:

- The use of models, as in the particle model of matter or the wave models of light and of sound.
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions.
- The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects.
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change.
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science.

That physical laws and models are expressed in mathematical form.

AQA Assessment details:

Route 1 – 3 Separate Sciences (Biology, Chemistry & Physics)

Students will sit two exam papers for each GCSE, each lasting 1 hour 45 minutes. Students will receive separate grades for each of biology, chemistry & physics, therefore achieving 3 GCSEs.

Route 2 - Combined Science GCSE

Over 6 terms students will alternate between studying biology, chemistry & physics, giving time to develop skills & a deep understanding of key concepts in one topic at a time.

Students will sit 6 exam papers in total (2 in each separate discipline), each lasting 1 hour 15 minutes. Students will receive a 'double' grade worth 2 GCSEs.



In Fine Art GCSE, students will explore a range of materials, techniques and processes whilst developing their contextual knowledge and critical understanding. Students will develop their knowledge of contemporary and traditional artists; improving their visual literacy and gaining a better understanding of the visual and creative world. Students will be encouraged to use a wide range of materials and refine their skills, producing artworks that are relevant and personal to them in individual projects; projects that are reflective of their experiences, identities, cultures and aspirations. By working in this way, students will improve their practical and theory skills and develop into conscientious young artists.

GCSE content

At the start of year 10, students will spend the first term refining their practical skills and learning how to use new materials, as well as developing their critical analysis skills. Students will be assessed on 2 coursework projects and an externally set exam project. In all projects, students will create a body of work in response to a theme demonstrating their knowledge of materials, techniques and artists. The coursework projects amount to 60% of the overall grade and are completed in year 10 and 11, the exam project is the final 40% of the GCSE grade and culminates in a 10 hour practical exam.

What does the examination involve?

Coursework and the externally set exam are marked in the same way. With students being assessed on:

- **Developing ideas (AO1)**
- **Experimenting with materials (AO2)**
- **Recording ideas (AO3)**
- **Presenting ideas in a final piece (AO4)**

For their coursework projects, students must produce

work from 2 different Fine Art disciplines (printmaking, painting, drawing, 3D, collage, to name a few). For the exam, students select a theme from the exam paper and produce a body of work demonstrating their skill and contextual knowledge, with their final piece being created in a 2 day 10 hour practical exam.



Career opportunities

The number of creative jobs in the UK totalled 2.8 million last year, including not only careers in Art and Design, but in areas such as manufacturing, engineering and health. The careers open to the artistically-minded individual are nearly infinite. Art and Design gives you the skills to go into a wide variety of different fields. Some of the skills that you will gain are resilience, courage, resolve, self-awareness, the ability to reflect, creativity, and collaboration.

Fine Art GCSE, and then later A Level, can lead students into careers such as:

- Architect
- Graphic Designer (web design, editorial design)
- Art Therapist
- Illustrator
- Photographer (photojournalist, documentary photographer, fashion photographer)
- Curator
- Practicing Artist (painter, printmaker, ceramicist, glass blower)



GCSE Computer Science

Course Leader: Mr A Crooke



In Computer Science, students will learn about the fundamental computing principles and concepts, such as logic and algorithm design. They will learn to analyse problems in computational terms by solving real problems and will design, code and debug their own programs. Students will also learn how to think creatively and analytically. Students will do this by learning about how digital systems like computers and smart phones work and communicate with one another. Finally, they will study the impacts of digital technology on individuals and the wider society.

The course in Computer Science has three main topics:

1: Computer Systems

2: Computational Thinking, Algorithms and Programming

3: Programming Project

The grid below explains how each of the three topics will be assessed



Component Number	Component Name	Mark	Duration	Weighting
Component 1	Computer Systems	80	1.5 hours	40% of total GCSE
Component 2	Computational Thinking, Algorithms and Programming	80	1.5 hours	40% of total GCSE
Component 3	Programming Project	40	20 hours	20% of total GCSE

What are the topics in each component?

The GCSE topics are very similar to those studied in year 7, 8 and 9:

Computer Systems

• Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • Systems software • Moral, legal, cultural and environmental concerns

Computational Thinking, Algorithms and Programming

• Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation

Programming Project

This will be a coding project which should show proficiency and understanding in the following

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

Career opportunities - The advantage of learning computer science is that computers are used in every sector of the job market. It is nearly impossible to find a job where a computer is not used. As a result businesses will always need software, and will always need someone to write it and maintain it. The following are some career opportunities that can lead on from studying computer science:

- **Web developer.** Web developers plan, create and code web pages, using both non-technical and technical skills to produce websites that fit the customer's requirements. They are involved in the technical and graphical aspects of pages, producing not just the look of the website, but determining how it works as well.
- **Game designer.** Working in games design you'll be involved in the creation and production of games for personal computers, games consoles, social/online games, arcade games, tablets, mobile phones and other hand-held devices. Your work will usually be concerned with either design (including art and animation) or programming.
- **Software Architect.** Software architects apply their knowledge of computer science, engineering, and mathematics to design and develop computer programs and applications. They may create new software or modify existing software with the goal of producing an efficient, reliable, and easy-to-maintain product.

GCSE Dance

Course Leader: Mr R Dunning



GCSE dance will help you to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. As GCSE dance students you will demonstrate your abilities in the three practical elements of the course worth 60%, as well as your theory and understanding in the written paper, worth 40%.

Component 1 60% of overall GCSE	
Performance 40 marks 30% of GCSE	Set Phrases (15 marks) Students will learn three set phrases from the exam board and perform them through a solo performance (one minute in duration) Duet/trio performance (25 marks) Students will perform in a Duet/trio performance created by the teacher and students consisting of technical dance movement and the three set phrases (three and a half minutes in duration)
Choreography 40 marks 30% of GCSE	Solo or group choreography (40 marks) Students will create a dance based on a given stimulus set by the exam board and will get to decide whether they create a solo or group choreography. Solo- Two to two and a half minutes Group dance for two to five dancers- Three to three and a half minutes
Component 2 40% of overall GCSE	
Written paper 80 marks 40% of GCSE	Dance appreciation (80 marks) Students will have to answer questions based on their: <ul style="list-style-type: none"> • Knowledge and understanding of choreographic processes and performing skills. • Critical appreciation of own work. • Critical appreciation of eight professional works from the GCSE Dance anthology. The written paper is 1 hour 30 minutes duration

Why choose GCSE Dance?

GCSE Dance isn't just a subject which trains you to become a dancer, although many students go onto work in this industry. The course also has many transferable skills which can be applied to other subjects and make you much more employable in the future.



Transferable skills include:

Communication skills	Organisational skills	Creativity
Collaborative skills	Self-discipline	Leadership skills
Confidence	Time management	Team work
Research skills	Self-awareness	The ability to deal with critique

Where next?

This course provides a strong foundation from which students can take other courses in dance and performing arts. These include A-level dance, higher education dance, and professional training. In addition, the skills acquired such as teamwork, problem-solving, management and motivation of others are transferable to almost any career and further studies.

Future career pathways include:

Dancing professionally	Dance therapy	Fitness instructor
Teaching	Charity work	Youth work
Choreographer	Physiotherapy	Theatre critic

The dance department at KAA:

- Teachers with a diverse background in theatre and dance, who have worked professionally.
- Workshops helping to consolidate practical skills.
- Frequent theatre trips.
- Excellent facilities including a professional dance studio.



GCSE Drama

Course Leader: Mr L Kavanagh



GCSE Drama will help you to develop practical and evaluative skills - whilst gaining an appreciation of drama through performance, devising and critical deconstruction of live theatre.

You will demonstrate your own abilities through practical elements of the course as well as your theory and understanding in the written paper.

Assessment Overview

OCR's GCSE (9-1) Drama consists of two components that are externally assessed and one component that is assessed by the centre and externally moderated by OCR.

	Component title	Marks	Duration	Weighting
Component 01 / 02	Devising Drama Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration. Students can work as either performers or designers creating a portfolio and a final performance.	60	Non-examined assessment	30%
Component 02 / 03	Presenting and Performing Texts Students explore a text and perform two scenes to a Visiting Examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase.	60	Non-examined assessment	30%
Component 05	Drama: Performance and Response Section A contains questions based on the study of a full text from a list set by the exam board. Section B contains an extended response analysing and evaluating live theatre.	80	1½ hours	40%

Why choose GCSE Drama?

The content of the course is designed to allow students to develop their practical, theoretical and analytical skills. The focus of creativity, communication and culture runs through student work at KS3, KS4 and KS5 and their deconstruction of live theatre, devised theatre and published texts strengthens their deeper understanding of the performing arts.

GCSE Drama is not simply about 'becoming an actor'. The course has many transferable skills which can be applied to other areas of study and future careers.

Transferable skills include:

Communication skills	Organisational skills	Creativity
Cultural understanding	Self-discipline	Leadership skills
Confidence	Time management	Team work
Research skills	Self-awareness	The ability to deal with critique

Where next?

This course provides a strong foundation for courses in Drama, Media, Law and the Performing Arts.

Future career pathways include:

Actor/Presenter/Voice Over	Drama therapist	Television/Theatre Crew
Teacher	Researcher	Playwright
Director/Producer	Lighting/Sound/Costume Designer	Lawyer

Drama at KAA

- Teachers with a diverse background in theatre and media who have worked professionally.
- Workshops helping to consolidate practical skills with links to LAMDA.
- Frequent theatre trips.
- Excellent facilities including a professional theatre.

GCSE DT – Textile Design

Course Leader: Miss A John



The GCSE Textile Design pathway course provides students with a unique opportunity to develop skills, knowledge and understanding required when handling and studying textile materials, techniques and manufacturing methods.

Students are challenged to produce original garments and textile products to a high quality. Students will understand industrial practice, fabric construction, fibres and fabrics, product analysis, environmental and sustainable issues, investigating design opportunities and the development of a design proposal.

How students will work

During this course students gain the skills and knowledge required through a variety of practical tasks. Throughout the course students will work with a range of fabrics and components using specialist equipment. For example students will use sewing machines, overlockers, heat presses, embroidery machines, felting tools, weaving looms, printing frames, photoshop, etc.



Where to next?

The further study of textiles can lead to careers in; textile management, fashion or costume design, retail management, buying, fashion promotion, fashion buying, education (teacher/lecturer/tutor), fashion photography, theatre design, fashion merchandising, visual merchandising, fabric technology, trend forecasting, illustration, interior design, sales and marketing, fashion journalism, styling, and advertising.

The GCSE Textile Design pathway is a practical subject area which requires the application of knowledge and understanding when developing and testing ideas, planning, manufacture and evaluation.

This course is for students who enjoy designing and creating unique textile products.

A successful textile student will demonstrate confidence, resilience and independence when developing and making a garment, accessory, soft furnishing and/or soft toy.

Course: AQA GCSE Design Technology (Textile Design Pathway)

Length of Course: 2 Years

Number of Lessons per Week: 3

Assessment: Portfolio 50% and Written Exam 50%

Length of Exam: 2 hours



GCSE DT – Product Design

Course Leader: Mr A Fitton



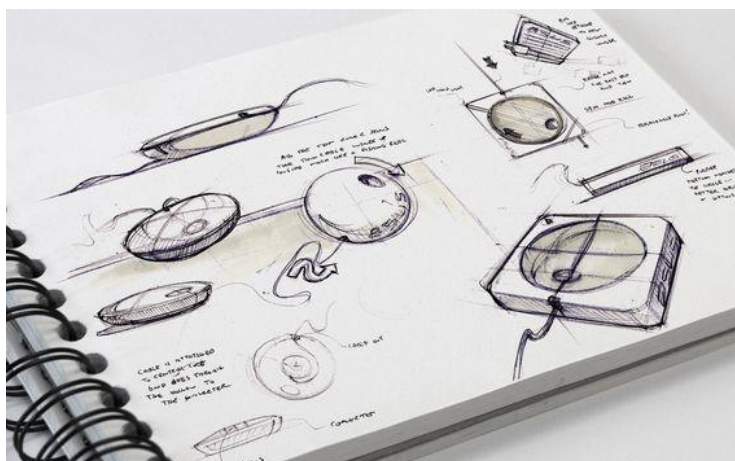
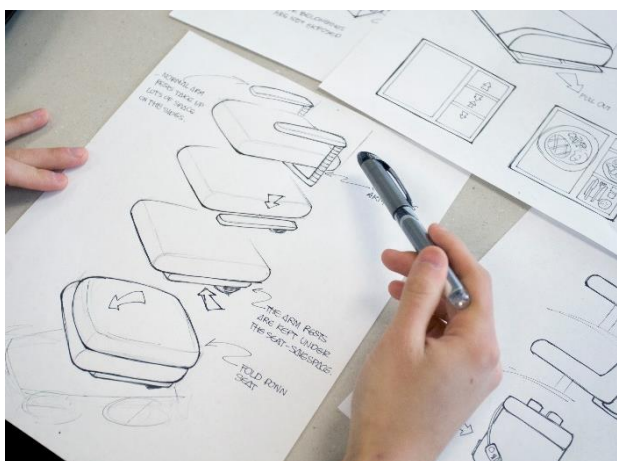
The GCSE Product Design pathway equips students with the skills, knowledge and understanding required to create products using a range of woods, plastics and metals. Working with a range of machinery and equipment, for example; fret saws, coping saws, pillar drills, disc sanders, vacuum former and the laser cutter.

Throughout the two year course students will study core technical principles, specialist technical principles and designing and making principles.

[Core technical principles](#) covers topics like; new and emerging technologies, energy generation and storage and materials and their working properties (the same content is studied in the Textile Design pathway).

[Specialist technical principles](#) covers at least one topic in greater depth, for example; papers and boards, timber based materials, metal based materials and polymers, etc.

Students will then demonstrate skill and understanding through the designing and making principles, e.g. design strategies, communication of design ideas, prototype development and selection of materials and components.



By the end of the course all students will know and understand that all design and technology activities take place within a wide range of contexts. They will understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.

Course: AQA GCSE Design Technology (Product Design Pathway)

Length of Course: 2 Years

Number of Lessons per Week: 3

Assessment: Portfolio 50% and Written Exam 50%

The GCSE Product Design pathway is for student who are creative, enthusiastic and have demonstrated confidence in the workshop. Product Design allows students to design, develop, test and make an innovative quality product.

GCSE DT – Food & Nutrition

Course Leader: Mr A Fitton



The GCSE Food Preparation & Nutrition course equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

It will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.

Subject content covers; [food nutrition and health](#), [food science](#), [food safety](#), [food choice](#) and [food provenance](#).

Assessment

The course is assessed through written exam and portfolio work.

The non-exam assessment is split in two tasks; food investigation and practical investigation. In **task 1** (food investigation) students develop an understanding of the working characteristics, functional and chemical properties of ingredients. To assess task 1 students will generate an electronic report (1,500–2,000 words) including photographic evidence of their practical investigation.

Task 2 (food preparation) tests students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. To assess this students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Dishes will be evidenced and presented in a portfolio.

Course: AQA GCSE Food Preparation & Nutrition

Length of Course: 2 Years

Number of Lessons per Week: 3

Assessment: Written Report & Portfolio 50% and Written Exam 50%

Length of Exam: 1 hour 45 minutes



This course is best suited to students who have shown flair, skill and independence in the kitchen. A GCSE Food student works well in a fast paced and busy environment. They accept that the understanding of nutrition, health and food science play an important role in the development of new dishes.

Technical Award – Food & Catering

Course Leader: Mr A Fitton



The Technical Award in Food and Catering allows students to develop the skills and knowledge required to prepare high quality food within a home or commercial catering setting.

[Technical Awards](#) are practical, vocational qualifications available to 14-16 year olds to take alongside GCSEs. The award is equivalent to a GCSE qualification.

What you will study

Students will get the chance to develop, practice and demonstrate skills, making a variety of food products. They'll need to consider how to scale up production to produce larger quantities suitable for a commercial setting.

Food & Catering allows students to develop a broad knowledge of ingredients, techniques, standard components and equipment. Students will also develop a wide range of practical skills to produce high quality food products, whilst testing their decision making skills through both independent and collaborative work.

Assessment

There are two internally-assessed units, and a third unit that is externally assessed.

Unit 1 (skills demonstration 30%) involves students producing a portfolio of products to demonstrate core skills outlined in the specification. These skills include general food preparation skills and cooking skills and methods used in a home and commercial context.

In **unit 2 (extended making project 30%)** students will undertake an extended project that showcases the skills they have developed in unit 1. An example of what is included is making between 4 and 6 recipes to demonstrate competency in a range of practical skills.

All practical tasks need to be clearly communicated demonstrating literacy skills and use of technical terms.

Unit 3 is an external assessment (written exam - 40%) and students will be assessed on the following topics; ingredients and food commodities, planning recipes and menus, food safety and hygiene, food, diet and health, nutrition and food choice.

This course is for students who have demonstrated confidence and independence during practical lessons at KS3.

Course: AQA Technical Award in Food & Catering

Length of Course: 2 Years

Number of Lessons per Week: 3

Assessment: Portfolio 60% and Written Exam 40%



GCSE Geography

Course Leader: Mrs L Blount



According to Michael Palin, 'Geography is a subject that holds the key to our future' and in our increasingly globalised world, this has never been more relevant. The Edexcel B course takes an issues based approach with content organised by UK and global geography. Students are given the opportunity to understand more about the world, the challenges it faces and their place within it. The course will deepen understanding of geographical processes, change and complex people-environment interactions at different scales. It will develop students' competence in using a wide range of investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. The geography GCSE course is split into 3 externally examined sections:

Component 1: Global Geographical Issues

This component draws across physical and human processes and people-environment interactions to consider key global geographical issues. The component is divided into three sections:

Topic 1: Hazardous Earth

Topic 2: Development dynamics

Topic 3: Challenges of an urbanising world

Component 2: UK Geographical Issues

This component draws across physical and human processes and people-environment interactions to consider contemporary geographical issues for the UK. It is divided into three sections:

Topic 4: The UK's evolving physical landscape

Topic 5: The UK's evolving human landscape

Topic 6: Geographical investigations

Component 3: People and Environment Issues – Making Geographical Decisions

In this component, students develop their understanding of processes and interactions between people and environment and investigate issues at a variety of scales. It has three sections:

Topic 7: People and the biosphere.

Topic 8: Forests under threat

Topic 9: Consuming energy resources

What does each examination involve?

Component 1: This is an externally-assessed written exam - worth 37.5% of the total exam. The paper includes multiple-choice questions, short open responses, extended writing questions, calculations and 8-mark extended writing questions.

Component 2: Is assessed in the same way as component 1, but students also answer questions about the fieldwork techniques they used in coastal and urban environments. It is also worth 37.5% of the total examination.

Component 3: The exam includes multiple-choice questions, short responses and extended writing questions. Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question. This section is worth 25% of the final exam.

Career opportunities

Geographers enter a very wide range of career and to put simply **there is no such thing as a geography job**, rather there are jobs that geographers do. Studying geography provides you with a huge range of valuable skills and a firm base for life-long learning. With geography qualifications, you can be anything from a conservationist, journalist, planner, teacher or any job in the tourist industry or politics to name but a few. It is also a facilitating subject, so top universities love geographers too! To find out more about career paths, try exploring the Royal Geographical Website for ideas. <http://www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm>



Why study history?

History has a tendency to repeat itself. Studying history allows you to make sense of the world around you by understanding how we got to where we are today. Understanding the past enables you to learn from mistakes of others by teaching you to identify patterns and giving you the confidence to challenge wrong doing. For example, understanding the rise of the Nazis in the 1920s and '30s can help us to make sense of similar patterns of nationalism and populism in Europe and America today. Furthermore, by examining the history of different cultures, a History student can build up a better understanding of why certain peoples act the way they do. For example, when we looked at the history of the USA we could begin to understand why racial tensions have continued long after the abolition of slavery and still remain an issue today. This shows us the relevance of history – it really is all around us.

Is history the right subject for me?

You should consider choosing history GCSE if you:

- ✓ are interested in learning about how the world has changed over the last thousand years
- ✓ enjoy reading
- ✓ enjoy writing essays and extended pieces of writing
- ✓ enjoy debating
- ✓ are confident interpreting and analysing historical sources
- ✓ are prepared to spend time reading and absorbing the content independently for homework each week so that lessons can be concentrated on building the historical skills you need, such as how to structure an historical enquiry; analysing the extent of change and continuity over time; evaluating the significance of historical events and individuals; analysing the causes and consequences of historical events; source analysis, essay writing etc.

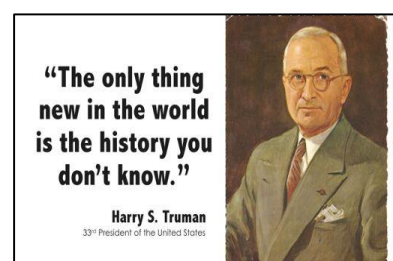
What will I study and how is the course structured?

Unit	Content	Assessment
Paper 1 (30%)	Thematic study: Changes to medicine in Britain, c1250–present (20%) and Historic environment study: The British sector of the Western Front, 1914–18: injuries and treatment in the trenches (10%)	1 exam at the end of year 11 (1hr 15mins)
Paper 2 (40%)	British depth study: Early Elizabethan England, 1558–88 (20%) and Period depth study: Superpower relations and the Cold War, 1941–91 (20%)	1 exam at the end of year 11 (1hr 45mins)
Paper 3 (30%)	Modern depth study: Weimar and Nazi Germany, 1918–39	1 exam at the end of year 11 (1hr 15mins)

What can I do with a GCSE in history?

A GCSE history qualification can lead to a diverse range of courses and careers. People who have studied history are highly regarded and sought after by employers in a great many sectors. Examples include, but are not limited to:

- | | |
|---------------|---------------------------|
| ❖ Journalism | ❖ Anthropology |
| ❖ Law | ❖ Video game design |
| ❖ Teaching | ❖ Film and television |
| ❖ Academia | ❖ Government and politics |
| ❖ Research | ❖ Costume and set design |
| ❖ Archaeology | |



GCSE Modern Foreign Languages (*French or German*)

Course Leader: Mrs L Davies



Students have the option of studying French or German for GCSE. The GCSE MFL curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently and purposefully to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on German/French speaking countries. We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

GCSE content

The course in French or German covers three main themes:

1: Identity and culture

2: Local, national, international and global areas of interest

3: Current and future study and employment



The course is assessed with final exams in the four skills (listening, reading, speaking and writing) in the summer of year 11. Each exam is worth 25% of the total mark. There is the option to be entered into higher or foundation level GCSE. There is no coursework. Dictionaries are not allowed in any of the examinations.

What does each examination involve?

The GCSE exams follow the same pattern as the assessments in year 7, 8 and 9:

Listening (25%) - A variety of questions requiring both English and French/German responses. Questions will be either multiple choice or open ended.

Reading (25%) - A variety of questions requiring both English and French/German responses. Questions will be either variety of multiple choice or open ended. There is also a translation into English.

Speaking (25%) - The speaking exam includes a role play, conversation about a photo and a general conversation about the topics studied.

Writing (25%) - You are required to complete structured and open ended writing tasks and a translation into French or German.

Can you already speak another language?

We are very keen to support students in taking a GCSE in a language they speak at home, for example Spanish, Italian or Arabic. If a student is interested in this, they should speak to Mrs Davies who will then provide further information. The student must be able to speak, read and write in this language.

Career opportunities - The advantage of learning and speaking another language is that it complements any career. A second language can also be studied at A Level and university with any other subject. Furthermore, it is considered a "facilitating subject" at A Level which means it will help you get into the top universities, even if you do not plan to study languages at degree level. Some popular careers involving languages are listed below:

- **Translator/interpreter.** This is a career available in every industry and you could find yourself working in the media (e.g. writing subtitles/dubbing films), sport (translating for athletes) or for governments (e.g. translating at the European parliament or in negotiations between two countries).
- **Journalism.** Reporting for the international media or in different countries around the world.
- **International companies** regularly require their employees to speak two languages to allow them to work in different countries.
- **International law.** Private sector (e.g. providing legal advice connected to the globalisation of companies) or the public sector (e.g. international human rights or governments).

GCSE Music

Course Leader: Mr P Rigby



GCSE Music is about making and listening to music. Students will be introduced to a wide variety of musical styles, from popular music to jazz, and world music to western classical music. They will also be given opportunities to use music technology such as sequencing, mixing and recording.

Course Outline

Component 1: Performing	30% NEA
Two performances; one solo performance and one ensemble performance Together, both performances must last for a total of minimum of 4 minutes.	
Component 2: Composing	30% NEA
Two compositions; one set to a brief and one free composition. Together, both compositions must last for a total of 3 minutes.	
Component 3: Appraising	40%
Four areas of study are explored with two set works each. This component is assessed in an exam (1hr 45mins).	

Areas of Study

The GCSE Music course is broken down into 4 areas of study, each with 2 set works in each.

- Instrumental Music (1700-1820)
- Vocal Music
- Music for Stage and Screen
- Fusions



Assessment

The course is 100% externally assessed, and consists of one written paper and two non-examined assessment components (1 and 2). Students must submit their non-examined assessment (NEA) and complete the exam in May/June of Year 11.

Career Progression

The music industry is a big business and offers a huge range of opportunities in many different careers. GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study as well as to future career development. These include literacy, critical thinking, social skills and team working, leadership and communication, and time management and organisational skills.

Entry Requirements

Instrumental lessons in their instrument of choice

Grade 3 or above on their instrument of choice (or equivalent)



GCSE PE

Course Leader: Ms L Thompson



Why choose GCSE Physical Education?

If you have an interest in sport and exercise, then PE GCSE is the right course for you. We are looking for students who are passionate about PE and want to understand how the body supports performance. You will have the opportunity to participate in different activities and learn how to improve your performance in a variety of roles.



What will I learn?

The aim of the course is to enable learners to have a deep understanding of the skills and values needed to develop performance in physical activities. You will also gain a comprehensive understanding of the benefits to health, fitness and well-being.

What should I know already?

The course builds on the knowledge you have developed in key stage 3. Therefore many of the topics will be familiar to you, including; warm-ups, types of fitness, goal-setting, fundamental skills,

Cardiovascular, muscular, skeletal and respiratory systems.



How will I be assessed?

You will sit two 1 hour exams

You will be assessed in 3 practical activities

You will complete 1 piece of coursework

What next?

A level PE and sports related degrees



GCSE Psychology

Course Leader: Mrs C Sharman



Psychology is the scientific study of **human thought** and **behaviour**. In this subject we will develop **theories** about why people think and act the way they do. We will **make predictions** about how people will act in the future based on what we know now.

We will ask whether it is our **brains** which make us who we are, or our **upbringing**, or our **friendships**.

This course will ask you to draw on your own experiences, to be experimenters and test your ideas using scientific methods.

Topics

Psychology GCSE (AQA) covers 8 topics over two years:

Mental illness



Communication



Social Influence



The Brain and Neuropsychology



Memory



Perception



Child development



Research Methods



Assessment

The GCSE Psychology course is 100% exam assessed. The two papers (both 1 hour 45 minutes) ask students multiple choice, short answer and extended essay questions. You will develop your maths skills (especially being able to read graphs and understand what they show).

What careers will this subject prepare me for?

Because of the combination of essay writing and mathematical and statistical skills that the subject develop, students who go on to study Psychology at degree level are (along with Geography graduates) the most likely graduates to get jobs after graduating. Psychology leads to careers in counselling, teaching, medicine, advertising, human resources, management, social services, and also specific psychology-careers such as clinical or forensic psychology. Psychology is also a very popular A level and degree subject.



**What the course aims to do:**

This course aims to develop student's knowledge and understanding of Christianity and Islam as well as non-religious beliefs such as Humanism. Students will be exposed to sacred texts and learn how to construct informed and balanced written arguments with both depth and breadth. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately reflect on their own beliefs, values and attitudes. We want to see our students prepared for adult life in a pluralistic society and global community as religiously informed, thoughtful and engaged citizens.

What we study:

We have chosen Eduqas as the exam board and specification route A for the teaching of a full course GCSE.

In year 9 students study 'Component 3: Study of a World Faith: Islam.' This is broken up into two parts:

- (i) **Beliefs and teachings**, which include: The nature of Allah, Risalah (Prophet hood), Malaikah (Angels), akhirah (afterlife) and foundations of faith in both Sunni and Shi'a Islam.
- (ii) **Practices**, which include: The Five Pillars of Sunni Islam, Ten Obligatory Acts of Shi'a Islam, Jihad and festivals and commemorations in Britain.

In year 10 students study 'Component 2: Study of Christianity.' This is broken up into two parts:

- (i) **Beliefs and teachings**, which include: The nature of G-d, creation, Jesus Christ, salvation and the afterlife.
- (ii) **Practices**, which include: Forms of worship, sacraments, pilgrimage and celebrations, Christianity in Britain and the local church community and the worldwide Church.

In year 11 students study 'Component 1: Religious, Philosophical and Ethical Studies in the Modern World.' This is broken up into four themes and studied through the lens of Christians, Muslims and Secular Humanists:

- (i) **Issues of relationships**, which include: The roles of men and women, marriage, adultery, divorce, sexual relationships and issues of equality such as gender prejudice and discrimination.
- (ii) **Issues of life and death**, which include: The world and creationism, evolution and the environment, the origin and value of human life (including abortion, euthanasia and animal rights) and the afterlife.
- (iii) **Issues of good and evil**, which include: Crime and punishment, forgiveness and suffering.
- (iv) **Issues of human rights**, which include: Social justice, dignity, equality, censorship, freedom of religious expression, extremism, prejudice and discrimination and wealth and poverty.

How the course will be assessed:

This linear GCSE course is made up of three exams taken at the end of year 11.

- Component 1 = 50% 2 hour written exam with 126 marks (6 marks for spelling, punctuation & grammar)
- Component 2 = 25% 1 hour written exam with 66 marks (6 marks for spelling, punctuation & grammar)
- Component 3 = 25% 1 hour written exam with 66 marks (6 marks for spelling, punctuation & grammar)

What the course can lead to:

Students may further their study at A Level with Religion, Philosophy & Ethics. Employers highly regard students of religious studies who can understand the diversity of life, investigate ultimate questions, think philosophically outside the box, communicate clearly and confidently and engage with ethical issues.

Key books and websites:

All students will be given a textbook published by the exam board to help them with the content in this course.

Eduqas test student's knowledge here: <http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

Course Leader: Mr C Hunt



Can *you* predict the future that well?

Statistics is the study of making good guesses. Making well-reasoned predictions about the future, as well as making justified assumptions about why something has happened, are some of the key rationales in the study of statistics.

GCSE statistics will involve studying probabilities, manipulating datasets, exploring sampling methods and forming scientific hypotheses.

Assessment Scheme

The course will be assessed with two, equally important written exams.

Statistics is also a subject that has both Foundation and Higher tiered exam papers. As with the mathematics GCSE, both tiers allow students to access a 'new style' Grade 5.

Progression routes

Statistics are used widely in medicine, business, science, teaching and politics and so having a deep understanding of how to handle and interpret statistics will be advantageous.

If you want to study maths at A-Level the Statistics GCSE will be very useful. Of course this could also be true of subjects like: biology, psychology, sociology, geography and government & politics, as they often use statistics to draw conclusions of the world around them and feature within their A-Level courses