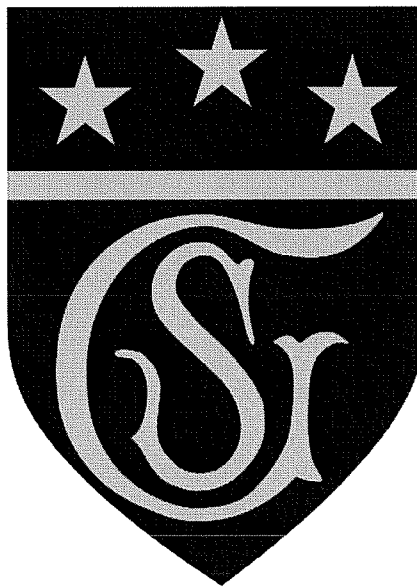
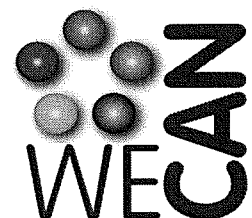


**OPTIONS PROCESS
KS4 CURRICULUM
2024 - 2026**

YEARS 10-11



THE GRANGE SCHOOL



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INTRODUCTION

The transition from Key Stage 3 to Key Stage 4 is an important time in a child's education. This booklet outlines details of the courses offered in years 10 and 11 and aims to help students as they consider what subjects to study next year.

In Key Stage 3, all students follow a common course in education that is guided by the National Curriculum, whereas in Key Stage 4, students are allowed more choice in the courses they study. Our Key Stage 4 curriculum lays the foundations for Post-16 education, life-long learning and the world of work, and has been designed to enable students to study a balanced range of subjects that develop a range of skills and abilities.

At such an important stage in their education, students need to think carefully about the choices available to them; they need to discuss how their choices will meet their individual needs and career aspirations, as well as their aptitude and interest in those subjects. It is extremely important that students are guided to select courses that suit their academic strengths thus maximising success, therefore, we may find that some option selections need further discussion.

The key dates for the 2023 options process are outlined below:

- | | |
|--|--|
| • Careers Fair | Thursday 18 th January |
| • Year 9 Parents' Evening | Tuesday 6 th February |
| • Support within PSHCE and Enterprise lessons | March 2024 |
| • Options Workshop | Thursday 29 th February |
| • Course Presentations within lessons | March |
| • Options Evening for parents and students | Thursday 14 th March |
| • <u>Deadline for option choices to be submitted by students</u> | <u>Wednesday 27th March</u> |
| • GCSE Courses Begin | September 2024 |

It is vital that we all work together to enable our students to make the right choices for their Year 10/11 courses of study.

I hope that the choices that our students make will engage and motivate them to achieve the highest possible success in the future.

Mrs C Bright
Assistant Headteacher – Teaching & Learning

THE CURRICULUM

CORE SUBJECTS

All students will follow examination courses in English Language, English Literature, Mathematics and Science.

In addition to this, all students will follow non-examination courses in PSHCE, Religious Studies and Physical Education.

OPTION SUBJECTS

Students are required to choose a further **four** subjects (GCSE, BTEC or National Certificate) from the list below:

1. Art, Craft and Design (GCSE)
2. Business Studies GCSE
3. Computer Science (GCSE)
4. Construction and the Built Environment (BTEC)
5. Design & Technology (GCSE)
 - 5a: Graphic Products
 - 5b: Product Design
6. Drama (GCSE)
7. Food Preparation and Nutrition (GCSE)
8. French (GCSE)
9. Geography (GCSE)
10. Health & Social Care (First Award: BTEC)
11. History (GCSE)
12. Music Pathway
 - 12a: Music (GCSE)
 - 12b: Performing Arts - Music (Vocational Award)
13. Physical Education (GCSE)
14. Religious Studies (GCSE)
15. Spanish (GCSE)
16. Sport (BTEC)
17. Urdu (GCSE)

NON-EXAMINED OPTION SUBJECTS

18. Learning Support
19. EAL

ASSESSMENT

TIERS

For Maths/English/Science, students will be entered for either the Foundation or Higher Tier.

Foundation Tier	Grades available:	5-1
Higher Tier	Grades available:	9-4

Candidates entered for any tier who do not gain the minimum mark for the lowest grade of that tier, will be reported as "Unclassified".

It is, therefore, vitally important to enter students for the appropriate tier - this, however, is a three-way decision between students, parents, and staff, which will be taken during year 10; this decision, however, can be altered after the entry has been made.

GCSE / BTEC / VOCATIONAL AWARD

Students may have a particular career aspiration or interest that means that a BTEC might suit them. They are work related qualifications and are designed to give students the skills and knowledge that employers are looking for and may help students to access an apprenticeship or university.

These vocational/applied courses include coursework, with a small proportion of external examinations. They require students to be well organised and able to work independently. Students need to be able to plan their work, set deadlines and stick to them. The potential rewards are excellent for students who are keen to succeed, enjoy investigation and research, and possibly do not always produce their best work under exam conditions. If students have a particular interest in a subject, then these options will allow for a more in-depth study which can be extremely motivating, which can then lead to high levels of attainment.

Students can opt for GCSE, BTEC or Vocational courses; BTEC or vocational grades are equal to one GCSE grades and compare as follows:

BTEC / VOCATIONAL	Level 1 Pass	GCSE Equivalent	grade 3
	Level 2 Pass		grade 4
	Merit		grade 5/6
	Distinction		grade 7
	Distinction*		grade 8/9

NEW SUBJECTS AT KEY STAGE FOUR

Whilst all courses have extended/different content in Key Stage 4, when compared to Key Stage 3, there are some courses in Key Stage 4 which are not part of the Key Stage 3 curriculum, therefore, year 9 students will not have studied them before. Subject Leaders will be presenting detail on these courses during lessons in March 2024. Students are able to ask for more information from their class teachers and/or the Subject Leaders if they want to find out more about these courses:

KS4 Course	Subject Leader
Business Studies	Mr Haycock
Computer Science	Mrs McGarvie
Construction & the Built Environment	Mrs Friend
Health & Social Care	Mr Newton
Performing Arts (Music)	Mrs Kirk
Sport	Mr Walsh

EBACC

The English Baccalaureate (Ebacc) is an additional certificate showing that a student has passed exams in a selection of subjects. It is not an additional exam or award; it is recognition of the ability to pass examination courses that the government and some Higher Education establishments are interested in.

In order to achieve the Ebacc certificate, students must achieve at least a pass in the following subjects:

Core

Maths
English
Science
Modern Foreign Language (French, Spanish or Urdu)
Humanities (History or Geography)

Options

Students can then pick two other subjects of their choice – which are given in Option Block B in the Grange School options process.

We recommend that, where possible, students try to pick options that meet the Ebacc criteria to help to ensure that they choose a balanced curriculum, which will help give them the best background for their future career/education plans in future years.

ADDITIONAL COURSES

LEARNING SUPPORT OPTION

The Learning Support option is intended for those students who would benefit from additional support to complete their GCSE/BTEC courses. It is available to students who have identified special educational needs and disabilities (SEND) and means that students receive additional support during this time without it interfering with their other courses.

The Learning Support option may be appropriate for students who find it difficult to complete work at home. They may lack the time or the confidence to complete coursework and homework tasks because of their SEND or because they are a carer for another member of the family. They might also need additional time to complete the work they are set to do in class.

As well as helping students complete work for their other examination subjects, the Learning Support option provides an opportunity for students to improve their basic literacy and numeracy work. They will also develop skills for life and work. Some students may be able to gain pre-GCSE qualifications awarded by The Princes Trust.

Students wanting to choose this option can only do so with the agreement of Miss Jakeman SENDCo for DISCO or Mrs Radford SENDCo for OVER and further information is available from them.

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) OPTION

This option is intended for students whose first language is not English. It would ideally suit those students who are new to English, or who are still developing proficiency in their English language skills. The main focus of this option will be to help students improve and develop their English language and academic skills to enable them to communicate effectively and approach exams with greater confidence.

During lessons, students will be helped to understand and be better prepared for the syllabus being taught in English lessons, at a pace suited to individual students and their language needs. In particular, emphasis will be placed on practising and developing exam-style written responses.

Through exploring a range of genres and texts, students will have the opportunity to practise and develop different writing skills, such as: narrative, descriptive, analytical, and persuasive. Throughout the course, students will be encouraged to develop and extend their vocabulary knowledge. They will also engage in tasks which will require them to demonstrate independent learning, such as mini projects, research, or preparing and delivering a presentation. These skills will help them across other subjects.

In addition, lesson time will be assigned to other subject areas in which students may benefit from extra help and support.

For further information, please contact: Mrs Laskar (Teacher of EAL)

THE OPTIONS PROCESS

Option choices will be submitted online – details of how to do this have been provided in a separate letter.

Our curriculum has been designed to enable students to study a broad and balanced breadth of subjects that develop a range of skills and abilities.

The courses are categorised by:

Block A: Modern Foreign Language (MFL) and Social Science

Block B: Business / Vocational / Services and Practical

(All subjects are GCSE unless stated (T) for Technical/BTEC – see course pages for details)

Block A		Block B	
MFL	Social Science	Business / Vocational / Services	Practical / Creative
<ul style="list-style-type: none">• French• Spanish• Urdu	<ul style="list-style-type: none">• Geography• History• Religious Studies	<ul style="list-style-type: none">• Business Studies• Computer Science• Health & Social Care (T)	<ul style="list-style-type: none">• Art, Craft & Design• Construction & the Built Environment (T)• DT – Graphic Products• DT – Product Design• Drama• Food Preparation & Nutrition• Music (GCSE)• Performing Arts - Music (T)• PE• Sport (T)
Learning Support EAL		Learning Support EAL	

SUBMISSION GUIDELINES

- **Students need to select two courses from Block A;** whilst not compulsory, we do strongly recommend that this selection includes one choice from both the MFL and Social Sciences courses.
- **Students also need to select two courses from Block B;** again, we do strongly recommend that this selection includes one choice from both the Business/Vocational/Services and the Practical courses.

Other considerations:

- Students can only pick the language they are studying in year 9 as their MFL selection.
- Learning Support and EAL Options can only be selected with prior agreement by the respective Subject Leaders; if one of these options is chosen from Block A, then the other course from Block A **cannot** be Religious Studies.
- Students are permitted to choose only **one** course from DT / Construction / Food

Deadline for submitting option choices online is Wednesday 27th March

The online form will open from Thursday 14th March at 9pm (after the Options Evening)

TIPS FOR MAKING GOOD CHOICES

When considering their option choices students should try to balance the following factors:

- interest and enjoyment in the subject
- aptitude and progress
- balanced combinations (those which are likely to ensure a broad education)

Remember:

- Choose a course that **you** are interested in, not just because your friends are choosing it.
- Choose a course that you think you will **enjoy**, and not just because you get on well with your teacher – you may well have a different teacher at Key Stage 4.
- Think about the variety of courses within the curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- Choose a course that you have an aptitude for and are likely to achieve success.
- Choose courses that fit with your future needs; the core subjects are designed to ensure breadth, but you may need particular other subjects that will support your post-16 plans.
- Remember that the courses last for two years – you will not be able to change your mind during the course.
- Review the assessment structure of the courses to get your preferred balance of coursework/exams.
- Find out more about careers you may be interested in. Which qualifications are needed for the different levels of entry? Sometimes this research gives students a goal during the GCSE years.
- Talk to your parents and your teachers; although they will not want to make the decision for you, they will each have an important perspective.

‘OPTION’ COURSES AVAILABLE

Information about these courses is outlined in the remainder of this booklet

1. Art, Craft and Design (GCSE)
2. Business Studies GCSE
3. Computer Science (GCSE)
4. Construction and the Built Environment (BTEC)
5. Design & Technology (GCSE)
 - 5a: Graphic Products
 - 5b: Product Design
6. Drama (GCSE)
7. Food Preparation and Nutrition (GCSE)
8. French (GCSE)
9. Geography (GCSE)
10. Health & Social Care (First Award: BTEC)
11. History (GCSE)
12. Music Pathway
 - 12a: Music (GCSE)
 - 12b: Performing Arts – Music (Vocational Award)
13. Physical Education (GCSE)
14. Religious Studies (GCSE)
15. Spanish (GCSE)
16. Sport (BTEC)
17. Urdu (GCSE)

1: Art, Craft and Design (GCSE)

Course Details	<p>Exam Board: Edexcel Level: GCSE – Art, Craft and Design</p> <p>Unit 1 – Personal Portfolio 60% of the qualification</p> <p>Unit 2 – Externally Set Assignment 40% of the qualification</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Develop and explore ideas. • Research primary and contextual sources. • Experiment with media, materials, techniques and processes. • Present personal responses to design themes.
Curriculum Content – Year 10	
	<p>Skill building - Theme One - Natural forms September – December</p> <p>Skill building - Theme Two - Still Life Objects January -February Half Term</p> <p>Skill building - Theme Three - Human/Portraits/Anatomy February Half Term – Easter</p> <ul style="list-style-type: none"> • Students will investigate and experiment with a variety of materials and techniques to expand their skill set, such as drawing, printing, painting, and photography. • Students will develop their analytical skill and critical understanding of other artists' work. • To develop their ideas and generate work that is relevant and reflective of themselves. • Student outcomes should demonstrate personal preferences, thoughts, and feelings, or simply observe and record people, places, and things in new and unique ways. • Students will become more familiar with the Assessment Objectives and the requirements of fulfilling each objective to achieve their expected grades. <p>END OF EASTER TERM</p> <ul style="list-style-type: none"> • Review work completed so far and set targets to improve quality of coursework. • Students will revisit all three themes; refine drawings, sketch book development, written annotation, and final pieces. <p><u>This unit will count towards the end of year assessment grade.</u></p>
March - July	<p>Project 2: <u>Personal Theme - linked to one of the skills building projects</u></p> <ul style="list-style-type: none"> • Students given choice to investigate either Natural Forms, still life Objects or Human/Anatomy with a more personal theme linked to their interests in further detail. • Students will research, analyse, and respond to the work of Artists, designers, and Craftspeople. • Aim to give students more choice and freedom and build upon in depth independent research and analysis skills in preparation for personal exam project. • This student led investigation will form the basis for students to create a personal response that show influences from their chosen artists. <p>Year 10 MOCK EXAM - Towards the end of summer term</p>

	<ul style="list-style-type: none"> Students will create a large 'outcome' that can be either 2D /3D that shows influences from their chosen artists and incorporates their research and observational work from previous studies in their project. <p><u>Part of this unit will count towards the end of year assessment grade.</u></p>
Curriculum Content – Year 11	
September – December	<p><u>Continuation of Project 2: Personal Theme - linked to one of the skills building projects</u></p> <ul style="list-style-type: none"> The focus of this unit is to review work completed so far and set targets to improve quality of coursework. Revisit Year 10 coursework and refine drawings, develop sketch books and written annotations for the final piece. Students will complete a series of observational drawings from first hand. Students will research, analyse, and respond to the work of Artists, designers, and Craftspeople. They will experiment with and use a range of artistic techniques and processes to create their own responses. Essential for students to understand the importance of portfolio preparation, presentation skills and working to the final deadline.
Year 11 Art Exam (February Half Term Onwards)	<p><u>January Deadline for ALL coursework to be completed.</u> This is then marked, and feedback given back to students.</p> <p>Early January Exam Papers handed out to students.</p> <ul style="list-style-type: none"> Students must develop a project for the ESA (Externally Set Assignment). Students will receive support; however, it is important for students to develop an independent outcome in response to a provided theme. In the 8 – 10 weeks run up to the two-day exam, students will work independently, to produce work using a variety of artistic media, techniques, and process. Students will plan an outcome in response to their project for the ESA. Students will then produce an outcome in their two-day (10hour) exam. <p>End of March/beginning of April– 10-hour exam –</p> <ul style="list-style-type: none"> Students will produce an outcome during this time. It could be 2D/OR 3D and the work can be a series of pieces or one larger artwork. <p>Deadline for all work by end of April – Specific dates are subject to change each academic year.</p>
Assessments	<p>60% Coursework (all work in lessons and for homework goes towards the final grade)</p> <p>40% Exam work (including preparation work before the exam)</p> <p>10 hrs practical exam.</p> <p>2 x 5-hour days. Dates are subject to change depending on formal exam dates and examination windows for other subjects.</p> <p>Exam papers for the Externally set assignment are released at the start of the second term in January of Year 11.</p>

Homework / independent study	<p>Students should work outside of lessons on their coursework and exam work.</p> <p>The suggested time is minimum of 2 hours a week to complete set tasks, however students aiming for aspirational grades are encouraged to stretch themselves further in order to demonstrate quality and quantity of work.</p>
School-based enrichment opportunities	<p>Artist days and trips potentially planned - subject to projects.</p> <p>Catch up/afterschool sessions are available from all members of staff (please check via Teams and Satchel One for specific days offered)</p>
Books suggested for independent/wider reading	<ul style="list-style-type: none"> • The Story of Art - Phaidon • The Story of Modern Art - Phaidon • The Twentieth Century Art book – Phaidon • The Art Book – Phaidon • Styles, Schools and Movements - Thames & Hudson • Art Today – Phaidon • Art Now – Taschen • Creative paint workshop for mixed media artists - Ann Baldwin • Artists' journals and sketchbooks - Lynne Perella • The decorated journal (creating expressive journal pages) - Gwen Diehn • Extraordinary sketchbooks - Jane Stobart <p><u>Galleries and Museums</u></p> <p>• Modern Art Oxford • The Ashmolean Museum Oxford • Ovada Gallery Oxford • The Old Fire Station Oxford • Pitt Rivers Museum Oxford • Natural History Museum Oxford • The Tate Modern London • The Tate Britain London • The National Portrait Gallery London • The Royal Academy of Arts London • The British Museum London • The Courtauld Gallery London • The Hayward London • The Saatchi Gallery London • The White Cube Gallery London • The V&A Museum London • The National Gallery London</p>
Resources available for home-based study	<p>studentartguide.com</p> <p>BBC Bitesize GCSE Art and Design</p> <p>Google Arts & Culture Explore virtual galleries and look at high quality images of works of Art.</p> <p>Tate Kids</p> <p>Curriculum - Curriculum (continuityoak.org.uk) – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school.</p> <p>Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork.</p> <p>Regular continuation of portfolio work encouraged at home.</p>

2: Business Studies (GCSE)

Course Details	<p>Exam Board: Eduqas</p> <p>Level: GCSE</p> <p>Examination Structure: Component 1: Business Dynamics - Written examination: 2 hours (62.5% of qualification) A mix of short answer and structured questions based on stimulus material covering all the specification content.</p> <p>Component 2: Business Considerations - Written examination: 1 hour 30 minutes (37.5% of qualification) Data response questions to a given case study that covers all the specification content.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. • Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national, and global contexts. • Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems. • Develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. • Use an enquiring, critical approach to make informed judgements. • Investigate and analyse real business opportunities and issues to construct well argued, well-evidenced, balanced, and structured arguments, demonstrating their depth and breadth of understanding of business. • Develop and apply quantitative skills relevant to business, including using and interpreting data.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>Business Activity:</p> <ul style="list-style-type: none"> • Why Businesses Start. • Difference between Goods/Services. • Functions of an Entrepreneur. • Types of Ownership. • Aims & Objectives. • Stakeholder Theory. <p>Marketing:</p> <ul style="list-style-type: none"> • What is Marketing? • Target Markets. • Market Segmentation. • Marketing Research.
Spring Term (January - April)	<p>Marketing (continued):</p> <ul style="list-style-type: none"> • Product Life Cycle. • Marketing Mix. • Marketing Constraints. <p>Human Resources:</p> <ul style="list-style-type: none"> • Recruitment & Selection. • Training. • Motivation & Leadership Styles. • Organisational Structures. • Communication. • Employment Law.

Summer Term (May - July)	Business Operations: <ul style="list-style-type: none"> • Factors of Production. • Business Location. • Methods of Production. • Stock Control. • Quality Control. • Technology. • Growth. • Internal Economies of Scales. Finance: <ul style="list-style-type: none"> • Revenues, Costs and Profit. • Sources of Finance. • Break-Even. • Profit & Loss Account. • Cash Flow Forecasting. • Average Rate of Return on Investments • Business Plan.
Curriculum Content – Year 11	
Autumn Term (September – December)	Finance: <ul style="list-style-type: none"> • Revenues, Costs and Profit. • Sources of Finance. • Break-Even. • Profit & Loss Account. • Cash Flow Forecasting. • Average Rate of Return on Investments • Business Plan.
Spring Term (January - May)	Influences on Business: <ul style="list-style-type: none"> • Technological. • Ethics and Environment. • Economical. • Globalisation. • Legislation. Preparation for exam
Assessments	In-class knowledge consolidation Assessments (Self, Peer and Teacher Assessments). Case Study (Exam Technique Builder) Assessments End of Unit Progress Tests. Mock examinations. 2 exams at the end of Year 11.
Homework / Independent study	Students are expected to read widely about the issues that are raised during lessons. They also need to remain abreast of current developments in the news. There are numerous revision materials; however, we recommend the official Eduqas GCSE Business Studies Revision guide, which we will offer for sale at the start of the course. Useful websites include GCSE Bitesize and Tutor2u. Takeaway Homework activities.
School-based enrichment opportunities	The 7-Up Club for stretching. Targeted Hour 6 GCSE revision sessions at various points throughout the course. Homework support through Seneca Learning Business visits. Guest speakers from industry.
Resources available for home-based study	On the school website. Class Teams Group GCSE Bitesize. Tutor2u.

3: Computer Science - GCSE

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE Grades 9-1</p> <p>Examination Structure: 100% examination – 2 papers One written examination and one practical examination involving solving programming problems that are set by the exam board on the computer.</p> <p>Coursework/Controlled Assessment: There is no coursework</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To be able to develop Python code to solve a practical problem. • To understand problem-solving using algorithms. • To understand how data is represented in different ways. • To understand hardware and software. • To understand how computers communicate using networks and the internet. • To understand the impact computers have on the environment, our lifestyles, and privacy.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>Systems architecture and storage.</p> <p>Systems software.</p> <p>Introduction to programming.</p> <p>Data representation 1.</p> <p>String manipulation.</p>
Spring Term (January - April)	<p>Introduction to Turtle.</p> <p>Data representation 2.</p> <p>1Dimensional lists.</p>
Summer term (May - July)	<p>Computer networks, protocols and layers</p> <p>2 Dimensional lists.</p> <p>Network and cybersecurity.</p> <p>Further programming.</p> <p>Ethical, legal and environmental.</p>
Curriculum Content – Year 11	
Autumn Term (September – December)	<p>Sorting and searching.</p> <p>Data types and errors.</p> <p>Robust and secure programming.</p>
Spring Term (January - May)	<p>2-Dimensional Data.</p> <p>Basic and Advanced programming concepts.</p> <p>Revision.</p>
Assessments	<p>Written examination: 1 paper.</p> <p>Programming paper: 1 paper.</p>
Homework / independent study	<p>Use of online Python resources.</p> <p>Revision Guide and workbook available to purchase. It is strongly recommended that all students purchase these, as they are very useful in preparing students for the written examination and providing further examples of typical examination-style questions.</p> <p>Seneca learning and Smart revise.</p>
School-based enrichment opportunities	<p>Use of computers after school.</p>
Resources available for home-based study	<p>Resources available on the VLE. There is a range of videos to support each section of the specification, and links are on the VLE. Seneca Learning is also used to support understanding.</p> <p>Also, SMART Revise.</p>

4: Construction and the Built Environment (BTEC)

Course Details	<p>Exam Board: Edexcel</p> <p>Level: Tech Level 2</p> <p>Examination Structure:</p> <ul style="list-style-type: none"> Two internal set units Construction in Practice and Construction and Design. One External (exam) Construction Technology <p>The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.</p> <p>Written exam:</p> <p>Component 1: Construction Technology (1 ½ Hours). 60 marks (January/February)</p> <p>Coursework/Controlled Assessment:</p> <ul style="list-style-type: none"> Component 2: Construction in Practice Component 3: Construction and Design
Key Learning Objectives	<p>This course allows you to study construction and the built environment, giving you the opportunity to gain a broad knowledge and understanding of the industry. You will develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work, and understanding how client needs can shape building design.</p> <p>Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:</p> <ul style="list-style-type: none"> Construction technology Construction in practice Construction and design. <p>You will build on the knowledge gained in the mandatory units by completing the Exploring Carpentry and Joinery Principles unit. This will provide you with an opportunity to develop a wider understanding and appreciation of a specific aspect of the construction industry.</p>
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>In the Autumn term of Year 10, students will begin their first assignment brief,</p> <p>Component 2: Construction in practice.</p> <p>This unit is the practical element of the course and in this term, students will be able to explore working in the workshop using the tools and machinery.</p> <p>In this component, you will learn and apply vocationally correct techniques to perform construction activities which include the appropriate selection and use of a range of tools to perform construction activities. In doing this you will develop some understanding of working safely in a craft role in the construction industry. You will also have to analyse hazards and risks and then complete some practical work in carpentry and joinery.</p> <p>Learning Outcomes</p> <p>In this unit you will:</p> <p>A - Be able to understand hazards and risk for safe production of a practical construction outcome</p> <p>B - Be able to produce a practical construction outcome.</p> <p>As well as building a frame with 4 different types of joints, they will be tasked to complete a risk assessment and to demonstrate their understanding of tools and machinery.</p> <p>Alongside component 2 student will also be developing their knowledge and understanding of component 1: Construction technology (exam)</p>

	<p>This component will develop knowledge and understanding of processes, terminology and technology used in the construction of the built environment.</p> <p>An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of 1.5 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June.</p> <p>Assessment Objectives</p> <p>AO1 Demonstrate knowledge of work of the construction industry and the different technology used in low-rise construction projects</p> <p>AO2 Demonstrate understanding of work of the construction industry and the different technology used in low-rise construction projects</p> <p>AO3 Be able to make connections between different construction technologies to ensure appropriateness of low-rise construction projects in different scenarios</p>
Spring Term (January - April)	<p>During this term the student will continue to work on component 2: Construction in practice and prepare themselves for the assessment in March.</p> <p>Student will continue to develop their knowledge and understanding of component 1: Construction technology (exam).</p>
Summer Term (May - July)	<p>In the Summer term, students will go on to begin their third assignment brief Component 3: Construction and design. Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints.</p> <p>Learning Outcomes</p> <p>In this unit you will:</p> <p>A - understand the needs of a client and the constraints on design when designing a low-rise building</p> <p>B - be able to graphically communicate the design of a low-rise building.</p> <p>The component will bring together knowledge and understanding from other components in order for you to gain an insight into the work of the designer. This will give you a broad understanding of construction and enable you to make informed choices when considering your post-16 education. It will facilitate pathways into technician or craft education and further training.</p>
Curriculum Content – Year 11	
Autumn Term (September – December)	<p>During this term the student will continue to work on component 3: Construction in practice and prepare themselves for the assessment in November.</p> <p>Student will continue to develop their knowledge and understanding of component 1: Construction technology (exam).</p>
Spring Term (January - May)	In January of this term student will take their exam (Component 1).
Assessments	<p>Students will carry out tasks/assignments throughout the course. Their teacher will mark these, and students will receive feedback as to how they are getting on.</p> <ul style="list-style-type: none"> • Construction technology (exam) Externally marked • Construction in practice – Assignment internally marked • Construction and design – Assignment internally marked
Homework / independent study	Over the duration of the course, students will be set homework regularly in order to improve understanding of the topics covered in theory lessons.
School-based enrichment opportunities	Afterschool sessions are often run for students who would like to improve their work. Students should ask their teacher for more details with regards to which days of the week they may stay.
Books suggested for independent / wider reading	BTEC First Construction and the Built Environment Student Book

5a: Design and Technology - Graphic Products

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE Grades 9-1</p> <p>Examination Structure: 50% Coursework 50% Exam</p> <p>Written exam: 2 hours (100 marks) 50% of GCSE</p> <ul style="list-style-type: none">• Section A: Core Technical Principles (20 marks)• Section B: Specialist Technical Principles (30 marks)• Section C: Designing and Making Principles (50 marks) <p>Coursework / Controlled Assessment:</p> <p>Non-exam assessment (NEA): 30-35 hours approx. (100 marks) 50% of GCSE</p> <ul style="list-style-type: none">• Core Technical Principles.• Specialist Technical Principles.• Designing and Making Practice.	
Key Learning Objectives	<p>In Key Stage 4 Design and Technology, students will gain a breadth of knowledge that covers the whole Design and Technology Curriculum. This includes building on knowledge they have gained in Key Stage 3 during both Product Design and Compliant materials units. During Year 10, students will be able to complete a series of projects building on their designing, making and CAD skills, preparing them for Year 11 when they start their NEA (design and make project). The project includes researching and investigating a design context, generating, and developing ideas, realising and making prototypes and evaluating the design process.</p> <p>Students following the Graphic Products pathway will work with and develop skills and knowledge of Cards, paper, and plastic. They will produce a graphic outcome for their final make.</p>	
Curriculum Content – Year 10		
Autumn Term (September – December)	<p>What will be covered?</p> <ul style="list-style-type: none">• New and emerging technologies.• Sustainability in Design and Technology (Finite and non-finite resources, disposal of waste).• Enterprise in Design and Technology (Crowdfunding, virtual marketing, and fair-trade).• Culture and Society in Design and Technology (SMSC considerations in Design).• Environment and Design and Technology (Continuous improvement, efficient working, pollution and global warming).• Production Techniques and Systems (automation, CAD, CAM, FMS, JIT and lean manufacturing).• Fossil fuels (Coal, oil and gas), Nuclear Power and Renewable Energy (Wind, solar, tidal, hydro-electrical, biomass), Energy Storage.	<p>Project: NEA Prep</p> <p>Introduction to the design context. Researching and investigating.</p> <p>Analysing the task/context. Investigating a client. Writing a design specification</p>

Spring Term (January - April)	<ul style="list-style-type: none">• Modern Materials (New or improved processes), Function alterations (LCDs, Nanomaterials).• Smart Materials and their properties.• Composite Materials and Technical Textiles.• Electronics (Inputs, processes and outputs).• Different types of movement (Linear, rotary, reciprocating and oscillating).• Levers, linkages and rotary systems. (1st, 2nd, 3rd order, bell cranks, push/pull, CAMS, gears, pulleys and belts).• Materials and their working properties (Papers and boards, timbers, metals, polymers and textiles).• Skills Build Projects.	Year 10 NEA Preparation Project Generating and presenting ideas around the context. Developing ideas through a range of methods. Realising Ideas and creating a final prototype.
Summer Term (May - July)	Students begin final assessed project (NEA). Theory lessons covering: <ul style="list-style-type: none">• selecting materials (functionality, aesthetics, environmental factors, availability, cost, social factors, cultural factors and ethical factors)• testing materials against forces and stresses (tension, compression, bending, torsion and shear)• improving properties of materials (lamination, bending, folding, webbing, fabric interfacing)• carbon footprint and Ecological issues in design and manufacture (Deforestation, mining, drilling and farming)• the 6 R's (reduce, refuse, re-use, repair, recycle and rethink)• social issues (safe working conditions, reducing pollution).	
Curriculum Content – Year 11		
Autumn Term (September – December)	What will be covered? <ul style="list-style-type: none">• Primary sources of materials.• Properties of materials.• Modification of material properties for specific purposes.• Shaping and forming using cutting, abrasion and addition.• Stock forms, types and sizes of materials.• Scales of production (Prototype, batch, mass and continuous).	Project: NEA Prep Students continue to develop final NEA. Generating and developing their ideas.
Spring Term (January - May)	<ul style="list-style-type: none">• The use of production aids (patterns, jigs, templates).• Tools, equipment and processes (wastage, addition, deforming and reforming).• Industrial processes.• The preparation and application of treatments and finishes.• Application of quality control.	Students continue to develop final NEA. Realising and evaluating their ideas. Completion of final NEA project
Assessments	Students will be assessed on their final NEA project and exam. These parts of the course are both worth 50%. Throughout the course, students' progress will be monitored closely. In Year 10, students will be assessed in the same way that they will be assessed in Year 11, enabling them to understand the criteria and assessment procedure for their final NEA in Year 11.	
Homework / independent study	Over the duration of the course, students will be set homework regularly in order to improve understanding of the topics covered in theory lessons.	

	Students will gain an understanding of how to work independently as this is essential for their final project. Afterschool sessions are often run for students who would like to improve their work.
School-based enrichment opportunities	Afterschool sessions are often run for students who would like to improve their work. Students should ask their teacher for more details with regards to which days of the week they may stay.
Books suggested for independent/wider reading	AQA GCSE (9-1) Design and Technology - Authors: Michael Ross http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks - See the AQA website for books more closely relating to each specialist topic.
Resources available for home-based study	http://www.bbc.co.uk/schools/gcsebitesize/design/ http://www.technologystudent.com/

5b: Design and Technology - Product Design

Course Details	Exam Board: AQA Level: GCSE Grades 9-1 Examination Structure: 50% Coursework 50% Exam Written exam: 2 hours (100 marks) 50% of GCSE <ul style="list-style-type: none">• Section A: Core Technical Principles (20 marks)• Section B: Specialist Technical Principles (30 marks)• Section C: Designing and Making Principles (50 marks) Coursework / Controlled Assessment: Non-exam assessment (NEA): 30-35 hours approx. (100 marks) 50% of GCSE <ul style="list-style-type: none">• Core Technical Principles.• Specialist Technical Principles.• Designing and Making Practice.	
Key Learning Objectives	In KS4 Design and Technology, students will gain a breadth of knowledge that covers the whole Design and Technology Curriculum. This includes building on knowledge they have gained in KS3 during both Product Design and Compliant materials units. During Year 10, students will be able to complete a series of projects building on their designing, making and CAD skills, preparing them for year 11 when they start their NEA (design and make project). The project includes researching and investigating a design context, generating, and developing ideas, realising and making prototypes and evaluating the design process. Students following the Product Design pathway will work with and develop skills and knowledge of woods, plastic and metals.	
Curriculum Content – Year 10		
Autumn Term (September – December)	What will be covered? <ul style="list-style-type: none">• New and emerging technologies.• Sustainability in Design and Technology (Finite and non-finite resources, disposal of waste).• Enterprise in Design and Technology (Crowdfunding, virtual marketing, and fair-trade).• Culture and Society in Design and Technology (SMSC considerations in Design).• Environment and Design and Technology (Continuous improvement, efficient working, pollution and global warming).• Production Techniques and Systems (automation, CAD, CAM, FMS, JIT and lean manufacturing).• Fossil fuels (Coal, oil and gas), Nuclear Power and Renewable Energy (Wind, solar, tidal, hydro-electrical, biomass), Energy Storage.	Project: NEA Prep Introduction to the design context. Researching and investigating. Analysing the task/context. Investigating a client. Writing a design specification

Spring Term (January - April)	<ul style="list-style-type: none">• Modern Materials (New or improved processes), Function alterations (LCDs, Nanomaterials).• Smart Materials and their properties.• Composite Materials and Technical Textiles.• Electronics (Inputs, processes and outputs).• Different types of movement (Linear, rotary, reciprocating and oscillating).• Levers, linkages and rotary systems. (1st, 2nd, 3rd order, bell cranks, push/pull, CAMS, gears, pulleys and belts).• Materials and their working properties (Papers and boards, timbers, metals, polymers and textiles).• Skills Build Projects.	Year 10 NEA Preparation Project Generating and presenting ideas around the context. Developing ideas through a range of methods. Realising Ideas and creating a final prototype.
Summer Term (May - July)	Students begin final assessed project (NEA). Theory lessons covering: <ul style="list-style-type: none">• selecting materials (functionality, aesthetics, environmental factors, availability, cost, social factors, cultural factors and ethical factors)• testing materials against forces and stresses (tension, compression, bending, torsion and shear)• improving properties of materials (lamination, bending, folding, webbing, fabric interfacing)• carbon footprint and Ecological issues in design and manufacture (Deforestation, mining, drilling and farming)• the 6 R's (reduce, refuse, re-use, repair, recycle and rethink)• social issues (safe working conditions, reducing pollution).	
Curriculum Content – Year 11		
Autumn Term (September – December)	What will be covered? <ul style="list-style-type: none">• Primary sources of materials.• Properties of materials.• Modification of material properties for specific purposes.• Shaping and forming using cutting, abrasion and addition.• Stock forms, types and sizes of materials.• Scales of production (Prototype, batch, mass and continuous).	Project: NEA Prep Students continue to develop final NEA. Generating and developing their ideas.
Spring Term (January - May)	<ul style="list-style-type: none">• The use of production aids (patterns, jigs, templates).• Tools, equipment and processes (wastage, addition, deforming and reforming).• Industrial processes.• The preparation and application of treatments and finishes.• Application of quality control.	Students continue to develop final NEA. Realising and evaluating their ideas. Completion of final NEA project
Assessments	Students will be assessed on their final NEA project and exam. These parts of the course are both worth 50%. Throughout the course, students' progress will be monitored closely. In Year 10, students will be assessed in the same way that they will be assessed in Year 11, enabling them to understand the criteria and assessment procedure for their final NEA in Year 11.	
Homework / independent study	Over the duration of the course, students will be set homework regularly in order to improve understanding of the topics covered in theory lessons.	

	Students will gain an understanding of how to work independently as this is essential for their final project. Afterschool sessions are often run for students who would like to improve their work.
School-based enrichment opportunities	Afterschool sessions are often run for students who would like to improve their work. Students should ask their teacher for more details with regards to which days of the week they may stay.
Books suggested for independent/wider reading	AQA GCSE (9-1) Design and Technology - Authors: Michael Ross http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks - See the AQA website for books more closely relating to each specialist topic.
Resources available for home-based study	http://www.bbc.co.uk/schools/gcsebitesize/design/ http://www.technologystudent.com/

6: Drama

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE (9-1)</p> <p>Examination Structure: Component 3: Theatre Makers in Practice (40%) - Written Exam: 1hr 45 min.</p> <p>Coursework / Controlled Assessment: Component 1: Devising (40%) – Filmed performance and portfolio (coursework) Component 2: Performance From Text (20%) – Live Performance assessed by visiting examiner</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Apply knowledge and understanding when making, performing and responding to drama. • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop a range of theatrical skills and apply them to create performances. • Work collaboratively to generate, develop and communicate ideas. • Develop as creative, effective, independent and reflective students able to make informed choices in process and performance. • Contribute as an individual to a theatrical performance. • Reflect on and evaluate their own work and that of others. • Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. • Adopt safe working practices.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>An Introduction to GCSE Drama Students are introduced to each other and the exam through a variety of games, exercises and improvisations, script work, and using performance skills.</p> <p>Written Work All students will be expected to complete a number of short written tasks in their Drama log book, issued at the beginning of the project.</p> <p>Practitioners and Key Skills Students will be learning about key theatre practitioners, their performance styles and exploring their techniques practically in both a workshop and performance context. The skills learned will allow students to understand the theory behind performance and use the knowledge when completing written tasks.</p> <p>Mock Component 2: Scripted Students will be given a modern play script where they will apply the techniques of their chosen practitioner to demonstrate their practical knowledge and performance skills.</p> <p>Written Work Log books will be completed for each project (usually one per term). Students will create ‘practitioner posters’ which will assess their understanding of what they have learned in lessons and encourages them to conduct further research.</p>
Spring Term (January - April)	<p>Students will continue to use their log book to make notes throughout the rehearsal process in preparation for written coursework.</p> <p>Mock Component 1: Devised Students will be given the theme, such as ‘domestic violence’, where they must work in groups to create an original piece of drama. Throughout this unit students are encouraged to experiment</p>

	<p>with a variety of drama techniques to make their performances more thought-provoking and intelligent.</p> <p>Written Work Students will be completing mock coursework for each unit, showing process and understanding of dramatic terminology.</p>
Summer Term (May - July)	<p>Component 1: Devised Students will be given a variety of stimuli which they must explore in groups to create an original piece of drama. The dress rehearsal of the performances may be shown to an invited audience of friends and family.</p> <p>Mock Component 3: Written Exam Students will prepare throughout Year 10 for a written exam which assesses their understanding of content taught surrounding a chosen play and live performance they have seen as a whole class.</p> <p>Written Work Students will evaluate their work during this last term. They will hand in and complete their coursework for Component 1 under controlled conditions in school.</p>
Curriculum Content – Year 11	
Autumn Term (September – December)	<p>Component 2: Scripted Students will be put into groups where they will be studying a script ready to be performed in front of an external examiner. Students will prepare both a group piece and a monologue.</p> <p>Written Work There will be a number of tasks to complete for homework and these will be added to the folder of written evidence needed after this project.</p> <p>Exam Preparation Throughout each term, students will have dedicated lessons that will prepare for their written exam which will take place during the summer term and will last 1 hour 45 minutes.</p>
Spring Term (January - May)	<p>Component 3: Written Exam As part of the written exam students will be expected to study a play that has been explored from both a theoretical and a practical angle. As part of the course, students are expected to see a live theatre performance that they will evaluate during the 1 hour 45 minute exam.</p> <p>Written work Students will be completing mock exam questions to prepare for the written exam and expected to conduct further research outside of lessons.</p>
Assessments	<p>Component 1: Devising – Internal assessment of practical performance which is filmed, a portfolio is created by each student and this is sent off to an examiner.</p> <p>Component 2: Performance from Text – Externally assessed practical group, duo and/or solo performances.</p> <p>Component 3: Theatre Makers in Practice – Externally assessed 1 hour 45 minute written exam.</p>
Homework / independent study	<p>Homework will be set accordingly and is used to extend the students understanding of the process of creating Drama and performing.</p> <p>In Year 10 the students develop their writing skills and learn how to collect evidence. Most of this work is marked but does not form part of students' final coursework grade.</p>

	In Year 11 all of the homework set contributes to their coursework and is used as part of their GCSE grade. It is expected that students will focus online learning and practice exam questions for component 3, once all coursework is finalised for components 1 and 2.
School-based enrichment opportunities	We offer all GCSE students the opportunity to go to the theatre to see a show at least once during the course. GCSE students have access to both drama studios for group, solo rehearsals and coursework queries. Students are also encouraged to take part in school productions.
Resources available for home-based study	A Student Study book is available online or we could order this book in bulk if enough students and parents would like to purchase a copy. The GCSE Drama specification is also available to view and download online which has detailed information about each component including assessment criteria.

7: Food Preparation and Nutrition

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE 9-1</p> <p>Examination Structure: Multiple choice and extended answers - 50% of final grade.</p> <p>Coursework/Controlled Assessment: Coursework - 50% of final grade. NEA1: Food Investigation (15%, 10 hours). NEA2: Food Preparation Task (35%, 20 hours and 3-hour practical exam).</p>
Key Learning Objectives	<p>The specification sets out the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition, and healthy eating. Students will learn about how to apply nutrition through practical work, cooking of food and heat transfer, functional and chemical properties of food, food spoilage and contamination, principles effecting food safety, sustainability, food labelling and marketing, food processing and production and sensory evaluation. Throughout Year 10, students will acquire knowledge and practise the acquisition of food preparation skills. They will complete 2 pieces of NEA in Year 11 which are timed. The first piece of coursework is a science investigation with a focus on the functional and chemical properties of food. The second piece of coursework involves showcasing food preparation methods to make three dishes based on a topic set by AQA. Students will then have a written examination at the end of Year 11.</p>
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>Students will acquire knowledge on the specification topics in order to apply this in the practical classroom. This is to prepare students with the knowledge required for their written examination. Learning in depth food preparation skills. Students will also apply nutritional knowledge to dishes produced and explore the different types of food chemistry and functions. This is to prepare students for their NEA in Food Science and their NEA in Food Preparation.</p>
Spring Term (January - April)	<p>Students will continue to acquire knowledge on the specification topics in order to apply this in the practical classroom. Research tasks, preparation for practical dishes exploring the knowledge learnt in nutrition and food chemistry through further practical exploration.</p> <p>Mock Exam - Food Science Investigation Introduction to NEA1 in preparation for their Yr11 assessment. Students spend a maximum of 10 hours experimenting with different types of food products and their functions in recipes. They then produce a written or electronic report including photographs (1500 - 2000 words).</p>
Summer Term (May - July)	<p>Mock exam - Food Preparation Assessment Introduction to NEA2 in preparation for their Yr11 assessment. Using task previously set by exam board AQA. Produce 3 dishes showing as many preparation skills as possible. Maximum of 20 hours. 3 hours for the practical production as an exam.</p> <p>Mock exam (written exam paper) Introduction to the written exam paper in preparation for their final Yr11 exam.</p>

Curriculum Content – Year 11	
Autumn Term (September – December)	<p>NEA1 Food Science investigation (15%) Released by AQA on 1st September. Applying food science and chemistry knowledge to experiments and writing up your findings in a 1500—2000 word report / essay with photographs.</p> <p>NEA2 Food Preparation (35%) Released by AQA on 1st November. Produce three dishes around a set brief within a 3-hour timed assessment showing as many food preparation skills as possible. Write up and evaluate your findings within a 20-hour written report.</p>
Spring Term (January - May)	<p>Revision programme for the end of Year 11 Revisiting topics learnt in year 10 Written examination (50% of final grade).</p>
Assessments	<p>Written examination 1hour 45 minutes (50% of final grade)—multiple choice, descriptive and essay/extended writing style questions. Question themes: How you can apply nutrition through practical work, cooking of food and heat transfer, functional and chemical properties of food, food spoilage and contamination, principles effecting food safety, sustainability, food labelling and marketing, food processing and production, sensory evaluation.</p> <p>NEA1: Food Investigation (15% 10 hours) NEA2: Food Preparation Task (35% 20 hours and 3-hour practical exam)</p>
Homework / independent study	<p>A commitment is required to bring ingredients in on a regular basis and complete homework that builds on the theoretical knowledge gained in class.</p>
School-based enrichment opportunities	<p>Culinary Skills Build afterschool clubs. Future Chef & Rotary Club competition entry.</p>
Resources available for home-based study	<p>‘AQA GCSE Food Preparation & Nutrition’ by Anita Tull ‘AQA GCSE Food Preparation & Nutrition Revision guide’ by CGP</p>

8: French

Course Details	Exam Board: Edexcel Level: GCSE Examination Structure: 4 x final exam. 25% writing, 25% listening, 25% reading and 25% speaking.
Key Learning Objectives	<ul style="list-style-type: none"> • To build upon and extend the vocabulary and grammar from Key Stage 3. • To develop independent learning skills. • To build confidence and communication skills in the target language.
Curriculum Content – Year 10 2023-24	
Autumn Term (September – December)	De la Ville à la Campagne (Local area, holiday and travel) <ul style="list-style-type: none"> • Where you live, weather and transport • Describing a town and asking the way • Using y, negatives and future.
Spring term (January - April)	Le Grand Large (Local area, holiday and travel) <ul style="list-style-type: none"> • Holidays – past, present and future Using reflexive verbs, the conditional tense, the pluperfect tense and demonstrative adjectives. Un œil sur le monde (International and global dimension) <ul style="list-style-type: none"> • Using the passive voice, modal verbs and indirect object pronouns.
Summer term (May - July)	Un œil sur le monde (International and global dimension) <ul style="list-style-type: none"> • Using the passive voice, modal verbs and indirect object pronouns. Qui suis-je? (Identity and culture) <ul style="list-style-type: none"> • Family and describing people. • Places and in town and activities. • Using the past, present, future and imperfect tenses. Mocks preparation and Mocks
Curriculum Content – Year 11 2022-23	
Autumn Term (September – December)	Le Temps de Loisirs (Identity and culture) CONT <ul style="list-style-type: none"> • Sport and music • Technology, films and TV • Using superlatives, direct object pronouns, further revision of the imperfect tense. Jours ordinaires (Identity and culture) <ul style="list-style-type: none"> • Food and Meals • Shopping for clothes • Festivals and Traditions • Using venir de, pronouns, pouvoir and devoir.
Spring term (January – May)	Bon Travail (Future aspirations, study and work) <ul style="list-style-type: none"> • Work, jobs and work preferences • Using direct object pronouns, adverbs, understanding the subjunctive. Au Collège (School) <ul style="list-style-type: none"> • School subjects, rules, exchanges • Using the imperative and il faut.

	Au Collège (School) <ul style="list-style-type: none"> School subjects, rules, exchanges Using the imperative and il faut. Exam practice.
Assessments	Year 10 Mock Exams in July . Year 11 Mock Exams in December. End of Unit tests (ongoing assessment). Regular vocab tests as part of weekly set homework.
Homework / independent study	Set weekly on Satchel One. Revision guides are available to purchase through the school.
Resources available for home-based study	Edexcel revision guides. Duolingo. Satellite TV e.g. TV Monde.

9: Geography

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE</p> <p>Examination Structure: Paper 1: Living with the physical environment - 1h30min (35%) Paper 2: Challenges in the human environment - 1h30min (35%) Paper 3: Geographical applications - 1h15 min (30%)</p> <p>Coursework/Controlled Assessment: Compulsory fieldwork Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries, students are expected to show an understanding of the interaction between physical and human geography.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, the change in places and processes over space and time, and the interrelationship between geographical phenomena on different scales and in different contexts (think like a geographer). • Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). • Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>The challenge of natural hazards. Natural hazards: tectonics hazards, tropical storms, extreme weather in the UK, climate change</p>
Spring term (January - April)	<p>Urban issues and challenges. Urban issues and challenges (Rio and Bristol) Urban planning to improve quality of life for the urban poor (Favela Bairro) Urban regeneration project in the UK (Temple Quarter, Bristol) Urban sustainability and Urban Transport Strategies</p>
Summer term (May-July)	<p>The living world. local ecosystems, tropical rainforests, one from deserts or cold</p> <p>Fieldwork - planning and preparation. Fieldwork - visits and write-up.</p>

Curriculum Content – Year 11	
Autumn Term (September – December)	The changing economic world Global patterns, development, UK economy, country study
Spring term (January - May)	Physical landscapes in the UK. Physical landscapes in the UK: two from Coasts, Rivers Resource management: UK resources, global resources, one from water, food and energy
Assessments	Each topic within a unit will have a formal examination test to assess students' knowledge and progress. In addition, students will sit formal mock examinations during the school internal examination periods.
Homework / independent study	Knowledge Organisers available through SMHW and VLE. Revision guides available through school or independently. Homework set 3x per half term
School-based enrichment opportunities	GCSE Revision sessions after school. Homework support. A requirement of this course is that all students must go on field study sessions, one physical and one human. There is a fee for taking students on trips, which will be less than £50. Parents need to be aware of this requirement.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in Environmental Issues. Membership of the Royal Geographic Society with a login to access a wide range of resources and wider reading.

10: Health and Social Care BTEC

Course Details	<p>Exam Board: Pearson</p> <p>Level: BTEC Tech Award Level 1/2 (2022 Specification)</p> <p>Examination structure: There is a formal synoptic external examination set and marked by Pearson. It is worth 60 marks i.e., 40% of the overall final assessment and will take 2 hours to complete. The students will sit the examination in the May/June exam period of Year 11.</p> <p>Coursework/Controlled Assessment: Components 1 and 2 are assessed through non-exam internal assessments set by Pearson that are marked internally and are subject to external standards verification. These are released twice a year in September and January. Students are given 6 hours to complete this via supervised assessment. Each unit is 60 marks and worth 30% of the overall final assessment. Grading decisions are made based on the assessment requirements. Component 1 will be completed in March of Year 10 and Component 2 will be completed in November of Year 11.</p> <p>Learners are required to complete and achieve all the components included in the qualification.</p>
Key Learning Objectives	<p>The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:</p> <ul style="list-style-type: none"> the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development different life events and how individuals can adapt or be supported through changes caused by life events health and social care conditions, how they can be managed by the individual and the different health and social care services that are available the barriers and obstacles an individual may encounter and how these can be overcome the skills, attributes and values required to give care and how these benefit the individual how factors can affect an individual's current health and wellbeing how physiological indicators and an individual's lifestyle choices determine physical health the use of the person-centred approach recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.
Curriculum Content – Year 10	
<p>Autumn term (September - December)</p> <p>Spring Term (January- February)</p>	<p>Component 1- Human Lifespan Development</p> <p>Learning Outcome A: Understand human growth and development across life stages and the factors that affect it. Students will learn about:</p> <ul style="list-style-type: none"> human growth and development across life stages factors affecting growth and development. <p>Learning Outcome B: Investigate how individuals deal with life events. Students will learn about:</p> <ul style="list-style-type: none"> different types of life event coping with change caused by life events. <p>At this point, students will complete their Pearson set internal assessment for Component 1 worth 30% of the total qualification.</p>

<p>Spring Term (March - April)</p> <p>Summer Term (May-July)</p>	<p>Component 2- Health and Social Care Services and Values</p> <p>Learning Outcome A: Understand the different types of health and social care services and barriers to accessing them.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • health and social care services • health conditions such as diabetes, arthritis etc. • barriers to accessing services health and social care services • types of barriers and how they can be overcome by the service providers or users.
Curriculum Content – Year 11	
<p>Autumn & Spring Term (September – November)</p>	<p>Component 2- Health and Social Care Services and Values (continued)</p> <p>Learning Outcome B: Understand the skills, attributes and values required to give care</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • skills and attributes in health and social care • values in health and social care • the obstacles individuals requiring care may face • the benefits to individuals of the skills, attributes and values in health and social care practice. <p>At this point, students will complete their Pearson set internal assessment for Component 2 worth 30% of the total qualification.</p>
<p>Autumn and Spring term (November - March)</p>	<p>Component 3- Health and Wellbeing</p> <p>Learning Outcome A: Factors that affect health and wellbeing</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • factors affecting health and wellbeing • definition of health and wellbeing • physical, lifestyle, cultural, social, economic, and environmental factors that affect health and wellbeing. <p>Learning Outcome B: Interpreting health indicators</p> <ul style="list-style-type: none"> • physiological indicators such as heart rate, blood pressure and BMI • lifestyle Indicators. <p>Learning Outcome C: Person-centred approach to improving health and wellbeing</p> <ul style="list-style-type: none"> • the importance of a person-centred approach • taking into account individual needs and wishes • recommendations and actions to improve health and wellbeing • barriers and obstacles to following recommendations. <p>Students will then complete their external assessment for Component 3 worth 40% of the total qualification during the exam period in May/June.</p>
Assessments	<p>Component 1- Human Lifespan Development</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks. • Final assessment – Pearson set internal assessment subject to external standards verification (30% of final grade). <p>Component 2- Health and Social Care Services and Values</p> <ul style="list-style-type: none"> • Ongoing assessment through completion of centre set preparatory and practice tasks • Final assessment – Pearson set internal assessment subject to external standards verification (30% of final grade).

	Component 3- Health and Wellbeing <ul style="list-style-type: none"> • Ongoing assessment through end of topic progress tests. • Final assessment - written paper - Pearson set and externally marked – 2 hours (60 marks – 40% of final grade).
Homework / independent study	<p>Homework is set regularly and is published on Satchel One. Further independent study is encouraged in order for the assessments to be completed to a high standard.</p> <p>When centre set and assessed units are being studied, ongoing assessment tasks need to be completed independently as part of the homework commitment. (For Component 1 and 2) Homework tasks are set in order to prepare for the externally assessed synoptic exam questions. (Component 3)</p>
School-based enrichment opportunities	<p>Intervention groups for students to complete revision, every Tuesday 3-4pm in V4.</p> <p>Visits to health and social care simulation activities at Buckinghamshire New University.</p>
Resources available for home-based study	<p>BTEC Tech Award 2022 Health and Social Care Student Book (BTEC Tech Award Health and Social Care) ISBN: 978-1292444628</p> <p>New BTEC Tech Award in Health & Social Care: Revision Guide (for courses starting in 2022) (CGP BTEC Tech Awards) CGP Books. ISBN: 978-1789089097</p> <p>Pearson REVISE BTEC Tech Award Health and Social Care 2022 Revision Guide Pearson. ISBN: 978-1292436128</p>

11: GCSE History

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE</p> <p>Examination Structure: Paper 1: Understand the modern world – 2hr exam (50%) <ul style="list-style-type: none"> • Period Study: Germany 1890-1945: Democracy and Dictatorship • Wider Depth Study: Conflict and tensions: The First World War, 1894-1918 Paper 2: Shaping the nation – 2hr exam (50%) <ul style="list-style-type: none"> • Thematic studies: Britain: Migration, empires and the people: c790 to the present day • British Depth Study: Elizabethan England, c1568-1603 </p>
Key Learning Objectives	<ul style="list-style-type: none"> • To study the political, economic, social and cultural aspects of democracy and dictatorship and the role ideas played in influencing change • To analyse the causes, nature and conclusion of the First World War. To consider the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. • To gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world- considering invasions and conquests. A study of the country's relationship with Europe and the wider world. • To study in depth the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.
Curriculum Content – YEAR 10	
Autumn Term (September – December)	<p>Paper 2 Thematic Studies: Britain: Migration, empires and the people</p> <p>Option focuses:</p> <ol style="list-style-type: none"> 1. How has Britain been affected by conquest, settlement, and migration? 2. What has motivated migration to and from Britain? 3. Why did Britain gain and lose an empire and with what effects? 4. How have the people of Britain and the wider world responded to, and been influenced by, interaction? 5. What is the significance of key individuals and events in the development of empire and British identity? <p>Course breaks down into four sections:</p> <ol style="list-style-type: none"> 1. Conquered and conquerors <ul style="list-style-type: none"> - Vikings and Anglo-Saxons - A Norman Kingdom and Angevin Empire - Birth of English identity 2. Looking West <ul style="list-style-type: none"> - Sugar and the Caribbean: piracy, plantations and slavery - Colonisation of North America - Migrants to and from Britain 3. Expansion and Empire <ul style="list-style-type: none"> - Expansion in India - Expansion in Africa - Migrants to and from Britain

Spring term (January - April)	Paper 2 Thematic Studies: Britain: Migration, empires and the people (cont.) <ol style="list-style-type: none"> 4. Britain in the 20th century <ul style="list-style-type: none"> - End of the Empire - Legacy of Empire - Britain's relationship with Europe Paper 2 British Depth Study: Elizabethan England, c1568-1603 <ol style="list-style-type: none"> 1. Elizabeth's court and Parliament <ul style="list-style-type: none"> - Elizabeth I and her court - Difficulties of a female ruler 2. Life in Elizabethan times <ul style="list-style-type: none"> - A 'Golden Age' - The poor - English sailors
Summer term (May-July)	Paper 2 British Depth Study: Elizabethan England, c1568-1603 (cont.) <ol style="list-style-type: none"> 3. Troubles at home and abroad <ul style="list-style-type: none"> - Religious matters - Mary Queen of Scots - Conflict with Spain 4. The Historic Environment of Elizabethan England <ul style="list-style-type: none"> - Different focus every year set by the exam board, worth 10% of overall course - Examined on a specific site in depth, focus on historical context, and examine the relationship between a specific place and associated historical events/development Paper 1 Wider world depth studies- Conflict and tension: the First World War, 1894–1918 <ol style="list-style-type: none"> 1. The causes of WW1 <ul style="list-style-type: none"> - The Alliance System - Anglo-German rivalry - Outbreak of war
Curriculum Content – YEAR 11	
Autumn Term (September – December)	Paper 1 Wider world depth studies- Conflict and tension: the First World War, 1894–1918 (cont.) <ol style="list-style-type: none"> 2. The causes of WW1 <ul style="list-style-type: none"> - The Alliance System - Anglo-German rivalry - Outbreak of war 3. WW1: Stalemate <ul style="list-style-type: none"> - Schlieffen Plan - The Western Front - The wider war 4. Ending the war <ul style="list-style-type: none"> - Changes in the Allied Forces - Military developments in 1918 - Germany surrenders
Spring term (January - May)	Paper 1 Period Study: Germany 1890-1945: Democracy and Dictatorship <ol style="list-style-type: none"> 1. Germany and the growth of democracy <ul style="list-style-type: none"> - Kaiser Wilhelm - Impact of WW1 - Weimar democracy 2. Germany and the Depression <ul style="list-style-type: none"> - Impact of the Depression - Failure of Weimar democracy - Establishment of Hitler's dictatorship 3. The experiences of Germans under the Nazis <ul style="list-style-type: none"> - Economic changes

	<ul style="list-style-type: none"> - Social policy and practise - Control
Assessments	<p>Each topic within a unit will have a formal examination test to assess students' knowledge and progress.</p> <p>In addition, students will sit formal mock examinations during the school internal examination periods.</p>
Homework / independent study	<p>Knowledge Organisers available through satchel one</p> <p>Revision guides available</p> <p>Homework set 3x per half term . Retrieval Practice in year 11 using History Homework</p>
School-based enrichment opportunities	<p>GCSE Revision sessions after school.</p> <p>Homework support.</p>
Resources available for home-based study	<p>Reading widely improves the level and depth of understanding.</p> <p>Conducting independent research.</p> <p>Encouraging an interest in Historical events.</p> <p>Membership of the Historical Association with a login to access a wide range of resources and wider reading.</p>

12a: Music (GCSE)

Course Details	<p>Exam Board: Eduqas</p> <p>Level: GCSE</p> <p>Examination Structure: Listening and Appraising examination, including the study of two set works.</p> <p>Coursework/Controlled Assessment: Two performances (one must be an ensemble and one other) Two compositions (One free brief and one set by the exam board in September of Y11)</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music • engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>Practice skills and performance preparation: Exploring skills and making decisions as you prepare for a performance. Planning and practising to make your performance successful. You will be encouraged to choose your own pieces for performance to an audience.</p> <p>Music notation and theory: Learning staff notation and chord progressions. Understanding reading music in preparation for analysis.</p>
Spring Term (January – April)	<p>Musical Forms and Devices: Learning about the use of form and structure through listening, analysis, performance and composition.</p> <p>Music for Ensemble: Exploring different musical ensembles and how music differs between them. Study of set work 1 “Badinerie” by Bach.</p>
Summer Term (May – July)	<p>Music for Film: Composing to a brief. Writing for film. Exploring and analysing the music of other film composers</p> <p>Performance 1: Completing one of the coursework performance pieces through preparation in class and private practice.</p>

Curriculum Content – Year 11	
Autumn Term (September – December)	<p>Complete composition 1: Refining, developing, and extending the compositional ideas from the portfolio of ideas.</p> <p>Performance 2: Preparation, rehearsal and performance of the ensemble piece of performance coursework.</p> <p>Musical Fusion: Exploring Musical Fusion through listening and analysis.</p>
Spring Term (January - May)	<p>Complete composition 2: Prepare, develop and refine a composition based on a brief set by Eduqas from a choice of 4 options. These vary each year but are from the four areas of study.</p> <p>Revision and Exam Practice</p>
Assessments	<ul style="list-style-type: none"> • Two pieces of performance coursework internally assessed and externally moderated • Two pieces of composition coursework internally assessed and externally moderated • A written examination in May externally assessed.
Homework / independent study	<p>Tasks set to support assignments and prepare for written examination when appropriate.</p> <p>Daily practice of chosen instrument throughout the course</p>
School-based enrichment opportunities	<ul style="list-style-type: none"> • School choir and ensembles. • Concert at Christmas. • Lunch time music clubs. • Theory breakfast
Resources available for home-based study	<p>Private practice is essential for completion of this course.</p>

12b: Performing Arts

Course Details	<p>Exam Board: Eduqas</p> <p>Level: Level 1/2 Vocational Award in Performing Arts</p> <p>Examination Structure: One externally assessed unit worth 40% of the qualification.</p> <p>Coursework/Controlled Assessment: Three units internally assessed and moderated.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To explore creative stimuli to meet a composing brief. • To develop, extend, and shape music for performances. • To present compositions appropriately. • To plan a performance, promote and pitch it followed by evaluation.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>Unit 1 Performing: Exploring skills and making decisions as you prepare for a performance. Planning and practising to make your performance successful. You will be encouraged to choose your own pieces for performance to an audience. In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.</p>
Spring Term (January - April)	<p>Managing a Music Product: Managing the planning, delivery and promotion of a live concert. Your planning will lead to the final delivery of your product and its presentation to others. You will be required to work with others, as well as achieving your personal goals, ensuring the product reflects your work and the qualities you show.</p>
Summer Term (May - July)	<p>Unit 2 Creating: In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.</p>
Curriculum Content – Year 11	
Autumn Term (September – December)	<p>Introducing Music Composition: Refining, developing, and extending the compositional ideas from the portfolio of ideas.</p>
Spring Term (January - May)	<p>Unit 3 Performing Arts in Practice Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p>
Assessments	<ul style="list-style-type: none"> • Three assignments assessed and moderated internally. • Externally set and assessed AoS3 Unit.
Homework / independent study	<p>Tasks set to support assignments and prepare for written examination when appropriate. Personal practice Composition and theory tasks as appropriate.</p>
School-based enrichment opportunities	<ul style="list-style-type: none"> • School choir and ensembles. • Concert at Christmas. • Lunch time music club.
Resources available for home-based study	<p>Practice on your instrument at home is essential for completion of this course.</p>

13: GCSE PE

Course Details	<p>Exam Board: OCR</p> <p>Level: GCSE (LEVEL 2)</p> <p>Examination Structure: 4 units of work comprising 2 exam papers and coursework including the practical moderation of 3 sports and an analysis and evaluation of performance.</p> <p>Coursework / Controlled Assessment: Assessed in 3 sports (from approved list) and planning of personal exercise programme</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance. • Understand how the physiological and psychological state affects performance in physical activity and sport • Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas • Develop their ability to analyse and evaluate to improve performance in physical activity and sport • Understand the contribution that physical activity and sport make to health, fitness and well-being. • Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>J587/01 Physical factors affecting performance</p> <p>1.1 Applied anatomy and physiology</p> <p>Students to look at the structure and functions of the various body systems and how they respond to exercise in both the short and long term. They will look at the differences between aerobic and anaerobic exercise and how the body adapts to them</p>
Spring Term (January - April)	<p>J587/04 Practical Performances</p> <p>The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice.</p> <p>Students must participate in three separate activities. They will be assessed against set assessment criteria found in the <i>approved sporting performance list</i>. Each activity can last up to 12 hours.</p> <p>These will be assessed by the teacher and moderated by OCR. The practical activities will last right through to January of Year 11.</p> <p>J587/01 Physical factors affecting performance</p> <p>1.2 Physical training</p> <p>Students will look at an introduction into biomechanics and how the body uses levers to produce movement and also planes of movement.</p> <ul style="list-style-type: none"> • Physical training methods and principles. <p>Students will look at the relationship between health and fitness and the different components of fitness. They will also look at how training can be tailored to individuals needs and aimed at making improvements in certain areas of fitness.</p>

Summer 1st Half Term (May-June)	Unit 1: Fitness and Body Systems <ul style="list-style-type: none"> • Use of data. <p>Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.</p> <p>Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>Present data (including tables and graphs)</p> <p>Interpret data accurately</p> <p>Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport.</p>
Summer 2nd Half Term (June-July)	J587/02 Socio-cultural issues and sports psychology <p>2.1 Socio-cultural influences</p> <ul style="list-style-type: none"> • Socio-cultural influences. <p>Students to look at how their environment around them will influence participation and the effect business and money has on sport.</p> <p>2.2 Sports psychology</p> <ul style="list-style-type: none"> • Sport psychology. <p>Students will look at the classification of skill and how we can set targets to improve our learning. The influence of feedback and how we use guidance to learn and prepare.</p>
Curriculum Content – Year 11	
Autumn Term (September – December)	J587/02 Socio-cultural issues and sports psychology <p>2.3 Health, fitness and well-being</p> <ul style="list-style-type: none"> • Health, fitness and well-being. <p>Students to look at how Physical, Emotional and Social health have an impact on our well-being and the consequences of leading a sedentary lifestyle. Students will also look at the impact of nutrition and hydration on energy levels and participation.</p> <ul style="list-style-type: none"> • Use of data <p>Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.</p> <p>Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>Present data (including tables and graphs)</p> <p>Interpret data accurately</p> <p>Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport</p>
Spring Term (January - May)	J587/05 Analysis and Evaluation of Performance <p>Non-examined assessment: internally marked and externally moderated 10% of the qualification 20 marks</p> <p>Content overview</p> <p>This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.</p> <p>Assessment overview</p> <p>The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.</p>

	<p>These will be assessed by the teacher and moderated by Pearson.</p> <p>THE PRACTICAL MODERATION WILL ALSO TAKE PLACE WITHIN THIS TERM.</p>
Assessments	4 units of work comprising 2 exam papers and coursework including the practical moderation of 3 sports and a Personal Exercise Programme.
Homework / independent study	<p>Students will gather video evidence of them performing in their chosen sports.</p> <p>Exam questions to consolidate learning of lesson.</p>
School-based enrichment opportunities	Students are encouraged to use core PE sessions to improve their skills in isolation and game situations. There is also opportunities to represent the school in interschool competition to help moderate scores.
Resources available for home-based study	<p>All resources will be available through the shared drive and also the Teams class.</p> <p>Revision books are also available through the school finance dept.</p>

14: Religious Studies (GCSE)

Course Details	Exam Board: OCR Level: GCSE Examination Structure: 1: Christianity 1hr (25%) 2: Islam 1hr mins (25%) 3: Ethics and Moral issues from a Christian perspective 2hrs (50%)
Key Learning Objectives	<ul style="list-style-type: none"> • Explore the practices and beliefs of the Christian faith. • Explore the practices and beliefs of the Islamic faith. • Investigate the moral implications of key ethics issues.
Curriculum Content – Year 10	
Autumn Term (September – December)	Beliefs and Teachings and Practices – Christianity: <ul style="list-style-type: none"> • Nature of God. • Concept of God as a Trinity of persons. • Biblical accounts of creation. • Agape. • The problem of suffering and evil and a loving and righteous God. • Jesus Christ- significance for Christians, teachings, role, sources of wisdom, etc. • Incarnation, Crucifixion, Resurrection and Ascension. • The concept of salvation. • Eschatological beliefs and teachings. • Worship.
Spring Term (January - April)	Beliefs and Teachings and Practices – Christianity and Islam: <ul style="list-style-type: none"> • Sacraments. • Prayer. • The role and importance of pilgrimage and celebrations to Christians. • The role of the church in the community and living practices. • Mission. • The role of the church in the wider world. • Core beliefs in Islam • Nature of Allah. • Prophethood (Risalah). • Books (Kutub).
Summer Term (May - July)	<ul style="list-style-type: none"> • Angels (Malaikah). • Eschatological beliefs and teachings. • Life after death. The importance of practices. • Public acts of worship. • Private acts of worship. • Hajj. • Zakah. • Sawm. • Festivals/ special days. • Jihad.

Curriculum Content – Year 11	
Autumn Term (September – December)	Religion, Philosophy, and Ethics in a Modern World from a Christian Perspective Relationships and Families: <ul style="list-style-type: none"> Relationships and families. Men and Women. Christian Understandings of Equality. The Existence of God: <ul style="list-style-type: none"> The question of God. The nature of reality. Experiencing God.
Spring Term (January - May)	Religion, Peace and Conflict: <ul style="list-style-type: none"> Violence and conflict. Peace and peace making. Forgiveness and reconciliation. Dialogue between religious and non- religious beliefs and attitudes <ul style="list-style-type: none"> Challenges for religion. Dialogue within and between religious groups. Dialogue between religious and non-religious groups.
Assessments	<p>A formal assessment based on GCSE exam questions and graded according to GCSE criteria will take place approximately once per term. Timed exam style questions will take place in class.</p> <p>Additionally, mock examinations will take place in accordance with the school calendar.</p>
Homework / independent study	<p>Homework is a mixture of research work, revision and pre-reading. Approximately three homework tasks will be set per half term.</p>
School-based enrichment opportunities	<p>Guest Speaker. Project Work. Assembly projects.</p>
Resources available for home-based study	<ul style="list-style-type: none"> Various interactive virtual tour sites. “This is Christianity” by Michael Keene. “OCR GCSE Religious Studies” by Lorraine Abbott <p>Extra topics are on The Grange VLE. Websites: www.aportraitofjesus.org www.reonline.org.uk Related reading: Exodus – The Bible (story of Moses) The story of the Prophet Mohammed The Easter Story</p>

15: Spanish

Course Details	Exam Board: Edexcel Level: GCSE Examination Structure: 4 x Final exam. 25% writing, 25% listening, 25% reading, 25% speaking.
Key Learning Objectives	<ul style="list-style-type: none"> • To build upon and extend the vocabulary and grammar from Key Stage 3. • To develop independent learning skills. • To build confidence and communication skills in the Target Language.
Curriculum Content – Year 10 (2023 – 2024)	
Autumn Term (September – December)	Desconéctate (Local area, holiday and travel) <ul style="list-style-type: none"> • Holidays • Holiday preferences. • Problems and complaints. Mi vida en el insti (school) <ul style="list-style-type: none"> • School life • Exchange plans.
Spring Term (January - April)	Mi vida en el insti (school) <ul style="list-style-type: none"> • School life. • Exchange plans. Mi Gente (Identity and Culture) <ul style="list-style-type: none"> • Social networks • Making arrangements • Ser and Estar.
Summer Term (May - July)	Mi Gente (Identity and Culture) <ul style="list-style-type: none"> • Social networks • Making arrangements • Ser and Estar. Mocks
Curriculum Content – Year 11 (2023 – 2024)	
Autumn Term (September – December)	Intereses e influencias (Identity and culture) <ul style="list-style-type: none"> • Free time activities • TV • Cinema. Music. Hacia un mundo mejor (International and global dimension) <ul style="list-style-type: none"> • Housing and environment • Global issues.
Spring Term (January – April)	A currar (future aspirations) <ul style="list-style-type: none"> • Work • Work experience

	<ul style="list-style-type: none"> • Future plans. <p>De costumbre (Identity and culture) (continued)</p> <ul style="list-style-type: none"> • Daily routine • Mealtimes • Festivals • Illness and injury.
Summer Term (May – July)	<p>Ciudades (Local area, holiday and travel, identity and culture)</p> <ul style="list-style-type: none"> • Town • Region • Shopping. <p>Exam preparation.</p>
Assessments	<p>Year 10 Mock Exams in July. Year 11 Mock Exams in December. End of Unit tests (ongoing assessment). Regular vocabulary tests as part of weekly set homework.</p>
Homework / independent study	<p>Set weekly on Satchel One. Revision guides are available to purchase.</p>
Resources available for home-based study	<p>Revision guides. Pupils are guided towards online revision. Duolingo. Satellite TV for films and box sets in Spanish.</p>

16: BTEC Tech Award SPORT

Course Details	<p>Exam Board: Pearson/Edexcel</p> <p>Level: BTEC Tech Award in Sport (Level 1 / Level 2)</p> <p>Examination Structure: A mixture of written exam and exam board set and school marked assignments which are then moderated.</p> <p>Coursework / Controlled Assessment: Written Exam – 60 marks. Written and practical coursework – 2 units of work.</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Encourage personal development through practical participation and performance in a range of sports and exercise activities. • Give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of specialist units. • Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select skills from units available in the qualification structure. • Provide education and training for sport, leisure and recreation employees.
Curriculum Content – YEAR 10	
Autumn Term (September – December)	<p>Component 1: Preparing participants to take part in sport and physical activity</p> <p>A. Explore types and provision of sport and physical activity for different types of participant Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity.</p>
Spring Term (January - April)	<p>Component 1: Preparing participants to take part in sport and physical activity</p> <p>B. Examine equipment and technology required for participants to use when taking part in sport and physical activity C. Be able to prepare participants to take part in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p>
Summer 1st Half Term (May - June)	<p>Component 2: Taking part and improving other participants sporting performance.</p> <p>A. Understand how different components of fitness are used in different physical activities Learners will investigate the components of fitness and their effect on performance and take part in practical sport.</p>
Summer 2nd Half Term (June - July)	<p>Component 2: Taking part and improving other participants sporting performance.</p> <p>B. Be able to participate in sport and understand the roles and responsibilities of officials C. Demonstrate ways to improve participants sporting techniques. Students will explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.</p>

Curriculum Content – YEAR 11	
Autumn Term (September – December)	<p>Component 3: Developing fitness to improve other participants performance in sport and physical activity</p> <p>Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.</p> <p>AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p> <p>AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p> <p>AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p> <p>AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p>
Spring Term (January - May)	Revision and prep for resits of the external exam.
Assessments	<p>Components 1 and 2 have assignments that will be set and marked internally. They will also be externally moderated.</p> <p>Component 3 is assessed in the form of an exam which students can resit. This paper has multiple choice, short and longer exam-style questions.</p>
Homework / independent study	<p>Some homework will be revision-based for the Component 3 exam, some will be completed in relation to assignments.</p> <p>Once students are set an assignment, they are expected to complete these assignments independently.</p>
School-based enrichment opportunities	Students can join and help run school clubs to practice and hone leadership skills.
Resources available for home-based study	All resources are available via Teams and student shared drive. These include PLCs and specifications, sample exams, revision aids, knowledge organisers for their learning and access to the assignment briefs. They will also be placed on Teams within the individual class channel.

17: Urdu

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE (Foundation / Higher Level)</p> <p>Examination Structure: Written exams in Reading (25%), Writing (25%), Listening (25%) and Speaking (25%).</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To build upon and extend the vocabulary and grammar from Key Stage 3. • To develop independent learning skills. • To build confidence and communication skills in the target language.
Curriculum Content – Year 10 (2022 - 23)	
Autumn Term (September – December)	<p>Relationships with Family and Friends</p> <ul style="list-style-type: none"> • Talking about yourself and about your family. • Saying what you like and dislike. <p>What School is Like</p> <ul style="list-style-type: none"> • Talking about school subjects and daily routine. • Talking about your plans and comparing schools in England and Pakistan.
Spring Term (January - April)	<p>What School is Like (cont)</p> <ul style="list-style-type: none"> • Talking about school subjects and daily routine. • Talking about your plans and comparing schools in England and Pakistan. <p>Business, Work and Employment</p> <ul style="list-style-type: none"> • Talking about where you live. • Talking about your area.
Summer Term (May - July)	<p>Business, Work and Employment (cont)</p> <ul style="list-style-type: none"> • Talking about where you live. • Talking about your area. <p>Holidays - Plans, Preferences, Experiences</p> <ul style="list-style-type: none"> • Talking about the weather. • Making holiday plans.
Curriculum Content – Year 11 (2022 - 23)	
Autumn Term (September – December)	<p>Holidays - Plans, Preferences, Experiences (cont)</p> <ul style="list-style-type: none"> • Talking about the weather. • Making holiday plans. • <p>Shopping, Money, Fashion</p> <ul style="list-style-type: none"> • Discussing jobs and money. • Talking about work experience.
Spring Term (January - May)	<p>Shopping, Money, Fashion (cont)</p> <ul style="list-style-type: none"> • Discussing jobs and money. • Talking about work experience. <p>Business, Work and Employment (cont)</p> <ul style="list-style-type: none"> • Talking about where you live. • Talking about your area.

	Free Time and the Media <ul style="list-style-type: none"> • Discussing TV and cinema. • Arranging to go out.
Assessments	Baseline test at start of Year 10. Written/Speaking assessments at the end of each topic (TBA). Reading and Listening assessments at the end of topics. Year 10 Mock Exams in July and Year 11 Mocks in November/ December. End of Unit tests (ongoing assessment). Regular vocab tests as part of weekly set homework.
Homework / independent study	Set on a weekly basis and on Satchel One.
Resources available for home-based study	Popular Oxford Practical Combined Dictionary: English - Urdu, Urdu - English.