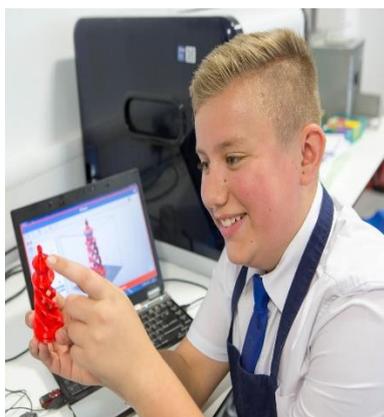


Key Stage Four Prospectus



Amazing things  
happen here.

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Dear Parents and Students

Welcome to the Etonbury Academy Key Stage Four course options guide. We will be talking and working with you in the coming months to ensure you have as much help and guidance as you need to make these important decisions. Your Key Stage 4 curriculum will be flexible and has been very carefully designed to give you the best possible opportunities to succeed.

We have also ensured that you will have exceptional specialist subject teachers and access to amazing teaching and learning resources – not just brand new classrooms, studios, workshops, laboratories, sports centre and study centre, but also the latest technologies including mobile devices.

There are also many new and enhanced extra-curricular opportunities in the form of exciting course based trips, residential trips and the established Duke of Edinburgh Scheme.

Please do use the following key opportunities to gain as much information as you can:

- Direct contact with myself for KS4 information, reachable by phone, meeting or at [RBaga@bestacademies.org.uk](mailto:RBaga@bestacademies.org.uk)
- Direct contact with subject leaders who can support, guide and offer any specific advice concerning their subject.
- This booklet. This booklet will contain all the key information concerning subject specific information.

We will endeavour to provide the options that, after consultation, we feel are best for individual students. At all stages we encourage you to be proactive in your contact with the school where you have questions about the options process. Please feel free to ask your child's tutor, Head of Year, subject leader or myself.

This is a time of change across the Key Stage 4 curriculum nationally. Etonbury Academy teachers and leaders are working to ensure every child is able to achieve to the very best they are capable of, and every student has exceptional opportunities to make the most of their passions and talents.

My very best wishes for an exciting and successful future,

Ravi Baga

**Assistant Principal – Curriculum**

## ENGLISH LANGUAGE and ENGLISH LITERATURE

### WHAT IS IT ALL ABOUT?

English is a core subject that encourages students to read a greater range of texts from a variety of genres and styles from the 19th, 20th and 21st centuries.

English Literature GCSE encourages students to read a wide range of classic literature fluently across a range of genres.

Both English Language and Literature will be taught simultaneously, and final assessment in Year 11 will be in the form of examinations. There is no coursework for GCSE English Language or Literature.

### WHAT WILL YOU DO?

Students will read and write in many varied forms and for many purposes.

Reading and writing will be equally weighted in the Language and Literature GCSEs. Writing will have a major emphasis on spelling, punctuation and grammar including the use of a wide vocabulary.

The English GCSEs will have a focus on making sure students are able to write clearly and accurately in Standard English.

### YEAR 9

Students will read a range of high quality, challenging literature and non-fiction text from a range of genres and types (from the 19th, 20th and 21st centuries) as a prelude to full GCSE study.

Classic Literature, such as previous GCSE set texts, will also be used to ensure the students are prepared in Year 9 for the challenges of GCSE study.

Students will develop key skills to ensure the transition to Years 10 and 11 are as smooth as possible.

### YEARS 10 & 11

Over the course of Years 10 and 11, students will read and analyse:

- 19th century novels
- Shakespeare plays
- A selection of poetry 1789 - date
- British fiction or drama from 1914 onwards.

A wide range of non-fiction and media texts from various times and places.

(Specific literature texts are to be confirmed, but it is the intention to use texts that will stimulate and challenge in equal measure)



**ASSESSMENT OVERVIEW**

Students in English are equipped to develop the skills to deal with any assessment task. For example, in English Literature GCSE, there is an increased assessment of unseen texts – these are poems, or other literacy texts which have not been worked on in class and as such will need the students to evidence their skills base to respond appropriately to the task.

The quality of writing in the response to texts will be assessed with a particular focus on spelling, punctuation and grammar.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

All English GCSEs no longer have controlled assessment or coursework. The GCSE is a single entry examination with no tiered entries for students.

There are two examination papers for English Language – each is 1 hour and 45 minutes long and are focused on Creative Reading and Writing (paper 1) and the Writer’s Viewpoint (paper 2).

There are also two examination papers for Literature - Shakespeare and the 19th-century novel (paper 1) being 1 hour 45 minutes, whilst paper 2 (Modern texts and poetry) lasts 2 hours and 15 minutes.

<b>Title of subject</b>	English Language English Literature
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8700 (English Language) 8702 (English Literature)
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** [LWells@bestacademies.org.uk](mailto:LWells@bestacademies.org.uk)

## MATHEMATICS

### WHAT IS IT ALL ABOUT?

Mathematics is a 'core subject' meaning all students study it at GCSE. The syllabus for GCSE builds upon topics students have already completed at Key Stage three, and also introduces many new ones. The delivery of the subject will allow students to apply their mathematical logic and understanding to real life situations.

The main subject areas that are covered includes:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

### WHAT WILL YOU DO?

Students will use a variety of resources for many of the GCSE topics. Classroom teaching will be at the core of learning; this will be supported by the use of on-line resources and student independent learning.

Students will spend time studying basic topics such as angles, fractions and averages and will then develop these further. They will also learn new aspects of mathematics such as 'sine and cosine', 'cumulative frequency', 'algebraic fractions', 'travel graphs' - and many more.



### YEAR 9

Students in Year 9 will continue to develop and hone their maths skills. Students will continue to develop in subject areas such as, Algebra including looking at expressions and formulae, equations and inequalities in more detail.

They will also look more deeply into functional maths developing their learning of Pythagoras, Locus, time, ratio and proportion.

By the end of the year students will be fully prepared for the new topics ahead.

### YEARS 10 & 11

In Years 10 and 11 students will continue to build upon learning in Year 9 and also be introduced to mathematical concepts and practice.

Students will be guided through the main subject areas (covered in the first box) through a mixture of online resources and classroom teaching.

Students will also benefit from real world scenarios to use their maths in which is fundamental to the course and undertaking the exam questions.

Throughout the three years students will be assessed to ensure they are making the progress required to successfully complete the three exams.



### ASSESSMENT OVERVIEW

As with all subjects there will be a mixture of formative and summative feedback offered both verbally and in written form. Topics will be assessed regularly as in KS3 to help monitor student progress.

Assessment objectives include:

- AO1 - Use and apply standard techniques.
- AO2 – Reason, interpret and communicate mathematically.
- AO3 – Solve problems within mathematics in other contexts.

### EXAMINATIONS/CONTROLLED ASSESSMENT

There are three exams at the end of the course and no coursework element. Each exam will be marked externally by the exam board.

There are two tiers available for the course with papers tiered as Foundation or Higher level. Grades 5-1 can be achieved from the foundation paper and grades 9-4 from the higher paper. A calculator will be permitted in 2 of the 3 papers.

All students should have their own scientific calculator as they are vital in 2 out of the 3 papers.

<b>Title of subject</b>	Mathematics
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8300
<b>Tiers of entry possible</b>	Yes (Higher and Foundation)
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** LVanner@bestacademies.org.uk

## SCIENCE (TRIPLE & COMBINED)

### WHAT IS IT ALL ABOUT?

Science GCSE provides students with the foundations to understand the world through the specific disciplines of Biology, Chemistry and Physics.

Science continually evolves, changes our lives in many ways and is vital to our planets future prosperity and well-being.

Through building up a body of key knowledge and concepts, students will be able to understand how science can be used to explain, predict analyse and evaluate causes.

Science is a core course that is inclusive to all students.

### WHAT WILL YOU DO?

All students whether they are entered for Triple Science (worth 3 GCSEs) or the combined award (worth 2 GCSEs) will cover all three sciences.

For example students will study cell biology, ecology and bioenergetics in Biology. They will learn about organic chemistry, atomic structure in Chemistry and forces, energy and electricity in Physics.

Students will explore science through a cycle of hypothesis, practical experimentation, observation, theory development and review.



### YEAR 9

Pupils will study the topics of Genes and DNA, infection and immune response in Biology. They will explore the atmosphere and its evolution and the structure and bonding in compounds in chemistry. In Physics, they will be looking at waves and sustainable energy. Triple students will go into greater detail in these three areas.

Students will also begin to complete practical tasks (PAGs) in preparation for possible questions in the end of course examinations.

### YEARS 10 & 11

In Years 10 and 11 students will continue to develop the various topics. For example, in Year 10 students will explore areas of inheritance, variation and evolution through to energy changes and magnetism.

Students will have covered between 10 and 12 out of the 18 topics by the end of Year 10.

In Year 11 students will sit mock exams after they have completed all 18 of the topics in the OCR 21<sup>st</sup> Century science B syllabus.

Students will then be fully prepared to complete the end of course exams.



## ASSESSMENT OVERVIEW

Students will benefit from a range of assessment methods that will prepare them for the end of course exams.

They will receive formative and summative feedback throughout the three years. Students will also receive summative feedback at the end of each unit after an end of unit test has been completed.

Students will also be assessed on their practical ability and though this does not count as coursework/controlled assessment, no less than 15% of the final exams will be based on a student's practical knowledge. Learners will need to be prepared to answer questions using their knowledge and understanding of practical techniques and procedures in written papers.

## EXAMINATIONS/CONTROLLED ASSESSMENT

### ***Triple Science (worth 3 GCSEs)***

The Triple Science qualification will have 6 exams at the end of the course. There will be two for each science (Biology, Chemistry and Physics). Each one will have a breadth and depth paper, each worth 50% each with both papers assessing content from all eight chapters. Each exam paper will be 1 hour and 45 minutes long.

### ***Combined Science (worth 2 GCSEs)***

The Combined Science qualification will have 4 exams at the end of the course. There will be one for each science (Biology, Chemistry and Physics, each worth 26.4%) and a further one assessing all content over the course (worth 20.8% of the combined GCSE).

<b>Title of subject</b>	Science
<b>Examination board</b>	OCR (21 <sup>st</sup> Century Science B)
<b>Syllabus Number</b>	J260
<b>Tiers of entry possible</b>	Yes (Higher and Foundation)
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** MEvans@bestacademies.org.uk

## PHYSICAL EDUCATION (CORE)

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### WHAT IS IT ALL ABOUT?

Core P.E. will provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Our high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

Throughout the three years, there will be opportunities to compete in sport and other activities to build character, confidence and help to embed values such as fairness, respect, and teamwork.

### WHAT WILL YOU DO?

In core P.E. students will participate in a variety of sporting activities.

Students will be led through a quality scheme of work for each activity to ensure maximum progress is made.

They will continue with health related fitness alongside gaining the necessary knowledge to ensure there is a clear understanding about how to maintain a healthy, active lifestyle.

Students will also have the opportunity to play for the academy teams.

### YEAR 9

Students will follow a timetable of activities to give them the opportunity to participate in team sports such as basketball, rugby, football and also individual sports such as gymnastics, dance and table tennis.

A variety of lunchtime and afterschool clubs will continue to be available to all students of all abilities and experiences.

The P.E. course as with the other sports courses is inclusive of all.

### YEARS 10 & 11

Students will continue to experience a range of sporting activities in key stage four.

Lessons will be planned to provide the students with both mentally and physically demanding tasks. Students in Years 10 and 11 will move away from just playing sport to understanding the relevance of it to health and wider contexts.

P.E. clubs will be provided for students in key stage 4 and fixtures/competitions against other schools will be arranged throughout the year.

Etonbury Academy will have its own sports teams.



### ASSESSMENT OVERVIEW

Students will be continually assessed throughout the years in a variety of different sports.

Students will be assessed on the following:

- Ability to use and develop a variety of tactics and strategies to overcome opponents in team and individual sports.
- Technique in competitive sports.
- Ability to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Ability to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities.

### EXAMINATIONS/CONTROLLED ASSESSMENT

Not applicable for this course.



<b>Title of subject</b>	Physical Education - Core
<b>Examination board</b>	N/A
<b>Syllabus Number</b>	N/A
<b>Tiers of entry possible</b>	N/A
<b>% of marks for coursework/controlled assessment</b>	N/A

**Contact information:** [KThomas@bestacademies.org.uk](mailto:KThomas@bestacademies.org.uk)

## RELIGIOUS STUDIES

### WHAT IS IT ALL ABOUT?

Religious Studies is the only subject that explores the purpose of human existence.

A grounding in Religious Studies is invaluable for all students as they prepare for the real world. The subject will aid skills in critical reasoning and debate, whilst also providing a unique insight into a wide range of beliefs, practices, traditions and cultures.

The content is both interesting and contemporary and helps learners to make sense of the complex and ever-changing world in which we live.

### WHAT WILL YOU DO?

Students will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices.

They will explore these in relation to Christianity and another religion. Students will then apply and evaluate these beliefs in like of different topics, for example relationships and families. They will be able to offer reasoned and supported arguments within their discussion about the key issues in these religions.

### YEAR 9

Within Year 9 pupils will still follow the Bedfordshire agreed syllabus, whilst beginning to strengthen their overall knowledge of Christianity and other main religions.

Students at the end of Year 9 will also begin to explore other issues and debates including justice, relationship and families and religion, peace and conflict.

### YEARS 10 & 11

In Year 10 and 11 students will develop an understanding of Christianity in a greater detail alongside another religion.

Students will explore differences and comparisons as they look over four key areas. Building upon their learning in Year 9 and 10 students will explore relationships, the existence of god, religion, peace and conflict and issues between religious and non-religious beliefs and attitudes.

Over the three years students will acquire the learning required to sit a formal qualification though this is not compulsory.



**ASSESSMENT OVERVIEW**

Students will be assessed continuously over the three years internally and if they wish to sit a formal qualification, externally.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

Students if they wish to sit a formal qualification will sit three exams based on certain themes.

Theme one will focus on beliefs and teachings & practices and be worth 50% of the overall course. This exam will be based on the two religions studied.

Theme two focuses on religion, philosophy and ethics in the modern world from a religious perspective. Again this paper is worth 50% of the overall exam. Students will again be required to show understanding from one religion and also four themes; relationships, the existence of god, religion, peace and conflict and issues between religious and non-religious beliefs and attitudes.

<b>Title of subject</b>	Religious Studies
<b>Examination board</b>	OCR
<b>Syllabus Number</b>	J625
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** JBinks@bestacademies.org.uk

## PSHCE

### WHAT IS IT ALL ABOUT?

Students will continue to take part in a taught PSHCE course during form time in Year 9 and formal lessons in Years 10 and 11. PSHCE is short for Personal, Social, Health and Economic education, and Careers education and guidance.

Students will cover a variety of topics using various teaching methods and styles, including small group and whole class projects, visiting speakers and theatre groups, plus input from specialist teachers.

In Year 10 it is also proposed that students will also do work related learning through an individual placement at a place of work to gain experience of that particular job.

### WHAT WILL YOU DO?

Students will continue to look at themselves as an individual, and to learn more about themselves, their friends and the society that we live in.

Students will be encouraged to discuss ideas openly and honestly, to listen to other people's views and experiences, and to participate as an active citizen within the school and the wider community.

There will be a variety of topics covered building upon learning in Year 8.



### YEAR 10

In Year 10 students will continue to develop their understanding of key topics, including; personal safety, sex education, drug and alcohol use/abuse, self-image and next steps after ETA.

Students in Year 10 will be looking more closely at careers and different routes post 16. They will have several guest speakers deliver advice/guidance and the opportunity to take part in a careers fair.

### YEAR 11

In Year 11 students will develop understanding of wider issues including mental wellbeing in preparation for the end of year exams.

Students will explore what mental wellbeing is, signs of any issues and what can be done to promote positive mental wellbeing.

They will also continue to further understanding of key topics and develop in new ones such as personal finance, employment skills and how to write a CV.

Later on in the year students will also benefit from revision guidance and tips in preparation for their exams.



**ASSESSMENT OVERVIEW**

Though there is no qualification to be obtained for this course students will still be assessed as they would be in any other course. There will be a mixture of summative and formative assessment that will be both written and verbal, offered by both teachers and peers.

Students will develop knowledge and key life skills that will help them to make informed choices and decisions now and in the future.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

Not applicable for this course.

<b>Title of subject</b>	PSHCE
<b>Examination board</b>	N/A
<b>Syllabus Number</b>	N/A
<b>Tiers of entry possible</b>	N/A
<b>% of marks for coursework/controlled assessment</b>	N/A

**Contact information:** TGant@bestacademies.org.uk

## CITIZENSHIP

### WHAT IS IT ALL ABOUT?

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens.

Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

### WHAT WILL YOU DO?

Students will develop knowledge and understanding in various areas of citizenship. These include:

1. Citizenship skills, processes and methods
2. Life in modern Britain
3. Rights and responsibilities
4. Politics and participation
5. Active citizenship



### YEAR 9

**Life in modern Britain:** Students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities.

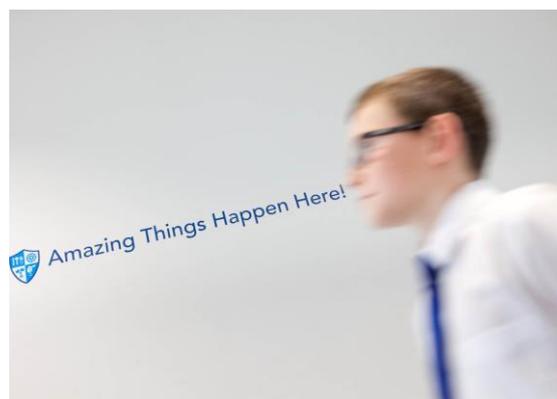
**Rights and responsibilities:** Students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK and how laws have developed over time.

### YEAR 10

**Politics and participation:** Students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions.

During Year 10 students will also demonstrate active citizenship and continue to develop citizenship skills, processes and methods.

At the end of Year 10 students will sit both exams for the course.



### ASSESSMENT OVERVIEW

Students work will be assessed in numerous ways over the two years. Formative and summative feedback will be given both verbally and in written form from both teachers and peers.

There will be two exams for this course with these both being marked externally.

The exams for this course will be sat at the end of Year 10.

### EXAMINATIONS/CONTROLLED ASSESSMENT

**Paper 1:**  
 Section A: Active citizenship  
 Section B: Politics and participation  
 1 hour 45 minutes  
 80 marks, 50% of the course

**Paper 2:**  
 Section A: Life in modern Britain  
 Section B: Rights and responsibilities  
 1 hour 45 minutes  
 80 marks, 50% of the course



<b>Title of subject</b>	Citizenship
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8100
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** [RBaga@bestacademies.org.uk](mailto:RBaga@bestacademies.org.uk)

## COMPUTER SCIENCE

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### WHAT IS IT ALL ABOUT?

Computer Science GCSE introduces students to computer programming. They will learn the Visual Basic programming language and use it to create a variety of programs.

It also provides an introduction into all of the main areas of computing. They will cover programming theory, algorithms, hardware, software, networking, and cyber security.

### WHAT WILL YOU DO?

Students will create programs in Visual Basic following various specifications. This will include designing, testing, and evaluating their projects.

They will understand the fundamentals of hardware and software – the functions of the CPU, main memory, and the operating system.

They will have an introduction to computer networks and key aspects of cyber security.

### YEAR 9

In Year 9 students will start to explore the key concepts of Computer Science. They will look at the fundamentals of algorithms, programming and data representation.

They will be introduced to binary numbers and logic gates.

Students will build upon their knowledge obtained at KS3 and develop programming concepts such as the use of variables, selection, and iteration.

### YEAR 10 & 11

Students will explore the fundamentals of computer networks, how they work and why they are used. The risks of cyber security and how we can protect ourselves against them.

Students will also learn about software in both application and system settings, how we store images and sound in a digital format, and how the hardware of a computer works together to execute programs.

All the time we will continue to develop programming skills, creating programs with more complexity as we move through the course.



**ASSESSMENT OVERVIEW**

There will be two exams for this course with these both being marked externally.

The one piece of controlled assessment/coursework will be completed in report format and marked internally with a sample being moderated externally.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

There are two exams for this course.

Paper one is worth 40% of the GCSE.  
Paper two is worth 40% of the GCSE.

Both papers will include a mix of multiple choice, short-answer and longer-answer questions assessing a student’s practical problem solving and computational thinking skills.

The non-exam controlled assessment is worth the remaining 20% of the GCSE. This is based on the development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

<b>Title of subject</b>	Computer Science
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8520
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	20%

**Contact information:** RKirkman@bestacademies.org.uk

## GEOGRAPHY

### WHAT IS IT ALL ABOUT?

Geography is about the world around us, and the connections between the physical and human landscapes.

In physical geography it is learning about how processes create landforms and how humans try to live and manage these processes.

In human geography it is learning about how over time we have shaped our environment and how we manage our resources into the future.

The course covers lots of different aspects of physical and human geography. Which will be explored in and out the classroom.

### WHAT WILL YOU DO?

Through the study of Geography students will develop: communication, graphical and cartographical skills, technological skills including ICT and GIS, and interpersonal skills through debate and discussion.

Students will develop understanding in four main areas:

Living with the physical environment  
Challenges in the human environment  
Geographical applications  
Geographical skills

### YEAR 9

In Year 9 students will develop the skills of reading and understanding Ordnance Survey maps. They will develop knowledge and understanding of ecosystems, focusing on hot deserts and tropical rainforests. They will also study natural hazards, focusing on tectonic and weather hazards. They will look at the causes, effects and responses to case study examples of these types of hazard.

Over the year they will continue to develop key geographical skills and exam technique in preparation for GCSE.

### YEARS 10 & 11

In Years 10 and 11 students will learn about the challenges in human environment, they will look at urban issues and challenges, the changing economic world and the challenge of resource management. They will also study rivers and coasts.

Students will be able to explore more practical elements of the course through trips and fieldwork, which will broaden the learning environment.

Throughout the three years students will develop the skills and understanding to tackle the three exams at the end of course.



**ASSESSMENT OVERVIEW**

Students will be assessed continuously in all years. They will benefit from regular formative and summative assessments both verbally and in written form from both teachers and peers.

They will also be given regular mock exam style questions to ensure they are best equipped to tackle the end of course exams.

There are two compulsory fieldwork trips to Cambridge and Walton on the Naze to fulfil the course requirements.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

There are three exams for the course and no controlled assessments/coursework.

Papers one and two are worth 35% each (70% in total) with paper three being worth the remaining 30%.

Papers one and two will feature multiple-choice, short answer, levels of response, extended prose questions.

Paper three will be based upon a Pre-released resource that will be made available prior to the exam.

<b>Title of subject</b>	Geography
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8035
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** KHume@bestacademies.org.uk

## HISTORY

### WHAT IS IT ALL ABOUT?

GCSE History informs students about the past, major events that occurred and the impact that these have had on the modern world. With this knowledge and understanding students will explore change and what drives change and how the past influences the present.

Students will learn a broad range of history. There will be a period study, a thematic study, a modern depth study and British study.

A GCSE in history provides students with a wide variety of future career choices and pathway to higher education.

### WHAT WILL YOU DO?

GCSE history provides a wide range of time periods for students to enjoy.

These will be:

- Medicine through time, c1250-present
- Early Elizabethan England, 1558-88
- Superpower relations and the Cold War, 1941-91
- Weimar and Nazi Germany, 1918-39

Students will also develop a wide range of transferable skills, including source analysis, understanding of different interpretations and the ability to construct an argument.

### YEAR 9

From September, students will be studying the impact of the events in the 20<sup>th</sup> century from a variety of perspectives.

We will then start to look at GCSE skills and knowledge through the unit Weimar and Nazi Germany, 1918-39.

This will allow students to have a taste of GCSE history and assist them when they come to pick their final options.

### YEARS 10 & 11

Year 10 will study Medicine through time and early Elizabethan England. Throughout these units students will continue to hone their exam skills that are necessary for GCSE.

Year 11 will study Superpower relations and the Cold War. The final part of the year will be dedicated to revision of all topic areas covered and the exam practice needed for the challenge of GCSE exams.

During the GCSE course there will be numerous additional sessions put on for students to attend if they wish to. These sessions will continue to develop course material and general passion for the subject.



**ASSESSMENT OVERVIEW**

Internal assessment, for the purpose of showing pupils how they have progressed and recommend further opportunities, will take place throughout the course and will focus on exam style questions. Frequent knowledge based quiz style questions will also be a feature.

External examinations are taken at the end of the course and assessed externally by the exam provider.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

Students will sit three exams at the end of Year 11.

Paper 1 will be worth 30% of the overall GCSE. Paper 2 will be worth 40%, and paper three the remaining 30%.

There is no coursework/controlled assessment for this course and all examinations are marked externally.

<b>Title of subject</b>	History
<b>Examination board</b>	EDEXCEL
<b>Syllabus Number</b>	1H10
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** [WYoung@bestacademies.org.uk](mailto:WYoung@bestacademies.org.uk)

## MFL

### (FRENCH & SPANISH)

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#### WHAT IS IT ALL ABOUT?

The study of languages offers students opportunities to communicate with others, to learn about different cultures and to acquire language patterns.

Students will continue to learn how to understand, speak, read and write in the chosen language(s).

They will also learn about life in countries where the studied languages are spoken.

The course builds on the work covered so far and is excellent for students that will acquire a life skill that is very important in today's world.

#### WHAT WILL YOU DO?

Students will develop their language skills in listening, speaking, reading and writing through the study of the five set themes.

They will complete and take part in role plays, picture tasks and conversations to broaden their language skills. They will also develop basic and more advanced vocabulary.

Students will also develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.



#### YEAR 9

From September students of MFL will build upon the language skills and grammar already covered.

They will be taught using a wide range of varied teaching methods, including group work and paired work.

Activities are designed to promote independence as language learners and to prepare for GCSE. Vocabulary and grammar will be built upon in preparation for the five key themes of learning in Years 10 and 11.

#### YEARS 10 & 11

In Years 10 and 11 students will begin to focus on five key themes that are the basis for the four examination sections.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. These five themes include:

- Identity and culture
- Local area, holidays and travel
- School
- Future aspirations, study and work
- International and global dimension



**ASSESSMENT OVERVIEW**

Students will be assessed both internally and externally during the three years.

Internally this will include formative, summative and written assessment as well as peer assessment.

There will be regular opportunities throughout the three years and particularly in year 11 to practice for the final speaking test.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

Four externally marked examinations are taken in Year 11 in the four skills of listening, speaking, reading and writing. Each examination is worth 25% of the final GCSE grade.

The speaking test is conducted by the subject teacher and marked externally by Edexcel.

<b>Title of subject</b>	MFL – French & Spanish
<b>Examination board</b>	EDEXCEL
<b>Syllabus Number</b>	1FR0, 1GN0, 1SP0
<b>Tiers of entry possible</b>	Yes Foundation / Higher tier
<b>% of marks for coursework/controlled assessment</b>	0%

**Contact information:** CNeilson@bestacademies.org.uk

## ART and DESIGN (& Photography in Year 9 only)

### WHAT IS IT ALL ABOUT?

The Art course on offer will centre on Fine Art. The course will include aspects such as drawing, painting, sculpture, print making and lens/light based media.

Students will develop their knowledge and understanding of Art and look at contemporary and historical situations and the impact on Art. The work and approaches of artists from a range of historical contexts, periods, societies and cultures.

Students along with the above will develop the practical skills needed for the course.

### YEAR 9

In Year 9 Art and Photography will be combined. Students will start to explore ideas and concepts in various disciplines. They will experiment with various forms of media, materials, techniques and processes whilst investigating the formal elements of Art and Photography.

Over the course of the year the students will create a portfolio of work compiling of two projects. Each project will conclude with a sustained final piece. Students will be able to select both Art and/or Photography subjects for their GCSE options.

### YEARS 10 & 11 YEARS 10 & 11 (Specialising in Art and Design)

### WHAT WILL YOU DO?

Students will develop knowledge and understanding through a range of projects. They will create a personal portfolio that will include a body of practical research and development along with the finished pieces of art.

Students will develop ideas, explore ideas and be given a degree of freedom to express their creative flair.

Contextual trips will give the students the opportunity to take their own photographs of subject matter relevant to their themes and visit a gallery to source inspiration.

In Year 10 students will work on a 2D project the will contribute to their coursework portfolio. The theme will be guided by their teacher and they will be encouraged to experiment with a range of materials and media and investigate the work of other artists in order to inspire and develop their own ideas.

In Year 11 Students will complete the coursework portfolio with a 3D project and start work on their externally set project. This is released after the Christmas Holidays and is guided through lesson time until the final piece is created in exam conditions at the end of the unit. The focus and theme of the project is set by Edexcel.



## ASSESSMENT OVERVIEW

Assessment will take place throughout the course. It will consist of both formative and summative feedback. The work will be internally set and internally marked for the personal portfolio, with a sample of this work being externally moderated.

Students will be assessed against the following assessment objectives.

*Develop ideas through investigations, demonstrating critical understanding of sources (AO1)*

*Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)*

*Record ideas, observations and insights relevant to intentions as work progresses (AO3)*

*Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4).*

## EXAMINATIONS/CONTROLLED ASSESSMENT

### Component 1:

Students will create a personal portfolio throughout year 10 and 11 that is worth 60% of the qualification. The portfolio will be marked out of 72.

### Component 2:

Students will also be assessed via an externally set assignment, which will be worth 40% of the GCSE qualification. This will have a preparation period which is teacher lead and a sustained period of 10 hours, in exam conditions to create their final piece. The externally set assignment will also be marked out of 72.



<b>Title of subject</b>	Fine Art
<b>Examination board</b>	EDEXCEL
<b>Syllabus Number</b>	1FA0
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	60%

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## BUSINESS STUDIES

### WHAT IS IT ALL ABOUT?

GCSE Business is a course designed to allow students to develop their knowledge and understanding of business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students will explore various areas of business such as Business Ownership, Influences on Business, Marketing, Finance, Business Operations and Human Resources.

They will be expected to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.

### WHAT WILL YOU DO?

During the course students will be required to know and understand various areas of a business. A small sample includes.

What business aims and objectives are, how and why these differ between businesses, and how and why these change as businesses evolve.

The impact of the economic climate on businesses, including changing levels of consumer income and unemployment.

### YEAR 9

Students in Year 9 will begin to acquire knowledge concerning business activity. Students will learn about different types of business, business ownership and the factors that influence business such as location, market and materials. They will also look at business aims and objectives.

Students will also be given the opportunity to work on business projects, covering all aspects from initial research to evaluation.

### YEARS 10 & 11

In Years 10 and 11 students will focus on External Influences on Business, Business Operations, Finance, Marketing and Human resources.

Whilst students are furthering their knowledge they will also be developing new skills which they will be expected to use. These include:

- Use business terminology to identify and explain business activity.
- Apply business concepts to familiar and unfamiliar contexts.
- Develop problem solving and decision making skills relevant to business.
- Investigate, analyse and evaluate business opportunities and issues.



**ASSESSMENT OVERVIEW**

Students will be internally assessed continuously over the three years. In year 9 students will be given a range of exam type questions and some assessed project work.

In years 10 and 11 students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Internal assessment will frequently focus on exam style questions.

External examinations are taken at the end of the course and assessed externally by the exam provider.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

2 Written exams: 1 hour 45 minutes  
90 marks each

**Paper 1: 50% of GCSE**

Topics assessed are: Business in the real world, Influences on business, Business operations, Human resources

**Paper 2: 50% of GCSE**

Topics assessed are: Business in the real world, Influences on business, Marketing, Finance

There will be a mixture of multiple choice questions, short answer questions along with case study/data response stimuli with questions.



<b>Title of subject</b>	Business Studies
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8132
<b>Tiers of entry possible</b>	No
<b>% of marks for coursework/controlled assessment</b>	0%

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## DANCE

### WHAT IS IT ALL ABOUT?

GCSE Dance contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects.

As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team- working skills.

As choreographers, students employ the skills of problem-solving and creativity.

As critics, students make informed decisions about the dances they see.

### WHAT WILL YOU DO?

Students will understand how to achieve high quality performances through:

- Planning the rehearsal schedules
- Commitment to rehearsal
- Identification of the technical, physical and expressive skills necessary for effective performance
- Awareness of the characteristic features of the dance
- Analysis of strengths and weaknesses of their own and others' performance and capacity

### YEARS 10 & 11

Over the two years students will study six professional dance works and complete a written exam based on their study. From September students will acquire knowledge in critically appreciating Dance. This exam will take place at the end of Year 11 and be worth 40% of the qualification.

Students will be introduced to 2 set dances (solo), perform in a duo/trio and choreograph a dance (solo or group). This will include demonstrating their physical competence and effectiveness as performers and their knowledge of safe working practice. As well as showcasing their use of choreographic devices, structure and action, space, dynamics and relationships. These practical examinations will take place in Year 11 and be worth 60% of the qualification.



**ASSESSMENT OVERVIEW**

Students will be assessed throughout the two years with a mixture of formative and summative feedback.

Performances will be assessed frequently to ensure students are making progress in preparation for their final performances.

There will also be a clear focus on written work and reflecting on performances as this will be the focus, assessing this to the standard expected.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

There are two elements to the course. A written exam, at the end of Year 11, that is worth 40% of the GCSE. Questions for the exam will be based on students' own practice in performance and choreography and the GCSE Dance anthology.

Coursework/controlled assessment based on performance and choreography. This will be internally marked and externally moderated and account for the remaining 60% of the course.



<b>Title of subject</b>	Dance
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8236
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	60%

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## DESIGN TECHNOLOGY (& Food Nutrition in Year 9 only)

### WHAT IS IT ALL ABOUT?

Design Technology is a creative course that allows students to demonstrate knowledge, understanding and skills required to undertake the design process of exploring, creating and evaluating.

Students will look into two main areas, designing and making principles and technical principles.

Students in Design and Technology will develop designing and practical skills using a range of specialist tools and machinery.

There will be a mixture of both theory and practical that will benefit the students.

### WHAT WILL YOU DO?

Students will work through the design and make process.

Students will explore communication and how to best communicate their design ideas using different techniques.

They will develop and apply their understanding of a range of materials and how to use a range of specialist tools and machinery to produce final working products.

And finally Students will develop the skills to critically analyse, evaluate, test and refine their own designs.

### YEAR 9

In Year 9 students will develop skills and knowledge in both design technology and food nutrition.

Students will explore design and making tasks in both areas in preparation for GCSE courses. They will explore materials and construction techniques along with food nutrition and cooking techniques.

During the GCSE option process students will be able to prioritise their interest if they wish to continue in either or both subjects.

### YEARS 10 & 11 (Specialising in Design Technology)

Students over the two years will be required to produce a design and make a product in response to a brief set. This production will require students to apply their skills of designing and their knowledge and understanding of materials and manufacturing techniques.

Students will also investigate wider challenges to identify opportunities and constraints on their designing. They will be expected to demonstrate an ability to write a design brief and at least one specification from their own consideration of human needs, wants and interests.

Finally students will revise topics and themes during the latter part of Year 11 in preparation for the end of course exam.



### ASSESSMENT OVERVIEW

Students will be assessed continuously over the three years internally and externally.

No external assessment will take part in Year 9. The examining board in Year 11 will moderate students' controlled assessment and the end of course exam will also be marked externally.

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

### EXAMINATIONS/CONTROLLED ASSESSMENT

There will be one written exam worth 50% of the course.  
2 hours  
100 marks

Coursework is worth the remaining 50% of the course and is completed in lessons during the end of Year 10 and beginning of Year 11.

<b>Title of subject</b>	Design Technology
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8552
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	50%

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## DRAMA

### WHAT IS IT ALL ABOUT?

Drama is a creative, practical and theoretical subject. With a focus on working imaginatively, collaborating creatively and communicating effectively as a team.

Students will look at four main options: Understanding Drama, devising drama, and performing a text. Students can opt to work as an actor or designer. It is essential that they are willing to work well in teams and perform in front of others as an essential part of this course.

Students will also work on presenting drama on their chosen specialist option and have a chance to use the most up to date professional creative technologies.

### WHAT WILL YOU DO?

Students will prepare for both the practical and theoretical demands.

They will learn about three main areas in drama that include:

- Understanding drama (40%)
- Devising drama (40%)
- Texts in practice (20%)

Although this is a practical course, a theory written exam accounts for 40%.

### YEAR 9

From September students will gain knowledge in the three option areas for both practical and written components. Students will explore design, devising, performing and stage management and compose theatrical productions to ensure they acquire the skills to use the specialist equipment and spaces. Students will also prepare for the theoretical demands of the course. This induction year will ensure students are more than ready to complete their GCSE Drama qualification. Students will be expected to take part in the school productions.

### YEARS 10 & 11

Students in Year 10 and 11 will visit the theatre each year, study a set script and learn live theatre review skills (Woman In Black and Blood Brothers) and present practical work for two drama presentations (as a designer or performer) across the two years.

Alongside the above students will also look at the various roles and responsibilities of theatre makers in contemporary professional practice.

They will finish the course with a practical performance in April and written exam in May.



Students will be assessed throughout the three years with a mixture of formative and summative feedback. Students will keep a log book as a record of progress.

Performances will be assessed frequently to ensure students are making progress in preparation for their final performances.

There will also be a clear focus on written work and reflecting on performances as this will be the focus, assessing this to the standard expected.

There are two elements to the course. A written exam, at the end of Year 11, that is worth 40% of the GCSE. Questions for the exam will be based on the set play chosen and on the work of theatre makers in a single live theatre production.

Coursework and practical exam assessments are based on devising drama and texts in practice and will be externally marked or internally moderated.



<b>Title of subject</b>	Drama
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8261
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	60%

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## ENGINEERING (Course/examining body to be confirmed)

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### WHAT IS IT ALL ABOUT?

The Cambridge National in Engineering Manufacture develops students' understanding of the processes involved in transferring a design concept into a product. They apply their knowledge and skills by operating manufacturing equipment following a design specification, using tools such as CAD/CAM.

Engineering manufacture is a discipline of engineering dealing with different manufacturing practices and processes using machines, tools and equipment that turn raw materials to new products.

### WHAT WILL YOU DO?

Learners are provided with the knowledge and skills required to operate manufacturing tools and equipment used to make products from the requirements of a design specification.

Learners will develop their understanding of the processes and systems required to transfer a design concept into a product.

A practical approach to teaching and learning will provide learners with knowledge in engineering technology and develop critical thinking, creativity and dextrous skills through engaging practical experiences.

### YEARS 10 & 11

The units include:

1. Engineering materials, processes and production. Students develop their understanding of engineering materials and how properties and characteristics impact on a design specification. They also examine different production processes and their applications.
2. Preparing and planning for manufacture. Students plan and apply processes to make pre-production product using hand-held tools, measuring and marking equipment safely. They then carry out a range of manually controlled machining operations and perform quality control checks.
3. Computer aided manufacturing. Students explore the role of computer applications in the design and manufacture of engineered products by creating computer-aided design (CAD) drawings to produce a batch of computer numerical control (CNC) manufactured examples of a product
4. Quality control engineered products. Students develop their knowledge and understanding of the techniques and procedures used, including 'lean processes' to ensure the quality of engineered products. They produce and implement a detailed set of procedures for the quality control of engineered products in a 'real world' situation involving high-volume manufacture of products.

**ASSESSMENT OVERVIEW**

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Three of the four units will be assessed within school with a sample being moderated externally.

There is ONE exam for this course which will be sat at the end of the course in line with other GCSEs.

The grading outcome is different to a GCSE. Grades will be awarded for each unit as a PASS, MERIT or DISTINCTION.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

For this course there is ONE exam. The exam will be based on Unit 1: Engineering materials, processes and production. On completion of this unit, learners will understand how the properties and characteristics of materials impact on the design specification for the development of a new product and appreciate the different production methods available to produce engineered products.

The remaining three units will be completed during the course, internally marked with a sample being externally moderated.

<b>Title of subject</b>	Engineering
<b>Examination board</b>	TBC
<b>Syllabus Number</b>	TBC
<b>Tiers of entry possible</b>	TBC
<b>% of marks for coursework/controlled assessment</b>	TBC

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## FOOD PREPARATION AND NUTRITION (& Design Technology in Year 9 only)

### WHAT IS IT ALL ABOUT?

Food preparation and nutrition equips students with an array of culinary techniques and knowledge of nutrition, food traditions and kitchen safety.

Students will look into five main areas, food nutrition and health, food science, food safety, food choice and food provenance.

Students in Food preparation and nutrition will gain the confidence to cook with ingredients across the globe. They will develop an understanding of the many career opportunities available to them.

### WHAT WILL YOU DO?

Students will recognise when to use different food preparation skills and how to apply and combine these to produce dishes.

Students will gain an understanding of the nutrition and purpose of the ingredients. Students will be able to make informed choices about varied and balanced diets. Students will develop a knowledge of the factors that affect food choice and the environmental impact and sustainability of food.

Students will develop their knowledge of the above through cooking a range of dishes and creating a three course menu.



### YEAR 9

In Year 9 students will develop skills and knowledge in both design technology and food nutrition.

Students will explore design and making tasks in both areas in preparation for GCSE courses. They will explore materials and construction techniques along with food nutrition and cooking techniques.

During the GCSE option process students will be able to prioritise their interest if they wish to continue in either or both subjects.

### YEARS 10 & 11 (specialising in Food Preparation and Nutrition)

Students will continue their investigation into different ingredients and their functions.

Over the two years students will be required to carry out an investigation into the properties of ingredients presented in the form of a written report with photographic evidence of their practical work.

They will plan, prepare and cook a menu of three dishes and this will be accompanied by a written report with photographic evidence.

And finally students will prepare mainly in Year 11 for the end of course exam.



### ASSESSMENT OVERVIEW

Students will be assessed continuously over the three years internally and externally.

No external assessment will take part in Year 9. The examining board in Year 11 will moderate students' controlled assessments and the end of course exam will also be marked externally.

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

### EXAMINATIONS/CONTROLLED ASSESSMENT

There will be one exam that assesses the students' theoretical knowledge of food preparation and nutrition. This exam is worth 50% of the GCSE course.

There will be two controlled assessment tasks, one focusing on food investigation looking at the properties of ingredients and one where students plan, prepare and produce a menu of three dishes. This work will be assessed as an electronic report/portfolio. These two tasks combined are worth 50% of the course.

<b>Title of subject</b>	Food Preparation and Nutrition
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8585
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	50%

**Contact information:** JAshby @bestacademies.org.uk

## MEDIA STUDIES

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### WHAT IS IT ALL ABOUT?

Media studies is a creative course that allows students to demonstrate skills of enquiry, critical thinking, decision making and analysis.

Students will look into four main areas, media language, representation, media industries and also the role of the audience.

Students in Media studies will also develop practical skills through the creation of media productions. Students will learn how to use software such as Adobe Photoshop and Adobe Premiere to edit, along with hardware such as SLR cameras and Panasonic camcorders.

### WHAT WILL YOU DO?

Students will recognise the fundamental relationship between theory and practice. Students will be able to develop and apply their understanding of the media through both analysing and producing media products. Students will be required to study examples of media products including:

- Television
- Newspapers
- Video Games
- Music Video
- Online media

### YEAR 9

From September students will acquire knowledge in the four main areas of learning. Students will explore media language, representation, industry and audience.

Students will also create numerous media products to ensure they acquire skills in Photoshop, film editing and the use of camera equipment.

This up-skilling year will ensure students are more than ready to complete their GCSE Media qualification.

### YEARS 10 & 11

Students will study at least one audio/visual, one print and one online media form in depth through contrasting media products.

Students over the two years will be required to complete one individual media production in response to a brief set. This production will require students to apply their knowledge and understanding of representation and media language.

Students will also look at media theories such as narrative theory and uses and gratifications.



Students will be assessed continuously over the three years internally and externally.

No external assessment will take part in Year 9. The examining board in Year 11 will moderate students' coursework along with the end of course exam being marked externally.

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Paper 1: Set texts. Analysis and evaluation of different industries.

1 hour 30 minutes

40% of the course

Paper 2: Luther and The Sweeney. Katy Perry, Pharrell Williams.

1 hour 30 minutes

30% of the course

Coursework: Magazine creation, brief is released during Year 10 and completed at the end of Year 10 and early into Year 11. 30% of the course.



<b>Title of subject</b>	Media Studies
<b>Examination board</b>	WJEC
<b>Syllabus Number</b>	C680QS
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	30%

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## MUSIC

### WHAT IS IT ALL ABOUT?

Music GCSE is a very practical course allowing students to perform and be creative both collectively and individually.

It is essential that students play an instrument or sing though all activities are suited for any ability and are an excellent preparation for AS and A level Music or Music Technology.

The course provides a real music focus, breadth and depth, a look at diverse music heritage and continuous progression.

Overall the course is a must for students who have a passion for music and want to progress with their instrument or singing.

### WHAT WILL YOU DO?

Students will:

- perform both as a soloist and part of a group.
- increase their understanding and appreciation of a range of different styles of music.
- extend their own interests and increase their ability to make judgements about music in depth.
- develop their understanding of compositional techniques.



### YEAR 9

From September students will begin an up-skilling year to focus on acquiring knowledge and experience in the three main areas of performing, composing and appraising.

Students will compose and perform, offering feedback to each other, and in groups. They will compose using a variety of techniques and strategies. Students will also begin to listen to and analyse music from the four areas of study.

### YEARS 10 & 11

Students will continue to gain experience of performing individually and in groups. Performances will be recorded and assessed during Years 10 and/or 11.

Students will complete a number of compositions to fit the given briefs, recording and notating work, as appropriate.

Students will listen to the eight set works from the four areas of study and will learn how to compare these with other music from each of the areas. There will be a final exam for this aspect of the course.



### ASSESSMENT OVERVIEW

Students will receive regular feedback from ongoing formative and summative assessment during the course but the main assessment of the GCSE is split 40% examination and 60% coursework. This is divided as follows;

- 30% internally assessed, externally moderated **performance** coursework.
- 30% internally assessed, externally moderated **composition** coursework.
- 40% externally **marked listening and appraising** examination.



### EXAMINATIONS/CONTROLLED ASSESSMENT

Performance and composition work is completed and assessed internally and moderated externally.

#### Performing (30%)

- Students are assessed both as a solo performer and as part of an ensemble (group).
- Students can either sing or perform on any instrument.

#### Composing (30%)

- Submit two compositions. One 'free' in style and one written to a chosen brief.

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 The listening and appraisal exam takes place at the end of Year 11.

Listening (40%) (Written exam)  
 Music is studied across a variety of styles and genres with eight set works covering four areas of study.

<b>Title of subject</b>	Music
<b>Examination board</b>	EDEXCEL
<b>Syllabus Number</b>	1MU0
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	60%

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## PHYSICAL EDUCATION

### WHAT IS IT ALL ABOUT?

GCSE P.E. provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development.

The course includes practical assessments (30%), coursework (10%) and two written exams (60%).

This course is divided into four main areas:  
Fitness and body systems  
Health and performance  
Practical performance  
Personal Exercise Programme (PEP)

### WHAT WILL YOU DO?

Students will develop knowledge in the following areas; applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

Students will then apply all of their knowledge to practical situations.

They will also learn how to assess and evaluate practical performance effectively in order to create a PEP.



### YEAR 9

During core P.E. students will acquire knowledge in the following three areas; methods of training, components of fitness and principles of training.

They will carry out fitness tests in order to assess and evaluate their practical performance in a chosen sport.

With this data, students will begin to create a PEP that will be developed in Years 10 and 11 before submitting as coursework.

### YEARS 10 & 11

Over these two years, students will focus on the remaining three areas.

Fitness and body systems and health and performance will be taught in both theory and practical lessons to ensure students are developing a deep understanding of the content of the course. This knowledge will be essential for the examinations in Year 11.

The practical performance part of the course will be carried out in Year 11. Students will be moderated on their physical skills in three sports of their choice.



**ASSESSMENT OVERVIEW**

Students will be assessed continuously over the three years internally and externally on both their practical skills and understanding of the theory content.

The coursework will be submitted in year 11 and will be assessed both internally and externally.

The examining board will mark the Year 11 exams externally.

Practical performance will be assessed internally and externally. Students will be given guidance and support when selecting their three sports to be assessed in. The three sports must include one individual sport and one team sport. The final sport can be selected from either category.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

The coursework will be a controlled assessment. Although students are completing this at school, they will be monitored thoroughly to ensure this work is completed to the guidelines which are set by the examination board.

The exams will be completed at school and will be controlled by external moderators.

Practical performance will also be carried out as a controlled assessment at school.

Outdoor pursuits and other sports which cannot be assessed at school will still require a controlled assessment. These details will be given nearer the time of the practical assessments.

<b>Title of subject</b>	Physical Education
<b>Examination board</b>	EDEXCEL
<b>Syllabus Number</b>	1PE0
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	40%

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## PHOTOGRAPHY (& Art and Design in Year 9 only)

### WHAT IS IT ALL ABOUT?

Photography has been defined as the creative journey through the process of lens- and light-based media.

Students in the course will explore:

- The use of formal elements to communicate a variety of approaches
- The camera and its functions, including depth of field, shutter speed, focal points and viewpoints
- The application of observational skills to record from sources and communicate ideas.
- Digital applications.

### WHAT WILL YOU DO?

Students will have the chance to explore the above in many various fields. They will look at Documentary photography, Photo-Journalism, Studio photography, Location photography and moving image. Students will also look at the role of a photographer in a professional climate.

Contextual trips will give the students the opportunity to take their own photographs of subject matter relevant to their themes and visit a gallery to source inspiration.

Just as the Fine Art qualification, the course will conclude with an exhibition of their student's best work.

### YEAR 9

In Year 9 Art and Photography will be combined. Students will start to explore ideas and concepts in various disciplines. They will experiment with various forms of media, materials, techniques and processes whilst investigating the formal elements of Art and Photography.

Over the course of the year the students will create a portfolio of work compiling of two projects. Each project will conclude with a sustained final piece. Students will be able to select both Art and/or Photography subjects for their GCSE options.

### YEARS 10 & 11 (Specialising in Photography)

In Year 10 students will start to work on their portfolios. Students will explore narrative in photography through documentary photography, cinematic portraiture as well as still life food photography. Students will also Learn To control the camera by investigating shutter speed to capture movement, aperture to control depth of field as well as macro mode to capture close up detail.

In year 11 students will complete their portfolio projects before starting their externally set assignment. This is released after the Christmas Holidays and is guided through lesson time until the final piece is created in exam conditions at the end of the unit. The focus and theme of the project is set by Edexcel.



**ASSESSMENT OVERVIEW**

Assessment will take place throughout the course. It will consist of both formative and summative feedback. The work will be internally set and internally marked for the personal portfolio, with a sample of this work being externally moderated.

Students will be assessed again the following assessment objectives.

*Develop ideas through investigations, demonstrating critical understanding of sources (AO1)*

*Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)*

*Record ideas, observations and insights relevant to intentions as work progresses (AO3)*

*Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4).*

**EXAMINATIONS/CONTROLLED ASSESSMENT**

**Component 1:**  
Students will create a personal portfolio throughout year 10 and 11 that is worth 60% of the qualification. The portfolio will be marked out of 72.

**Component 2:**  
Students will also be assessed via an externally set assignment, which will be worth 40% of the GCSE qualification. This will have a preparation period which is teacher lead and a sustained period of 10 hours, in exam conditions to create their final piece. The externally set assignment will also be marked out of 72.

<b>Title of subject</b>	Photography
<b>Examination board</b>	EDEXCEL
<b>Syllabus Number</b>	1PY0
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	60%

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## PSYCHOLOGY

### WHAT IS IT ALL ABOUT?

Psychology is the scientific study of the human brain and behaviour. It is a popular subject which is attractive to students because it develops a range of valuable skills, including critical analysis, independent thinking and research. These skills are particularly relevant to young people and are transferable to further study and the workplace.

Students will be equipped with knowledge and skills that enable them to apply psychology in their everyday lives, including how to understand the behaviour of people around them, and how to learn more effectively.

### WHAT WILL YOU DO?

Students will follow a linear course that will include the following topic areas:

- Memory
- Perception
- Child development & learning
- Research methods
- Language, thought & communication
- Social influence
- The brain and neuropsychology
- Psychological problems

### YEAR 9

In Year 9 students will have an introduction to the different fields of psychology and its key skills.

They will be conducting simple investigations to give them experience of psychological research methods.

Towards the end of the year students will begin to apply their understanding to one of the GCSE topic areas to give them a taster of the KS4 curriculum before they choose their options.

### YEARS 10 & 11

In Year 10 students will start with the Research Methods topic by working in small groups to design and conduct a psychology study of their choice. They will then cover three other topics, with the remainder being taught in Year 11.

The curriculum covers a variety of psychological perspectives and debates - for example is our behaviour due to nature or nurture? How do our background, experiences and culture affect how we think and behave? How do we learn? To what extent might we be influenced by others?

They will not need to have taken Psychology in Year 9 in order to access the GCSE curriculum.



### ASSESSMENT OVERVIEW

Student progress will be assessed regularly through informal tasks and more formal end of topic tests, which reflect the format of their final exam papers.

### EXAMINATIONS/CONTROLLED ASSESSMENT

The final examinations consist of two papers. Each paper will cover four of the topics, worth 25 marks per section, to a total of 100 marks per paper.

The questions are a variety of multiple choice, short answer and longer 9 mark questions.

There is no coursework element.

<b>Title of subject</b>	Psychology
<b>Examination board</b>	AQA
<b>Syllabus Number</b>	8182
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	0%

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## CHILDREN'S PLAY, LEARNING and DEVELOPMENT (BTEC)

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### WHAT IS IT ALL ABOUT?

This BTEC was designed to provide much of the underpinning knowledge and understanding of skills associated with Child Development. Different to GCSEs the BTEC courses on offer focus on employability skills and developing practical skills in preparation for the work place.

Students will complete three units over the two years and look into the core of Child Development.

- Unit 3: The principles of Early Years Practice
- Unit 1: Patterns of Child Development (exam)
- Unit 2: Promoting Children's Development through play

### WHAT WILL YOU DO?

Students will learn about the physical, emotional and social needs of children along with how children are expected to develop and the additional support that can be given.

Students will also explore aspects of play and the importance of this in the development of a child.

The course consists of three units, two of which will be assessed internally with Unit 1: Patterns of Child Development externally assessed by examination.

### YEARS 10 & 11

Students start the course by looking at Unit 1: Patterns of Child Development. This unit focuses on how children develop, looking at social, emotional, physical and cognitive aspects.

Students will explore and learn about how children benefit from early years support. They will develop strategies that could be used in a real world setting, exploring this unit over the two years as it is the fundamental topic in the end of course exam.

In year 10 students complete Unit 3: The Principles of Early Years Practice. Students learn about inclusive and non-inclusive practice, how the early years sector plays a vital role in development and the various job roles and responsibilities there are.

In January of Year 11 students sit the Unit 1 exam (Patterns of Child Development).

In Year 11 students will also complete Unit 2: Promoting Children's Development through Play. Students will learn about the effectiveness of play and how it is structured in early year's settings to promote children's development.

**ASSESSMENT OVERVIEW**

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Two of the three units will be assessed within school with a sample being moderated externally.

There is ONE exam for this course which will be sat at the end of the course in line with other GCSEs.

The grading outcome is different to a GCSE. Grades will be awarded for each unit as a PASS, MERIT or DISTINCTION.

**EXAMINATIONS/CONTROLLED ASSESSMENT**

For this course there is ONE exam. The exam will be based on Unit 1: Patterns of Child Development. For this exam students will explore and learn about the growth and development of children, characteristics of children’s development from birth up to eight years and how adults in early years setting can support development.

The remaining two units will be completed during the course, internally marked with a small sample being externally moderated.

<b>Title of subject</b>	BTEC Children’s play, learning and development – Award
<b>Examination board</b>	EDEXCEL
<b>Syllabus Number</b>	600/6814/0
<b>Tiers of entry possible</b>	NO
<b>% of marks for coursework/controlled assessment</b>	75%

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# Amazing things happen here.

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