



Year 10/11 Curriculum Outline

A Guide for Parents and Pupils

2015-2017





INTRODUCTION : YEAR 10/11

We are very aware of the huge efforts that all parents and carers make in supporting their children to realise their potential in all facets of school life. The aim of this booklet is to help you in encouraging your child's learning. The booklet contains an outline of the curriculum in each of the subject areas that your child is studying during this academic year.

For each curriculum area the information is presented in the following sequence:

- 1 Details of examination specifications
- 2 Course content
- 3 Assessment procedures
- 4 Homework policy
- 5 Marking policy
- 6 Text books/resources used during the course. Other recommended texts if applicable.
- 7 Specialist equipment/materials required if applicable.

In addition the following information is relevant to all subject areas:

Homework - A homework timetable is published at the beginning of each academic year. This is recorded in the student planner. Each subject is allocated 45 minutes per week. Homework is set in English, Mathematics, Religious Studies, Science (twice) and the four option subjects.

Assessments - Assessments in all subjects are sent home each half term. Grades awarded are based upon attainment and effort. Predicted and target GCSE grades are identified for each individual at the start of their course in most subjects. A written report is sent home annually in Year 10 and 11. Internal examinations take place in the early summer term of Year 10 and in the late autumn term of Year 11.

Marking - Marking in all subjects will be carried out in accordance with the whole school's assessment policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made. Where grades are awarded these will relate to GCSE standards in the range of A*-G. Peer and self-assessment is also encouraged to help students reflect on their progress.

Controlled Assessments - These tests form an integral part of GCSE subjects. Students have knowledge of the task set and prepare for it in advance. The test is then taken in the normal classroom situation but under examination conditions. Full explanations of the requirements of this part of the syllabus will be found in the subject pages of this booklet and any enquiries about this should be directed to the head of the appropriate department.

Parents Consultation Evenings - In Year 10 a consultation evening takes place in late Spring. In Year 11 a consultation evening takes place in early Spring. If you wish to discuss progress at any other times further contact with teachers is welcomed.

How to help your child?

- 1 Show a keen interest in and appreciation of the work being done.
- 2 Use the information provided in this booklet to discuss the work being undertaken.
- 3 Encourage your child to take more responsibility for his/her own learning: to complete homework punctually and prepare thoroughly for examinations/assessments.
- 4 Try to provide the materials/resources at home which will support learning.
- 5 Monitor homework/assessment grades to ensure good progress is being made.
- 6 Contact the school if you feel progress is unsatisfactory or if you need further advice to enhance your child's progress.

T O'Brien
Deputy Headteacher

July 2015

Course Content/Skills: AQA Syllabus 3202

Coursework – 60%

Throughout Year 10 and 11, students produce work in their sketchbooks or on larger mounted sheets as well as completing a series of final pieces. All of this work is submitted as Coursework. It is divided into 3 projects:

- 1 **Natural Forms** – Using collections of everyday objects as a starting point, students are encouraged to think creatively about the world around them, to explore composition, technique and again study other artists in order to learn further skills.
- 2 **Identity** – Beginning with the topic of portraits, students are taught a variety of skills and processes with which to pursue their work. They research and study the work of other artists. They are guided through the process of planning and developing a final piece.
- 3 **Past Exam Paper** – In consultation with their teacher, students choose a past exam question to develop and explore. The final piece is produced under exam conditions as a practice for the summer exam.

Unit of work	Date Set	Date Due
Year 10		
1 Heads and Faces	September	February
2 Collections	February	July
Year 11		
3 Past exam paper	October	December
* Improving Coursework	January	March

Exam – 40%

Students choose a project from a selection set by the AQA exam board. They are given 8 school weeks in which to develop this work in their sketchbooks including all preparation. The final exam takes place across 2 school days.

Assessment Procedure and Marking Policy

Students self-assess and review their work with their teacher as units progress. They are given regular feedback on their progress and areas for improvement. Interim assessment grades are based on their average progress to date.

There are four assessment objectives set by the exam board, which need to be addressed equally in both coursework and exam work:

- AO1 – Developing – showing that they can investigate and develop an idea as well as research other artists' work
- AO2 – Refining – experimenting with media and other techniques to improve and extend their work
- AO3 – Recording – showing that they can successfully record ideas and observations
- AO4 – Presenting – producing a final piece as a result of this work

Homework

Specific tasks are set at the beginning of each unit in order to assist the students with their research and information gathering. As the units progress, students will be expected to make their own decisions about what development work they will need to complete, while being aware that this should amount to a minimum of one hour a week. Students who achieve high grades always produce comprehensive studies outside lessons. The Art room is open every day at lunchtime and after school on two afternoons a week, after-school sessions are published on a week by week basis on posters in the Art room.

Equipment

Students will need a good quality sketchbook – a selection is available to buy from the Art department at cost price. We encourage students to draw with a variety of media, so a range of pencils (including 2B), pens, colour pencils will be most useful. A glue stick is also helpful. In Year 11 students may wish to purchase their own paints and paintbrushes depending on the media they prefer to work in.

Course Content/Skills

The GCSE Business Studies Course follows the Edexcel Business Studies Syllabus. Some of the aims of the syllabus are to:

- develop a lifelong interest in and enjoyment of business subjects
- actively study business to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop and apply their knowledge, understanding and skills to understand today's issues in local, national and global contexts, for example in relation to international business and the implications of the global economy for the local economy.

The syllabus is taught through two units of work. The units are:

Unit 1: Introduction to a small business

Unit 2: Controlled assessment

Unit 3: Building a business

Topics are taught and then pupils work in teams to develop their subject knowledge and understanding. Successful team working is an essential part of business studies as it prepares them for working life. They work towards developing their personal learning and thinking skills which will increase their employability.

Information Technology is seen as an integral part of this syllabus and students are expected to use ICT as a tool throughout their work whenever appropriate. Finance is also an integral part of the course.

Assessment Procedures

Unit 1: 45 minute externally assessed examination, consisting of compulsory multiple-choice and objective test questions with a total of 40 marks.

Unit 2: 1 hour and 30 minutes written examination, consisting of a combination of multiple choice, short and extended answers, data response and scenario based questions with a total of 90 marks.

This is a challenging course which requires pupils to understand concepts and ideas which are often outside of their personal experience. It is an excellent GCSE which can lead to A level Business Studies and/or Economics. Alternatively, it is an excellent basis from which to start a business, or work in the business environment.

Citizenship

By the end of Key Stage 4, the majority of pupils should be able to demonstrate the following range of performance:

Knowledge, skills and understanding:

Students should have a comprehensive knowledge and understanding about becoming informed citizens by examining:

- the rights, responsibilities and duties of citizens
- the diversity of ethnic and religious identities in Britain and the need for mutual respect and understanding in the changing nature of society in the UK
- the role of the voluntary sector
- forms of government
- the work of Parliament and the Government and the criminal, civil justice, legal and political systems
- the impact of the media and the influence of pressure and interest groups
- the economy, including the collection and allocation of public money
- the rights and responsibilities of consumers, employees and employers
- the UK 's role in the world, including in Europe, the European Union, the Commonwealth and the United Nations
- the challenges facing the global community, including international conflicts and sustainability and use of the world's resources

Developing skills of enquiry and communication:

Students should be able to obtain and use different kinds of information, including the media, to form, express and justify an opinion both orally and in writing; to evaluate the effectiveness of different ways of bringing about change at different levels of society and to contribute to group and class discussions and participate in debates.

Developing skills of participation and responsible action:

Students should take part responsibly and effectively in school and community-based activities, showing a willingness and commitment to evaluate such activities critically; to demonstrate personal and group responsibility in their attitudes to themselves and to others and to reflect on the process of participating.

PSHEE

All students should develop their knowledge and understanding of factors contributing towards personal wellbeing including:

- Financial literacy and economic awareness.
- Careers and options for the future.
- Sources of information, advice and guidance.
- Parenting skills and the importance of family life.
- The power of prejudice and bullying

Statutory requirements are delivered within a framework of Catholic teaching and values.

Course Content/Skills

The GCSE course in Classical Civilisation consists of 4 modules, 3 of which are studied for exam and 1 for controlled assessment.

There is a choice of topics, and the students have chosen to study the following options:

- Module 1: Life in Athens
- Module 2: Homer 'The Odyssey'
- Module 3: Pompeii
- Module 4: (controlled assessment): We will choose the topic later, from a list which includes Greek plays, the Olympic Games and Roman Britain.

The chosen topic will be studied and then a piece of work c2000 words long will be produced. This will be researched previously but written up under exam conditions.

Assessment Procedures

Students are continually assessed by marking of classwork and homework. At the end of each module, a test is set using a Past Paper section to accustom the students to the style of questions. Students sit an exam at the end of Year 10, and a Mock GCSE exam in the Autumn term of Year 11.

The final exam consists of three papers - one on each of modules 1-3.

The controlled assessment module makes up 25% of the final assessment.

Homework

All students receive one homework per week. Tasks will vary, but may be a piece of research to support work done in class, or tasks to consolidate information learnt. Where possible, past paper tasks will be set. During the times appointed for controlled assessment, homeworks will concentrate on this.

Textbooks

The main textbooks we will use are as follows:

- Module 1: Athenian Society by Jenny Gibbon
- Module 2: The Odyssey of Homer (Penguin Classics)
- Module 3: Pompeii by Ian Andrews
- Module 4: This will depend upon the topic chosen

A range of other textbooks are also used to support particular aspects of each topic. We also make extensive use of a range of slides and videos, and outside visits to see Greek plays, and to places such as Bath and the British Museum.

Course Content/Skills

The syllabus followed is the AQA GCSE course in Performing Arts : Dance, syllabus 3231.

The course combines the skills of performing with an understanding of choreography, enabling pupils to gain marks, not only for a final performance but also for the exploration which they have undertaken in preparing for the final product.

The syllabus is based on a model of 70% practical work, 10% programme notes, 20% written paper.

The practical areas of study include:

- Performance and composition of a solo
- Performance of a duo or group work
- Composition of a group work
- Performance of a technical set study

Assessment Procedures

Students will be assessed on:

Performance in a duo or group dance.....	20%
Composition – Solo	15%
Composition – Group	25%
Technical Set Dance.....	20%
Written Paper	20%

The set works for Year 10 will be based on:

‘Ghost Dances’ by Christopher Bruce

‘Still Life at the Penguin Café’ by David Bintley

All **practical work** will be moderated by the examination board during term 5 of the course.

The **written paper** will be set after all practical moderations.

Homework

Students are set homework once a week. It is varied and may include a practical exercise, a written task or research.

Marking Policy

Students' practical work and written work is marked according to the Assessment Objectives.

Coursework

The Dance coursework element accounts for 60% of the final assessment.

The course seeks to promote knowledge, skill and understanding of dance through performance, composition and appreciation of each candidate's own work and those of others, including peers and professionals.

The coursework will consist of:

Performance in duo or group dance (20%)

A group is defined as consisting of a maximum of 5 dancers. The dance may be performed with or without accompaniment and should last between 2 and 3 minutes.

Completion date December Year 10
 November Year 11

Composition (40%) – Year 10

The theme of the composition is selected by the candidate and should ideally last a maximum of 2 minutes for a solo or 3 minutes for a group work. Candidates may perform in their group work composition.

Completion date Solo..... March, Year 10 (15%)
 Group work ... June, Year 10 (25%)

Year 11

Practical examination (20%) - Year 11

The practical examination will consist of:

Set Dance (20%)

The Set Dance will be set by the examination board, externally assessed and moderated by the Board.

Completion date Solo or Group work March Year 11 (25%)

Course Content/Skills: AQA Syllabus 4545 – Design Technology/Food Technology

There is one tier of entry. Students may gain A*-G. The focus of the GCSE syllabus is the use of food as a material in order to explore, investigate and develop products which have a particular function or fulfil a particular need.

The course is taught in problem-solving situations which encourage pupils' understanding of real life design scenarios. Students learn through making and are taught both Designing and Making Skills. The application of Health and Safety underpins the whole of the course which covers aspects of:

- Food Product Design, Development and Production
- Food as a Material (understanding the working characteristics and processing techniques used when designing and making food products)
- Food Manufacturing and Processing

Modules covered within these areas include:

- a) Functions and properties of food
- b) Nutritional properties of food
- c) Combining ingredients
- d) Using standard components
- e) Food Safety and Hygiene
- f) Additives
- g) Food production
- h) Labelling and packaging
- i) Exploring design ideas and development
- j) Sensory testing

Pupils are given the opportunity to take the Platinum Food Award which is nationally recognised award run by the Design and Technology Association. The school is a registered centre for the Chartered Institute of Environmental Health and students will have the opportunity to train for their level 2 Food Safety Award, which is also a nationally recognised award. Opportunities to take part in competitions will be given.

Assessment and Marking Procedures

The school marking and assessment policy is followed. The course is marked in three areas which carry the following weighting of marks:

Written examination	40%
Coursework project	60%

When completing the coursework designing is worth 20% and making 40%, a maximum 60%.

Pupils will be assessed on accurate spelling, punctuation and grammar. GCSE grade criteria will be used.

Homework

All Year 10 and 11 pupils have two homeworks per fortnight lasting a minimum of 45 minutes each. These may be written, investigative or practical tasks.

Equipment

There is no special equipment needed as this is all provided within the Food Technology Department. However pupils will be required to bring ingredients into school on a weekly basis and also have suitable containers for taking food products home as well as ovenproof dishes.

Coursework

Commencing	<i>Design Sheet</i>
February 2016	<u>Investigating the design content</u> Border Task analysis Research outline/concise and relevant Target group, criteria set, trialling, initial ideas
April 2016	Design specification and ideas for making Making ideas continued Evaluation testing
June 2016	<u>Development of design proposals</u> Modifications/testing and tasting Evaluation development of solution Results of developments
September 2016	Final product Production process to show quantity and safety Final making
November 2016	Planning possible manufacture Final design specification Nutritional analysis Final evaluation
December 2016	Project complete and handed in
Communication skills must be shown throughout to achieve the higher grade	

Course Content/Skills: AQA Syllabus: Design Technology – Graphic products

There is one level of entry and students may gain A*-G.

The focus of the GCSE syllabus is the use of graphical presentation and modelling techniques in order to enhance, investigate and develop products which have a particular function or fulfil a particular need. The course is taught in problem-solving situations which encourage pupils understanding of real life design scenarios.

Pupils are taught both Designing and Making Skills. The application of Health and Safety underpins the whole of the course which covers aspects of:

- Graphical presentation techniques
- Modelling techniques and the use of a variety of materials
- Investigation, research, planning and development of ideas
- Industrial processes and practices

Modules covered within these areas may include:

- a) Record/CD/DVD cover design
- b) Point-of-sale display design and making
- c) Novelty packaging
- d) A mobile phone re-design/makeover
- e) Advertising and launching a product
- f) Modelling and graphic techniques

Assessment and Marking Procedure

The school marking and assessment policy is followed. The GCSE is awarded on the basis of marks gained in a piece of coursework (60%) and the final examination (40%).

The coursework is a very important and demanding element of the subject and represents 40 hours of work on a topic chosen by the student. It is completed during the last half-term of Year 10 and the first one and a half terms of Year 11. Students need to be able to work independently and plan and use their time effectively to complete the coursework successfully.

Pupils will be assessed on accurate spelling, punctuation and grammar. GCSE grade criteria will be used.

Homework

All Year 10 and 11 pupils have two homeworks per fortnight lasting a minimum of one hour each. These may be written, investigative or practical tasks.

Text Books

The main textbook used throughout the course is *AQA Design and Technology – Graphic Products* publisher Nelson Thornes ISBN 978-1-4085-0274-7.

It is recommended that students have access to a variety of graphics related reference texts at home or through the school/public library. For those pupils who have access to PC's, the use of any CAD/draw/paint software

may be of benefit eg MS Publisher and 2D Design. Students will work with online resources 'Kerboodle' from the AQA Examination board.

Equipment

There is no special equipment needed as this is all provided within the Graphic Products Department. However if pupils wish to experiment with non-standard materials they will be required to bring them into school. Each pupil will however be expected to arrive suitably equipped with such standard items as pencil, ruler, eraser and colouring pencils.

Coursework

Due Date	Design Sheet
April 2016	The brief Border complete Ideas page Task analysis Planning the project time Starting questions/Questionnaires Flowcharts
May 2016	Investigation (everything you find out - some research may be added later)/systems analysis p72/73
May 2016	Research conclusions including any IT (Graphical displays)
May 2016	Design specifications (my outcome must be: p56/57) also p10/11
June 2016	First thoughts for making and lifestyle image board
July 2016	Developing ideas – any problems identified or changes to be made/designing for manufacture Modelling. (Prototypes and instructions) p 94-97 Use of colour/industrial processes
September 2016	Planning and Testing Prototypes or scaled down versions etc
November 2016	Finalising the design: Showing alterations in choice of design criteria or materials Planning the making process/flow charts/quality control/quality assurance
December 2016	Final testing User test report Planning possible manufacture/cost implications Final evaluation

Course Content/Skills: OCR Syllabus: Design Technology – Product Design

There is one level of entry and students may gain A*-G.

The course is split into four modules:

Two of the modules are controlled assessment projects:

- In the first module, students identify a client who has a design need. They investigate this in detail, then propose ways in which to overcome the problem. This examines the way in which students think creatively, when faced with real problems.
- The second module addresses design problems associated with existing products. Students propose ways in which these designs can be improved, then design and make a working prototype. This is then tested to ensure that all of the initial problems have been overcome. Finally, a marketing strategy is planned, to promote the improvements that have taken place.

Each of the projects has four individual criteria, which consist of 'time bonded' tasks. On completion of each, the student's work is assessed. After school project clubs are offered to provide additional support. However, failure to complete each assessment on time will result in a course of compulsory after-school 'catch-up' sessions.

The final two modules are examinations. The first tests their creative skills in a practical innovative challenge. The second addresses their material knowledge and understanding of social, moral and environmental issues.

Students will complete the first controlled assessment module in Year 10, and the second controlled assessment and examinations in Year 11.

All Year 10 and Year 11 students have two homework tasks per fortnight, lasting a minimum of 45 minutes each. These may be written, investigative or design tasks.

Equipment

There is no special equipment needed, as this is provided with the Product Design Department. However, if students wish to use non-standard materials, they will be required to bring them into school or contribute to their purchase.

Each student will be expected to arrive to lessons, suitably equipped with standard equipment – pencil, fine-line pen, eraser and colouring media.

Course Programme

Due Date	Controlled Assessment 1
October 2015	Assessment 1
December 2015	Assessment 2
February 2016	Assessment 3
April 2016	Assessment 4
May – July 2016	Innovative Design Challenge Preparation & Mock Exam
Due Date	Controlled Assessment 2
October 2016	Assessment 1
November 2016	Assessment 2
January 2017	Assessment 3
February 2017	Assessment 4
March – May 2017	Final Written Exam & Innovative Challenge Preparation
May - June	Final Examinations

AQA GCSE Syllabus: Design Technology - Textiles

There is one level of entry and students may gain A*-G.

Course Content/Skills

This consists of a single major project which must take 45 hours of supervised time, completed during Years 10 and 11. 60% of marks are allocated for controlled assessment design folders.

There is a two-hour paper for pupils at the end of the course.

The course content includes the following areas:

The course is taught by looking at problem-solving situations which encourage pupils' understanding of a real-life design scenario. These may be through textiles in fashion or textiles in the home/workplace.

Pupils are taught both designing and making skills. The application of health and safety underpins the whole of the course, which covers aspects of textiles designs, image and lifestyle, quality of textile products, application, colour and pattern and making products.

Modules covered within these areas include a variety of design and make tasks, for example:

- Creating a bag to show a variety of decorative fabric techniques, using the theme of a country or an area.
- Changing Rooms: designing and making a co-ordinated range of textiles products for a living room or a bedroom, e.g. a cushion.
- Adapting a skirt/trouser pattern and making a skirt showing original design features.

Homework

Students are set two homeworks per fortnight. Each homework should take approximately 45 minutes to complete. Homework may take the form of research, written work or revision.

Marking Policy

Marking is done in accordance with GCSE grade criteria as seen in the AQA syllabus.

The major project is started at the end of year 10 and must be completed according to the guidelines laid down.

Text Books

The main textbook throughout the course is AQA Design and Technology Textiles Technology - Nelson Thornes ISBN 978-1-4085-0275-4.

A variety of software can be used as appropriate to enhance the project work. Pupils may access information from CD-ROM. Museums, galleries, textile designers, Guilds, shops and industries are all valuable sources of information.

Equipment

School can supply the minimum basic requirements for the course. Pupils will be at an advantage if they collect a variety of recycled haberdashery items, ribbons, buttons and oddments of fabric. It is suggested that pupils can collect any items that they think will add interest to their major project. They can utilise unwanted garments for disassembly and experimental techniques.

Coursework

Due Date	Design Stage Assessment Criteria to be met
March 2016	<u>Investigating the Design Context</u> Design context Brief analysis Research plan
April 2016	Questionnaire Product analysis Market survey Investigation of theme
April 2016	Analysis of research Design specification
June 2016	Initial Design Ideas
September 2016	<u>Development of design</u> Sampling of techniques Development of ideas Toile production Production planning Manufacturing specification
November 2016	<u>Making</u> Production of final product Quality control Production diary
December 2016	<u>Testing and Evaluation</u> Comparison with high street Modification suggestions

Course Content/Skills

The syllabus followed is the AQA GCSE course in Drama, syllabus 4242.

It combines both Educational Drama and Theatre in a constructive way, enabling candidates to gain marks, not only for a final performance or technical demonstration, but also for the exploration which they have undertaken in preparing for the final product.

The syllabus places an emphasis on the practical application of skills throughout both components, with a strong bias towards the importance of group work and evaluation.

The syllabus is based on a model of 60% for practical work and 40% for a written paper. The written paper offers a choice of areas of study linked to practical experience gained during the course.

There are fourteen possible practical options, which offer a great deal of flexibility.

The most popular options are:

- Scripted Performance
- Devised work for performance to an audience
- Theatre in Education

Assessment Procedures

Students are required to present practical work for any two of the options for the final examination. Assessment is divided between preparatory and exploratory work and performance/presentation or demonstration/artefact. The marking criteria covers all assessment objectives and is in the form of banding definitions of candidates' levels of achievements.

The written paper is designed to accompany practical experience during the course rather than requiring extra teaching time.

The written paper consists of 3 elements:

- i – Practical work evaluation.
- ii – Study of scripted play.
- iii – Study of live performances.

Homework

Students are set homework once a week. It is varied and may include research, learning lines, a practical exercise or a written task.

Marking Policy

Students' practical and written work is marked to GCSE standards according to the assessment objectives.

Controlled Assessment

The Drama coursework element accounts for 60% of the final assessment. The work is internally assessed and moderated by AQA.

The coursework (60%) will consist of practical presentation work for two options. The choice of two options enables candidates to experience both scripted and unscripted work.

In Year 10 the coursework must be completed by the beginning of May 2015 and in Year 11 the coursework must be completed by the beginning of May 2016.

Course Content/Skills**Year 10**

In Year 10, all pupils are prepared for AQA GCSE English Language and AQA GCSE English Literature. Both qualifications are linear and assessed by examination at the end of the course.

English Language Examinations

Paper 1: Section A: Reading – one literature fiction text
Section B; Writing – descriptive or narrative writing
1 hour 45 minutes
50% of GCSE

Paper 2: Section A: Reading – one non-fiction text and one literary non-fiction text
Section B: Writing – writing to present a viewpoint
1 hour 45 minutes
50% of GCSE

Non-exam Assessment: Spoken Language

Students are assessed on three aspects of spoken language: presenting, responding to questions and feedback and use of Standard English.

- Marked by teacher throughout course
- Separate endorsement (0% weighting of GCSE)

English Literature Examinations**Paper 1: (Shakespeare and the 19th Century Novel):**

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.

1 hour 45 minutes

50% of GCSE

Paper 2 (Modern Texts and Poetry)

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 essay 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 comparing this poem with a second unseen poem.

2 hours 15 minutes

60% of GCSE

Assessment Procedures for both courses

Marking is consistent with GCSE standards and requirements. All appropriate pieces of work are marked according to GCSE criteria, marks and grades as well as being awarded an effort grade 1-4, where appropriate, as follows:

- 1 = very good
- 2 = good
- 3 = satisfactory
- 4 = improvement needed

Additionally, comments are made on the work to support achievement and progress and highlight areas of improvement for the pupil to meet and exceed targets.

Pupils in Year 10 and 11 will have one homework each week of approximately 45 minutes duration. This homework may consist of written work, reading, oral preparation or research.

Year 11

In Year 11, all pupils are being prepared for the Cambridge IGCSE First Language English (syllabus 0522) and the AQA GCSE English Literature.

IGCSE First Language English grades are awarded on a combination of performance in examination and coursework:

English Language (0522): 40% examination, 40% written coursework, 20% speaking and listening assessment.

English Literature (9715): 75% examination and 25% controlled assessment.

There are two tiers of entry, Foundation Tier (grades C-G) and Higher Tier (grades A*-D). (For IGCSE the terms 'Core' and 'Extended' are used in place of 'Foundation' and 'Higher'.)

English Language Examination

Paper 1 (Core) or Paper 2 (Extended): Reading and response to unseen fiction texts

English Literature Examination

Unit 1: One essay on 'Of Mice and Men'
One essay on one other text (eg. 'Lord of the Flies', 'The Crucible', 'An Inspector Calls', 'Kindertransport', 'The Woman in Black')

Unit 2: Response to poetry cluster from the AQA Anthology 'Moon on the Tides'
Response to unseen poem

English Language Coursework

Assignment 1: Writing to argue or persuade, eg. Article or speech

Assignment 2: Writing to narrate or describe

Assignment 3: Analytical writing in response to stimulus material

English Literature Controlled Assessment

Unit 3: Essay in response to a Shakespeare play and one other text or collection of poems.

Assessment Procedures for both examinations

Marking, whether for examination work, coursework or controlled assessments, is consistent with GCSE/IGCSE standards and requirements. All appropriate pieces of work are marked according to GCSE/IGCSE criteria, marks and grades as well as being awarded an effort grade 1-4 as follows:

- 1 = very good
- 2 = good
- 3 = satisfactory
- 4 = improvement needed

Additionally, comments are made on the work to support achievement and progress and highlight areas of improvement for the pupil to meet and exceed targets.

Pupils in Years 10 and 11 have one homework each week of approximately 45 minutes duration. This homework may consist of written work, reading, oral preparation or research.

Examination entry is based on achievement through the course, controlled assessment and mock examination results.

What is Geography?

'Geography is one of those richly comprehensive subjects, whose relevance is all around us...More than ever we need the geographer's skills and foresight to help us learn about our planet - how we use it and how we abuse it.' **Michael Palin**

Course content/skills

GCSE Geography Edexcel Specification A is followed. There are two tiers of entry. Foundation Tier (C-G) and Higher Tier (A*-C)

Unit 1: Geographical Skills and Challenges

This unit contains two sections: Geographical Skills and Challenges for the Planet. Both of these sections are compulsory. Students will gain an understanding of cartographic and graphical skills. This unit also covers climate change and sustainability.

Unit 2: The Natural Environment

This unit covers the physical geography aspects of the natural world and the issues related to the environment. The topics studied are Coastal Landscape, River Landscapes, Tectonic Landscapes and A Wasteful World.

Unit 3: The Human Environment

This unit covers the human geography aspects of the human world and the issues related to the people living on our planet. The topics studied are Settlement Change, Population Change, Economic Change and A Moving World.

Unit 4: Investigating Geography

For this unit students need to complete a fieldwork investigation and report. They must complete one of the tasks provided by Edexcel, on one of the following themes:

Coasts, Contemporary, Countryside, Environmental, Rivers, Tourism, Transport, Urban areas

Assessment

UNIT 1: This unit will be assessed via a 1-hour written examination. It has a total of 54 marks (25%).

UNIT 2: This unit will be assessed via a 1-hour 15 minute written examination. It has a total of 69 marks (25%).

UNIT 3: This unit will be assessed via a 1-hour 15 minute written examination. It has a total of 69 marks (25%).

UNIT 4: The task is marked out of a total of 50 marks (25%), across the various different areas.

Homework

Students are set one homework per week. Each homework should take approximately 45 minutes to one hour. Homework exercises are varied and may include research, a written task, exam question or revision for a test. Work is marked according to the schools marking policy and GCSE grades where appropriate.

Course Content/Skills: Edexcel Syllabus 1334

The History GCSE course involves the study of four modules:

1 USA 1919-41

American Prosperity in the 1920's
The Jazz Age
Social changes with the growth of car ownership
Development of films
Prohibition
Gangsters in the 1930's
Ku Klux Klan and Racism
Wall Street Crash
Roosevelt and the New Deal
Depression and the New Deal
Depression across the USA
America at War 1941

2 USA 1941-70

America's Contribution to the War
Cold War
McCarthyism
Korea, Cuba, Vietnam
Youth Culture in the 1950's and 1960's
Civil Rights
Martin Luther King
Kennedy and Johnson
Women's Rights in the 1960's
Watergate
Arms Race

3 Superpower Relations 1941-90

The Impact of the breakdown of wartime alliances.
The struggle for worldwide supremacy
Origins of the Cold War and the partition of Germany.
The Truman Doctrine, Marshall Plan and the Soviet response.
NATO and the Warsaw Pact; the arms race.
The nature of Cold War : Berlin; Hungary; Cuba
Détente, Cuba to Afghanistan, the roles of Reagan and Gorbachev.

4 Controlled Assessment

There will be a piece of coursework that the pupils prepare for and they write in class. This coursework will be on either changes in British Society 1955-75 or Northern Ireland 1969-1998.

Homework

A homework is set on a weekly basis in Years 10 and 11

Marking Policy

GCSE grades A*-G

Text Books

The History Department use American History 1917-80 by J Smith as our main text. We also use "America. A Divided Union" by N DeMarco. We have many worksheets which are widely used to complement the texts (Year 10); Weimar and Nazi Germany by S Lee as their main book.

Controlled Assessment

Pupils are required to complete a controlled assessment task for their History GCSE. This task will be done in the spring term in Year 11. The title of this assignment is "Changes in British Society 1955-75". It will be worth 25% of their final mark. This assignment will consider issues related to changes in the role of women and the development of popular culture during the 1960's. The students need to show that they have found relevant sources of information and selected information for the purpose of an historical enquiry.

The course follows the Edexcel GCSE in computer Science specification and will aim to enable students to:

- Develop knowledge and understanding of the fundamental principles and concepts of Computer Science.
- Develop and apply computational thinking skills to analyse problems and design solutions.
- Gain practical experience of designing, writing and testing computer programs that accomplish specific goals.
- Develop the ability to reason, explain and evaluate computing solutions.
- Develop an awareness of current and emerging trends in technologies and the impact on individuals, society and environment, including ethical, legal and ownership issues.
- Communicate Computer Science concepts and explain computational solutions clearly and concisely using appropriate terminology.

The course has two assessment components which are:

Principles of Computer Science

A paper based assessment that consists of five questions that are set in context and draws upon topics from across the specification which include: Problem solving, programming, data, computers, communication and the internet and the bigger picture.

The assessment includes extended writing that assesses the quality of written communication and consists of 90 marks.

Practical Programing: Controlled Assessment

This is an internally assessed controlled assessment that will be externally moderated by Edexcel. The assessment consists of 50 marks.

The GCSE ICT course follows the Edexcel GCSE ICT 2012 linear specification.

The syllabus comprises of two units of work:

Unit 1: Living in a Digital World

Unit 2: Using Digital Tools

Students will develop a deeper knowledge and understanding of ICT and explore:

- Current and emerging technologies and their impact on individuals, organisations and society.
- A range of tools and techniques and the ways they are used in different contexts to develop ideas and solve problems.
- Legal, social, economic, ethical and environmental implications of the use of ICT.
- Issues of risk, safety, security and responsible use of ICT
- Collaborative working
- The use of ICT to support.

They will also be provided with the opportunity to develop the following skills:

- Think creatively, logically and critically
- Manipulate and process data and other information, sequence instructions, model situations and explore ideas.
- Communicate data and information in a form fit for purpose and audience.
- Develop appropriate and effective ICT based solutions in a range of contexts.
- Evaluate their own and other use of ICT.

Details of assessment

Unit 1: Represents 40% of the total assessment weighting of the GCSE qualification. It is assessed through a 1 hour 30 minute examination paper set and marked by Edexcel. The examination paper is a question and answer booklet consisting of five compulsory questions. Each question has several parts. The total number of marks available for the paper is 80.

Unit 2: Represents 60% of the total assessment weighting of the GCSE qualification. It is internally assessed under controlled conditions and externally moderated by Edexcel. The students must complete a controlled assessment task set by Edexcel which is released at the start of the year. The total number of marks available for the controlled assessment task is 80.

Course Content/Skills

In Year 10 we continue with the Cambridge Latin Course developing the students' knowledge and understanding of the language and how it works. We also continue to study aspects of Roman civilisation, both from Roman Britain and Rome itself.

In Year 11 we concentrate on set texts; a selection of work from Roman writers (both prose and verse) set by the exam board. We will study these as works of literature, not just as pieces of Latin. In addition we will continue to practise for the unseen translation and comprehension section of the exam.

Assessment Procedures

Students are continually assessed by marking of classwork and homework. Students sit an exam at the end of Year 10, and a Mock GCSE exam in the autumn term of Year 11.

The final exam will consist of 4 short papers.

Two of these papers will include passages of Latin which the students have not seen before, with comprehension questions and a short section for translation. Students will be issued with a prescribed vocabulary list, and any words not on the list will be given on the exam paper.

The other 2 papers will be based on the set books which we will study in Year 11. One paper will test knowledge of the prose set books, while the other will concentrate on the verse texts studied.

Homework

All students receive one homework per week, which will be based on either the language work covered in class or the background information on aspects of Roman civilisation.

Text Books

Year 10	Cambridge Latin Course Unit IIIA & B
Year 11	Set Texts (in a book called 'The Cambridge Latin Anthology') Unseen Practice Passages The Cambridge Latin Grammar

We also make extensive use of a range of other textbooks, slides and videos. Outside visits are also possible to places such as the Roman Baths at Bath etc.

Coursework

There is no coursework element in the new syllabus for GCSE Latin.

Course Content

Students who choose to study GCSE Law will follow AQA Syllabus 4160. The subject content of this course is divided into two areas corresponding to the following two units:

UNIT 1: THE ENGLISH LEGAL SYSTEM

- **Introduction to Law**

This unit begins with a general Introduction to Law requiring students to have an outline understanding of the meaning of the law and the necessity for a reliable system of law in a free society. Students will also learn about the Classifications of Law and be aware of the legal differences between Public Law (criminal, constitutional and administrative law) and Private Law (contract, tort and family law) and the legal differences between Civil Law and Criminal Law.

- **Courts and Processes**

This unit also focuses on the Criminal and Civil Court Hierarchy and students are required to have an understanding of the Magistrates' Court, the Crown Court, and the County Court structures and processes. This will include examination of the pre-trial, trial and post-trial procedures in both criminal and civil matters. They will study the different roles of the magistrates, judge and jury in trying summary and indictable offences in the Magistrates' and Crown Courts and have some understanding of the civil processes of negotiation, small claims and fast track hearings in the County Court.

- **People in the Law**

- This unit will also include an understanding of Lay People (Lay Magistrates and Jurors) and the important roles they play in criminal, civil and appeal cases. Students will also look at the training, work and role of Legal Professionals such as solicitors, barristers and judges.

- **Sources of Law**

- Finally, Unit 1 will also introduce students to the importance of Acts of Parliament and the process of a Public Bill through Parliament to becoming an Act. They will also study the system of Judicial Precedent operating through the hierarchy of the courts and the principle of Parliamentary Supremacy and the significance of European Law.

UNIT 2: LAW IN ACTION

This unit in the specification contains four areas of substantive Law:

- **The Law of Tort**

Students are required to understand the principles of the Torts of Negligence, Trespass, Nuisance and the defences and remedies available in the Law of Tort.

- **Criminal Law**

- Students will study the actus reus and mens rea of offences, and will examine both Fatal Offences (Murder, Voluntary Manslaughter and Involuntary Manslaughter) and Non-Fatal Offences (Common Assault, Assault occasioning Actual Bodily Harm, Grievous Bodily Harm and Wounding). They will also study Property Offences including Theft, Robbery, Burglary and Making off without Payment. They will also look at the wide range of available Defences in Criminal Law.

- **Family Law**

- Students will learn about the legal principles of Marriage, Divorce and Maintenance. They will also study the Law of Succession including the making of a valid Will and the rules of Intestacy.

- **Rights and Responsibilities**

- This final area deals with the rights and responsibilities in Consumer Law, Employment Law, the rights and restrictions in relation to the Human Rights Act 1998 and the European Convention on Human Rights.

Although Unit 2 requires candidates to study a minimum of two of the above areas they are encouraged to study more than two areas. Students will be required to answer any two of the four available questions in this unit.

Examinations

The specification consists of two compulsory, equally-weighted written examinations. Each examination is 1½ hours and carries a maximum of 90 marks. All candidates sit the same papers. There is no coursework requirement which means the specification consists only of a 100% external written assessment. Candidates may choose to take the two papers in separate examination series. It is planned for students to sit Unit 1 at the end of Year 10 and Unit 2 at the end of Year 11. Question styles include short answer, gap filling, multiple choice and extended writing styles and questions are completed in a combined question paper answer book.

Homework and Assessment

Homework will be set on a weekly basis in both Years 10 and 11 and will be assessed according to current GCSE grades A* - G. As the Specification is untiered the question papers are designed to be accessible to candidates of all abilities.

Resources

Students will use a prescribed textbook in Years 10 and 11 but will also find useful resources in the Law Section of the Learning Resource Centre.

Topics covered include:

Foundation	Higher (including topics from Foundation)
Understanding whole numbers	Exploring numbers 1
Number facts	Essential algebra
Essential algebra	Shapes
Patterns and sequences	Fractions and decimals
Decimals	Collecting and recording data
Angles and turning	Solving equations and inequalities
2-D shapes	Transformations and loci
Fractions	Using basic number skills
Estimating and using measures	Functions, lines, simultaneous equations and regions
Collecting and recording data	Presenting and analysing data 1
Linear equations	Estimation and approximation
Sorting and presenting data	Sequences and formulae
3-D shapes	Measure and mensuration
Units of measure	Simplifying algebraic expressions
Percentages	Pythagoras' theorem
Coordinates and graphs	Basic trigonometry
Ratio and proportion	Graphs and equations
Symmetry	Proportion
Simple perimeter, area and volume	Quadratic equations
Presenting and analysing data 1	Presenting and analysing data 2
Formulae and inequalities	Advanced trigonometry
Transformations	Advanced mensuration
Probability	Exploring numbers 2
Presenting and analysing data 2	Probability
Pythagoras' theorem	Transformations of graphs
Advanced perimeter, area and volume	Circle theorems
Describing transformations	Vectors
Expressions, formulae equations and graphs	Introducing modelling
	Conditional probability

Each unit lasts for 2½ to 3 weeks. Using and applying activities and ICT are used throughout the course to develop mathematical thinking. Mental and pencil and paper calculations are practised throughout the course. Presentation and communication of the work done is important. Rulers and pencils should be used for all tables and diagrams.

Assessment Procedures

At regular intervals, a test covering the modules completed is taken. Both teachers and students record all module test scores. All tiers follow the Edexcel GCSE syllabus (code IMAO). Students are required to take two final examination papers; one of which is a non-calculator paper and one a calculator paper, both worth 50% of the marks. There are two tiers of entry, Foundation Tier (grades C-G) and Higher Tier (grades A*-D).

Homework

All Year 10 and 11 students are set one homework per week. Each homework should take about 45 minutes to complete. The types of homework that will be sent includes: a set of problems, an investigative task, revision or a piece of research.

Marking Policy

All work is marked in line with the whole school marking policy. Tests are given a GCSE grade. Teachers make constructive written comments about students' work.

Text Books

The main texts used are Edexcel GCSE Maths published by Collins. Geometer's Sketchpad, Excel, Omnigraph, Logo and other software will be used throughout the course. A list of useful Internet sites is available from the Mathematics Department.

A scientific calculator, compasses, protractor, set square and ruler are required. (A calculator can be purchased from the Mathematics department).

Course Content/Skills

We are using the GCSE Edexcel syllabus for French (syllabus 2FRO1), German (syllabus 2GNO1) and Spanish (syllabus 3SPOW), which consists of the study of 4 themes.

THEME 1: Out and about

Visitor information
Basic weather
Local amenities
Accommodation
Public transport
Directions

THEME 2: Customer service and transactions

Cafés and restaurants
Shops
Dealing with problems

THEME 3 : Personal information

General interests
Leisure activities
Family and friends
Lifestyle
Use of new technologies

THEME 4: Future plans, education and work

Basic language of the internet
Simple job advertisements
Simple job applications and CV
School and college
Work and work experience

By the end of the course students should be able to extract information from spoken and written material about each area and to communicate information in spoken and written language. The topics are studied through practice in the four language skills of listening (20%), speaking (30%), reading (20%) and writing (30%). The final examination consists of a listening paper and a reading paper which can be taken at Foundation or Higher Tier. The written and spoken assessments are taken between the end of Year 10 and February of Year 11. They are set by teachers and the dates of formal assessments are also set by teachers. Please note that speaking assessments are recorded, marked by teachers and moderated by Edexcel. Written assessments are sent to Edexcel and marked externally. Units may be taken individually at different examination sessions.

The course includes the development of vocabulary and grammatical structures. To achieve a grade C a student must be able to communicate using the past, present and future tenses. A Higher tier candidate should also be able to use the imperfect and pluperfect tenses. A solid understanding of the use of adjectives, adverbs, pronouns and prepositions is also required, especially at the Higher tier. Speaking, reading and listening tests are available at both tiers.

Assessment Procedures

Regular testing takes place. On an informal level this may include a short vocabulary test, a speech about a particular topic or a written test. Following the completion of a particular topic, a test may be given on all or a selection of the different Attainment Targets (ATs).

Homework

Learning a Modern Foreign Language successfully requires disciplined self-study skills. Set homework may include a reading or writing exercise, or the preparation of a piece of spoken language. The thorough learning of vocabulary and grammatical structures is essential on a regular basis for progress to be made. Even if you have no previous knowledge of the language, you can help by asking your child what they have recently been learning, taking their class-book or textbook and reading out to them the English phrases while the child supplies

the equivalent in French, German or Spanish. It is a good idea to encourage students to practise vocabulary on Vocab Express or any Application available on their phone or iPad.

Marking Policy

The marking policy is in accordance with the whole school policy.

Text Books

We use the following:

- French - Expo 4
- German – Edexcel GCSE German
- Spanish – Edexcel GCSE Spanish

All pupils should have their own bi-lingual dictionary for homework and coursework purposes. We use the Collins Dictionaries. Alternatively, students could use an on-line dictionary such as wordreference.com, but never an online translating website, as they only too often provide erroneous translations. For the revision of verbs, verbix.com is an excellent tool.

We also strongly encourage students to set any film they enjoy watching on the language they are learning. Alternatively, the BBC website contains videos which can help develop listening skills.

Course Content/Skills

There are three areas of study in GCSE Music (Edexcel syllabus 1426):

- Composing 30%
- Performing 30%
- Listening and Appraising Examination 40%

Composing: Pupils compose two compositions based on two different 'Areas of Study'. Compositions are recorded and accompanied with a score where appropriate.

Performing: Pupils perform two pieces, one of which is a solo, and an ensemble. If they wish to study this subject, it is essential that pupils are either already receiving instrument or voice tuition or are prepared to learn an instrument seriously.

Listening and Appraising Examination

In this unit pupils develop their listening and appraising skills through the study of music across a variety of styles and genres. Pupils answer questions on music from four areas of study, each of which contain three set works. The four areas of study are:

- 1) Western Classical Music 1600-1899
- 2) Music in the 20th century
- 3) Popular music in context
- 4) World music

This unit is assessed through a 1 hour 30 minute examination, set and marked by the examination board.

Homework

Homework is set twice per fortnight and involves preparation of coursework and learning related to the Listening Paper. Pupils are expected to be regularly practising their chosen instrument(s).

Equipment

It is vital that pupils have access to an instrument at home for Composing/Performing skills.

Coursework

Coursework represents 60% of the total mark in Music GCSE, comprising 30% Performing and 30% Composing.

Performing – Pupils perform two pieces, one of which is a solo and one ensemble. Both pieces are recorded, assessed and moderated. This work must be completed by the end of the Autumn Term in Year 11. the choice of music is left to the student.

Throughout the course pupils will be given opportunities to perform in class and at concerts in preparation for their final assessed performance.

Composing – Pupils compose two pieces of music, written to a brief and based on two different 'Areas of Study' specified by the examination board. There is sufficient freedom for students to compose in their own style. This task must be completed by the end of January in Year 11.

Course Content/Skills

Pupils select options for the year, consolidating on the experiences and skills gained at Key Stage 3.

Pupils will choose from the following list of activities based upon their skills, experiences and preferences:

Games: Basketball, badminton, Soccer, Hockey, Netball, Table tennis, Cricket, Rounders, Stoolball, Tennis

Athletics

Trampolining

Optional Unit: Offsite PE i.e. golf, leisure centre

PE Kit: It is important that all pupils are equipped with appropriate kit:

Extra-curricular Activities

Item of Kit	Compulsory/Optional	Comments
Maroon games jersey	Compulsory	
Plain white collared polo shirt	Compulsory	
Plain black shorts	Compulsory	No other shorts are acceptable
Maroon games socks	Compulsory	No other socks are acceptable
White socks	Compulsory	
Studded footwear	Compulsory for boys	
Sports Trainers	Compulsory	Non marking soles for sports hall use.
Gum shield	Strongly advised	Available from PE
Shin pads	Strongly advised	
Plain black tracksuit bottoms	Optional	A subtle logo i.e. Nike will be accepted, however stripes will not. Leggings are not acceptable for PE lessons.
St Philip Howard hooded sweatshirt	Optional	No other hooded sweatshirt is acceptable. Students must not get names, or nicknames printed on these garments.

A comprehensive range of after school activities are organised. These take the form of clubs, house competitions and team practices. Matches are played at both district and county levels. Details of all activities are displayed on the PE notice boards around the school.

Assessment

Pupils are assessed in terms of their planning, performing and evaluating for each activity, with the end of year grade being an overall picture across the activity range.

Course: GCSE PE: Exam Board - Edexcel

Theory based aspects covered include:

- Health, fitness and a healthy an active lifestyle
- Training
- Diet and healthy eating
- School influences and extra-curricular opportunities and provision
- Emotional health and wellbeing
- Cultural and social factors
- Opportunities and pathways within physical activities and sport
- International influences and factors affecting participation.

Typically students will have 4 theory and 2 practical lessons per fortnight, in addition to their core Physical Education lessons.

Full Course

This course leads to **1 GCSE grade** (A-F). It involves pupils sitting one written exam paper (1hr 30 minutes) in the summer of Year 11. In addition to this a pupil's 4 strongest practical assessment marks are also submitted.

PE Kit

The required PE kit is the same as for Core PE, but with an embroidered white polo shirt that can be purchased from the PE department.

Course: Level 2 BTEC Certificate in Sport (equivalent to 2 GCSEs)**Exam Board: Edexcel**

The BTEC First in Sport is a vocational course designed for students to develop areas of essential sport knowledge, understanding and applied skills. Students will complete eight units in total in order to qualify for the Extended Certificate. Seven out of the eight units studied are coursework based and one unit is externally assessed through an on screen multiple choice test.

The assessment criteria address theory with practical exercises. The assessment process is on-going, throughout the two year course, so it allows the student to analyse and improve their own performance continuously. Assessment of the students will take a variety of formats including portfolios, oral presentations, video and written documents.

It provides opportunities to gain a nationally recognised vocationally specified qualification to enter employment or progress to sports qualifications such as BTEC Nationals in Sport (Level3) or potentially A Levels.

What will I study?

The Edexcel Level 2 BTEC Certificate in Sport consists of units from the following:

- Fitness for Sport and Exercise (Externally examined)
- Practical Sport Performance
- Anatomy and Physiology for Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities
- Lifestyle and Wellbeing
- Running a Sports Event

The course requires pupils to meet regular deadlines with homework and coursework.

PE Kit

The required PE kit is the same as for Core PE, but with an embroidered white polo shirt that can be purchased from the PE department.

Course Content/Skills**YEAR 10**

Year 10 students will be following the AQA GCSE Religious Studies (4050).

The Background to Mark

The person of Jesus

Jesus' Ministry

Jesus' Relationship with others

Jesus' suffering, death and resurrection

Assessment Procedures

Generally at the end of each module of work there will be a class test. There will be a mock exam in March which will give students greater experience of exam technique. Interim assessments will be based on homeworks and internal tests.

YEAR 11

The Year 11 Religious Studies course follows the GCSE, AQA Specification A. This year, students will be studying Catholic Christianity.

Roman Catholicism: Ethics

Christian Values

Christian Marriage

Christian Vocation

Sacrament of Reconciliation

Christian healing

Christian responses to global issues

Each section is supported by specialist text books, school based material and a large amount of other web based resources.

Assessment Procedures

Generally at the end of each module of work there will be a class test. The tests are normally based on past paper questions. There will be a mock exam in December which will give students greater experience of exam technique. Interim assessments will be based on homeworks and internal tests.

The following sections apply to Years 10 and 11:

Homework

Homework is set each fortnight. The work is usually written, but may be revision in preparation for a test or examination. Research homework will be increasingly used during the year. All homework tasks may be done using ICT provided the work is printed out to submit on paper. In some cases very able students will be allowed to create their own homework within guidelines laid down by the subject teacher.

Marking Policy

All work is marked in line with the whole school marking policy. Students are normally given an indicative GCSE grade along with a series of comments on how to improve future work. Tests and examinations are given in percentages as well as an indicative grade. Often comments will also be added as to what exam skills are required in future.

Text Books and Resources

Pupil have access to a wide range of resources in class and through the use of the internet. All students are encouraged to use the Bible and to bring their copy of Mark's Gospel to every lesson. We encourage parents to provide access to the Bible at home.

Course Content

The KS4 GCSE Science curriculum (AQA syllabus 4405) recognises two different aspects of Science:

- Importance is attached to the knowledge, skills and understanding of “how science works” in the world at large as well as in the laboratory.
- This is set in the context of knowing and understanding a body of scientific knowledge.

Assessment Procedures

The Year 10 course is divided into six different modules:

Biology 1, part 1
Biology 1, part 2

Chemistry 1, part 1
Chemistry 1, part 2

Physics 1, part 1
Physics 1, part 2

Each of these modules is assessed in two written exams. The first examination paper will be in January of Year 10. The questions assess the content of the “How Science Works” part of the specification and the content of B1 part 1, C1 part 1 and P1 part 1. This exam is worth 35% of their final GCSE grade.

The second exam is in June of Year 10 and is made up of modules B1 part 2, C1 part 2 and P1 part 2. This exam is worth 40% of their final GCSE grade. The remaining 25% of the marks are devoted to a practical centre assessed unit (ISA).

It is also advisable to bring a calculator to the examination. Pupils will be entered into either a higher tier (A*-C) or a foundation tier (C-G) examination. Staff will give their students advice about which tier they will be entered for. Opportunities for students to familiarise themselves with this examination format and practise their examination technique will be provided in class.

Students will now receive their first real GCSE grade and certificate at the end of Year 10.

Homework

Year 10 students are set 2 homeworks per fortnight, two for each module. Most homework will be a written piece of work but may also be revision or a piece of research.

Marking Policy

Marking will be carried out in accordance with the school's marking policy. Written comments will aim to indicate how improvements can be made. Practice tests will have an indication of the grade A*-G given to the students. Self-assessment and peer-assessment will also be used.

Course Content

There is a single award GCSE Additional Science (AQA syllabus 4463) which, together with GCSE Science (from Year 10), allows progression to post-16 Science courses.

The KS4 GCSE Additional Science curriculum recognises two different aspects of Science:

- Importance is attached to the knowledge, skills and understanding of “how Science works” in the world at large as well as in the laboratory.
- This is set in the context of knowing and understanding a body of scientific knowledge.

Assessment Procedures

The scheme of assessment is divided into four units:

- A 45-minute Biology examination worth 25%
- A 45-minute Chemistry examination worth 25%
- A 45-minute Physics examination worth 25%

Each of these units is a written paper with short answer questions. One module exam will be taken in January and the other two in June.

Students will be entered for either the higher tier papers or the foundation tier papers depending on their performance during the course. The higher tier enables students to obtain grades from A* to D and the foundation tier enables grades from C to G to be awarded. It is possible to fail to obtain a grade on the higher paper if a student's performance is below the grade band.

The fourth unit is a centre-assessed unit worth 25%. This comprises an investigative skills assignment which is normal class practical work followed by an externally set, internally assessed test taking 45 minutes.

Homework

Year 11 students are set 2 homeworks per fortnight. Most homework will be a written piece of work but may also be revision or a piece of research.

Marking Policy

Marking will be carried out in accordance with the school's marking policy. Written comments will aim to indicate how improvements can be made. Practice tests will have an indication of the grade A*-G given to the students. Peer assessment and self-assessment will also be used.

Some students are taking Triple Science. The timetable for one of their option blocks is used as well as all Science and Additional Science lesson throughout Years 10 and 11.

Students follow separate Biology, Chemistry and Physics courses and have a specialist teacher for each subject. This course leads to three GCSE grades, one in each of the three component subjects. For current Year 11 pupils, the assessment regime is the same as for core and Additional Science, except there are six written exam papers in Years 10 and 11, instead of three in the Additional Science award.

For current Year 10 pupils, there are 3 written exams and a practical exam (each component worth 25%) per subject. So, there will be a Biology, Chemistry and Physics exam in June of Year 10, January of Year 11 and June of Year 11.

CAREER AND FURTHER EDUCATION OPPORTUNITIES

This course provides an excellent foundation for any career at 16+ or for Further Education opportunities at GNVQ level or 'A' Level.

OCR National Science is a more vocational course, consisting of 100% coursework.

A "Pass" is the equivalent of two C grades at GCSE, a "Merit" is worth two GCSE B grades and a "Distinction" two As.

Science teachers will have chosen students for this option based on organisational and motivational skills, attendance and how well students cope with coursework components. This course is ideal for those who do not perform well in examinations. However, it is not suitable for students wishing to study a science at GCE A Level.

The course covers the same National Curriculum content as the traditional GCSE course.

The course is split into three distinct units, all of which must be passed to gain the overall qualification.

Units include:

Unit 1 Best Practice in Science

Unit 2 Materials Science

Unit 11 Universe and Humanity

Study Skills is designed specifically to meet the needs of students with SEN. It is part of their planned provision and is therefore available for selected students only. It enables staff and students to focus on individual needs with particular emphasis on literacy and the key process skills that underpin the formal curriculum. Students have more time to cope with demands of their other subject areas in that there are no exams for this option and no homework is set.

Tuition aims to be in small groups to ensure that each student achieves progress in their specific area of difficulty. In Years 10 and 11 students focus on literacy skills directly related to GCSE options. Students are shown how to improve planning and revision skills for exams and given guidance and practice on how to answer exam questions. In addition at times of a heavy work load due to homework or coursework, students are given lesson time to meet these needs with support from staff.

ASDAN

As part of the Study Skills provision students will be working through the ASDAN course which offers a certificate in personal achievement at either level 1 which on successful completion is equal to a GCSE grade F/G or Level 2 which on completion is equal to a GCSE grade B.

This will not involve additional pressure on the students. The course covers literacy and basic numeracy to be taught through themes and ensure the work is nationally accredited. This will be only be part of the Study Skills course and we will be able to offer coursework and homework support when necessary.

Only students invited on to this course by the AEN department need choose this as an option.